

Loyola College

Senior
Programs
Handbook

2018

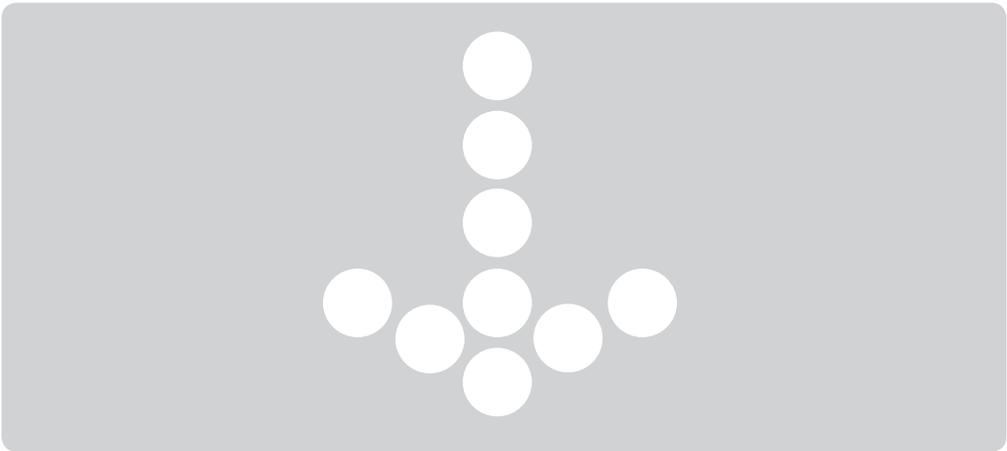


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Loyola College is focused on the building of a Catholic Community in the Catholic Ignatian tradition, in which all members of the College feel welcomed and valued, and believe that they have an important contribution to make to the life of the College. Following the Ignatian tradition, Loyola College seeks to develop the whole person through a range of experiences provided for all students.

The College offers a very rich educational experience for all students, who have the opportunity to choose from a wide variety of subjects including VCE, Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL). This Senior Programs Handbook has been prepared as a guide for the students of the College, and the information it contains was accurate at the time of printing. Prospective senior students are encouraged to read it carefully and thoroughly, but it is not the only source of information. As they mature, young adults studying must take responsibility for exploring their interests, research the requirements of possible employment and study options that they may wish to take up after the completion of their senior studies, and seek guidance from their teachers, parents or perhaps someone else who has the experience to assist them. They need to be well prepared in order to make informed decisions regarding appropriate senior programs to follow.

We have a very caring, experienced staff, who use their many skills and talents for the benefit of the students. Each student will be valued, encouraged and nurtured so as to achieve to the best of their ability. At Loyola College we strive to develop each student's gifts, we encourage the pursuit of excellence and provide a positive learning environment.

Our expectation is that Senior students will work co-operatively, take their studies seriously, show respect of their fellow students and staff, and be good role models for the younger members of the College. The completion of a successful Senior Program requires that there be an atmosphere which is conducive to good learning and study practices. We look forward to having you as a senior student of the Loyola College Community.

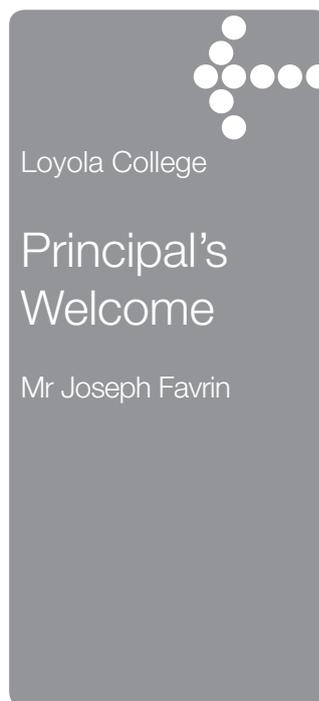
This information is designed to help students make informed decisions about the studies they will select in the course of their final years at Loyola College. All students will be asked to select a program of studies from those available. Each of these is listed in the overview in this booklet, and each is outlined in more detail in individual unit descriptions. Students are strongly advised to read these very carefully, and to do the research necessary to make sure they fulfil prerequisites for areas of future work or study in their program. At Loyola College we offer our Senior students a range of options. They include:

Academic Achievement

All students admitted to Senior programs are expected to work to the maximum of their ability and potential so as to be able to reap the benefits of senior education offered to them in their final two years at Loyola College.

The majority of students at Loyola College seek to have an ATAR score for tertiary study entry through their VCE studies. VCE students need to be aware that the VCE is a two year program of preparation, and that hard work and consistent effort are essential in order to achieve high academic results. This approach must be consistent throughout the two years and not something left to Year 12. Consequently, in addition to class work, this implies spending considerable time on homework and private study on a regular basis throughout the year.

VCAL students must also endeavour to work to the maximum in achieving module outcomes. The quality of work produced and the standards at which outcomes are completed will impact on future success in tertiary study, apprenticeships or employment.



Religious Education Program

A very important part of the College's life is the Religious Education Program. While all staff at Loyola College share a responsibility for the Pastoral Care of students and are witnesses to the Gospel values, the formal expression of the College's commitment to our faith is the Religious Education program that operates at each year level of the College. Year 11 students will study one of Faith, Texts and Action, Faith, Religion and Action or Youth Ministry (which incorporates VCE Texts and Traditions Unit 2). VCAL students will study a VCAL Religious Education program. All Year 12 students study either the School Based Religious Education Elective Program, Year 12 Youth Ministry or Texts and Tradition Units 3/4. In Term Three and early Term Four all Year 12 students participate in a school-based program.

All students will attend retreats and Reflection days during their senior years. Year 11 students also participate in a Christian Service Week and at least ten other hours of authorised service that they organise with the assistance of College staff. This is done outside of class time. In Year 12, students will take part in a 3 day overnight retreat experience. Students may also be required to attend seminars, which will explore aspects of their faith.

The Religious Education Program, the retreat experiences and attendance at Reflection Days are compulsory parts of the senior program at Loyola College. Entry into the Senior School at Loyola College is conditional on a student's willingness to be involved in all aspects of this program, including the retreats, service programmes, Reflection Days and parents' support for the program.

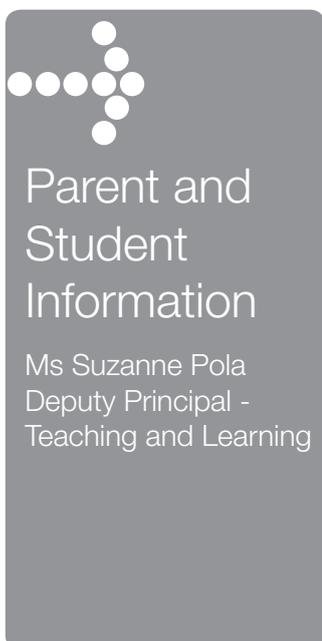
Co-Curriculum Activities

A range of co-curriculum activities including Sport, Christian Service, Public Speaking and Debating. Performing Arts, clubs and societies is available to students. These enable students to explore their own talents and interests. The activities are advertised in the College Co-Curriculum Program booklet published to students on the LMS each year. **It is important to note that it is a College requirement that all students complete a minimum number of points of co-curricular activities**

1. Victorian Certificate of Education (VCE)

Students complete their VCE over two years. At Loyola, students usually study 23 units over two years, although some students do more or fewer than this. In Year 11 a student's program in most cases consists of 13 units at Unit 1/2 level and in Year 12, students will most likely study 10 VCE units, including an English Units 3/4, Religious Education, and four other Unit 3/4 sequences of their own choice. Exceptions to this may be due to students who are affected by ongoing illness or learning difficulties. Students who complete their VCE will receive an Australian Tertiary Admission Rank (ATAR), which will be used when applying to tertiary institutions for further study.

Students will undergo semester examinations in all Unit 1/2 VCE subjects. VCAA examines externally at the end of Semester Two in all VCE Unit 4 subjects. In June all students studying a Unit 3 subject must sit the VCAA GAT (General Achievement Test).



2. Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is an alternative certificate to the VCE. It is a hands-on option for students in Years 11 and 12 which, provides project-based learning experiences, literacy and numeracy skills, and personal skills that are important for life and work. It is a recognised senior qualification with students meeting the learning outcomes defined by VCAA within a flexible experimental curriculum based approach.

At Loyola College we offer an integrated program, for both Year 11 and Year 12 students who will be assessed at Foundation, Intermediate or Senior level. Classes are held over 3 days (Monday, Tuesday and Thursday). Wednesday and Friday are reserved for external VET classes and Work Placements.

This integrated program enables a more project-focused approach to be undertaken, with the combined resources of our experienced VCAL teachers more efficiently deliver the required four strands, of Literacy, Numeracy, Work Related Skills and Personal Development. Included in this approach is also Religious Education. The curriculum will not be allocated to specific subjects, and this allows a large degree of flexibility in delivery of curriculum.

The students will be involved in a range of projects over the College year and learn project planning and execution as well as reflecting on project outcomes. They will also continue to be involved in College events such as Harmony Day, St Ignatius Day and the Year 9 City Experience.

Following year 12, students who are enrolled in VCAL are more likely to be interested in pursuing training at TAFE, doing an apprenticeship, or getting a job. The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select an accredited Vocational Education and Training (VET) module and are required to complete the following compulsory units:

- Literacy and Numeracy Skills
- Work Related Skills
- Personal Development Skills
- Certificate II - Small Business

Students may study a VCAL program at the Foundation, Intermediate or Senior level. A certificate and statement of results will be issued to students who successfully complete their VCAL. Students studying VCAL are not required to sit any VCAA subject examinations to satisfy their VCAL requirements.

If a VCAL student wishes to achieve a study score in their VET subject, they will be required to sit the VCAA examination in that subject. If they choose to do this, it is essential to also sit the GAT in June. For further information, students should contact the VCAL Coordinator.

An integral part of achieving success in a VCAL program is undertaking a one day per week work placement. This placement must complement one of the VET courses that the student undertakes.

An example of this in action within a typical VCAL program is as follows:

The student undertakes a VET subject in Building and Construction at Parade College one day per week. That student also seeks and obtains a work placement in a building company so that the skills learned can be practised on the job on a regular basis.

It is **not** appropriate to use part-time employment as a work placement unless it is relevant to the VET course being undertaken.

To this end, all prospective VCAL students must organise and sign up for a work placement **before** the beginning of the new school year. Help and guidance to seek and obtain a work placement will be conducted throughout the orientation period in the year preceding entry into the VCAL program.

If a student commences the school year without a work placement, they will be deemed unsuitable for the VCAL program and as such will be required to study the VCE program, or make alternative arrangements.

Selection into the VCAL program is **not** automatic. Prospective students are required to attend an interview with the VCAL Coordinator in order to assess their suitability for the program. Given the degree of independence and organisational skills required, students accepted into the program will be required to display a mature attitude and take responsibility for completing all aspects of the program.

With reference to the choice of VCE or VCAL learning program, it is vital that students choose carefully, as we are unable to accommodate a move between VCE and VCAL mid year. In any year, the final date for any move between VCE and VCAL will be the Friday before Activities week. Any change after this period will only occur under extreme circumstances and after consultation with the Deputy Principal - Students, Deputy Principal - Teaching and Learning and the VET and VCAL Coordinators.

Any student undertaking a VCAL program at Loyola College is able to access all of Loyola College's facilities and services, including pathway guidance, counselling, the iCentre and ICT services. As such, there will be no reduction in College fees.

There are a number of College events throughout the year that will take precedence over both TAFE and work placement commitments on Wednesdays and Fridays. It is important that your child attend these College events to ensure that they are part of the important milestones throughout the year.

The days of compulsory attendance are:

- College Swimming and Athletics Carnivals
- Activities Week Activities, Retreat and Christian Service
- Reflection Days
- St Ignatius Day

There are also certain days within the College calendar where there will be a number of adjustments to make up for the days lost to College events and Public Holidays, so that a Monday, Tuesday or Thursday. In the case of these days, a special VCAL program will be scheduled.

3. Vocational Educational and Training (VET)

VET subjects can be part of a student's VCE or VCAL program. They are Certificate Courses, some of which can also count as VCE subjects and can contribute to a student's ATAR at Unit 3/4 level. Ideally, students should only enter any VET program at the commencement of a calendar year, and must commence the VET program at Unit 1 level in order to complete the full certificate. Students are discouraged from entering a Year 12 (Unit 3/4) VET program, as they can only achieve partial completion of the course and would not be awarded the certificate qualification.

Loyola College presently offers five VET programs on site. Some VET programs have

an additional subject fee or a work placement requirement. These specific details are published in this handbook under the VET subject description. The Unit 3/4 VET subjects offered on site at Loyola are subjects that have VCAA prescribed examinations (except VET Music) and therefore a student will achieve a study score for the VET subject if they sit the examination. Unit 1/2 VET subjects offered at Loyola have semester examinations. For further information students should contact the VET Coordinator.

4. Accelerated Studies

Loyola College offers Year 10 and Year 11 students the opportunity to participate in the Accelerated Studies Program, studying a Unit 1/2 subject in Year 10 and a Unit 3/4 subject in Year 11. Students must meet the selection criteria each year and submit an application to be considered.

Year 12 students may also apply for the University Enhanced Program in a range of subjects. Contact the Deputy Principal ~ Teaching and Learning for further information. There is no fee reduction for students who are successful, even though they are studying one less subject at the College.

5. Year 10 Program

The subjects offered at Year 10 provide a range of choices for students to follow their passions, as well as developing new skills and knowledge.

Students may also begin a VET sequence at Year 10 as an accelerated program.

Students may be invited into the Year 10 Pre V program. More information on this program can be found in the Year 10 Pre V section, or contact the Head of Student Services or Deputy - Teaching and Learning.

Students studying a combination of Food Tech, VET Hospitality and Italian will be given the opportunity of an immersion experience with our sister school in Italy in December and January. Interested students should contact the Intercultural Perspectives Coordinator.

Studying French/Indonesian allows students the opportunity to undertake a three week Immersion Program in either France or Indonesia. These programs are offered every two years during Term 1 school holidays. More information can be found in this handbook.

6. Special Immersion Program for students studying Food Studies, VET Hospitality and Languages

Students studying a combination of Food Studies, VET Hospitality and Italian will be given the opportunity of an immersion experience with our sister school in Italy in December and January. Interested students should contact the Intercultural Perspectives Coordinator.

Studying French/Indonesian allows students the opportunity to undertake a three week Immersion Program in either France or Indonesia. These programs are offered every two years during Term 1 school holidays. More information can be found in this handbook.

7. Advice on Selection of Food Subjects

Loyola College is committed to providing as far as practicable a safe learning environment for all its students. This duty of care includes students who experience anaphylactic reactions due to allergies or intolerances to food products. The College ensures that peanut products are not included as ingredients in any Food Studies or Hospitality recipes. However, students with allergies or intolerance to a food product need to be aware of learning activities that involve the handling of food and equipment and the consumption of food that may cause an anaphylactic or allergic reaction. At the secondary school level, it is a **student's responsibility** to be aware of food products which may cause them allergic reactions and to avoid contact with those products during VCE Food Studies or Hospitality classes. If uncertain of the nature or identity of a food product, the student is required to consult with their Food Technology or Hospitality teacher prior to handling or consuming the food product. In the event of **extreme allergies** or intolerances it is **not** advisable to select this subject, as the College cannot guarantee that a student will not have contact with a particular product or contaminated equipment known to cause allergies. At the commencement of the course all parents and guardians will receive documentation on this matter.

8. Choosing your Program of Studies

Parents, guardians and students are invited to attend the Senior Transition Information Evening on **Wednesday 02 August** where they will be able to speak to staff regarding subjects. Following this evening, consultation with a senior member of staff will take place at the Course Guidance Interviews. Students need to complete their subject selections online **prior** to the course guidance interviews. Parents are invited to attend these sessions. These will occur on the following days:

Year 9 into Year 10: Tuesday 08 August

Year 10 into Year 11: Friday 04 August

Year 11 into Year 12: Monday 07 August

When considering subject choices, students are encouraged to ask for advice. All subject teachers will be available to answer questions about specific studies at the Senior Transition Information Evening. The student's Academic Companion and the Careers Advisor will be available to help students make selections, to talk about studies and career paths.

Students are encouraged to make full use of all of these resources to help them make the right decisions to suit their future aspirations.

A student's first round of choices of programs is designed to give the College a firmer idea of what studies to run in the following year. Please note that the studies which are listed in this booklet are not guaranteed to be running next year. The final timetable of studies will be determined by student choices and the College's resources.

Students need to return the Transition Package including CLIL/Enhanced/Accelerated Studies to Reception **punctually** to have their subject choices considered.

The Transition Package and online selection must be completed by Friday 11 August.

This booklet is designed to help students make informed decisions about the studies they will select in the course of their final years at Loyola College. The Year 10 academic program encourages you to select a varied program.

Students at Year 10 may enter the Year 10 Academic Program or be invited to consider the Year 10 Pre V Program. Details of both programs can be found on the following pages. You need to select at least one subject from each of the four groups A, B, C and D. This way you are experiencing subjects from all areas of the curriculum which eventually will help you decide what you enjoy and what you are good at. You may select an Accelerated Studies unit as your subject from Group A, B, C or D.

All students are encouraged to read through the subject descriptions carefully (including subjects from the VCE section of the handbook if you are considering applying for an accelerated studies unit) and base your choices on interest and future goals that you may have. You can also talk to your Subject Teachers, Mentor/Academic Companion and Careers Advisor about your subject selections.

You will have this opportunity at the Senior Transition Information Evening on Wednesday 02 August. Students are encouraged to make full use of all of these resources to help them make the right decisions to suit their future aspirations.

Accelerated Studies

Loyola College offers Year 10 students the opportunity to participate in the Accelerated Studies Program and study a Unit 1/2 subject in Year 10. This is an excellent opportunity for students to be further challenged, as well as having an experience in a VCE or VET subject.

In order to do this you must meet the set criteria and fill in an Accelerated Studies application form. Students in Year 9 need to achieve an overall result of A in five or more subjects, including the subject relevant for the Unit 1/2 subject that you would like to study, out of the possible nine Semester One subjects. You should have received an application form in the mail with your subject selection form. If you require another form, you can obtain one from the Student Programs Coordinator of Years 7~9 or Reception.

Choosing your Year 10 program

Following the Senior Transition Information Evening, consultation with a Senior member of staff will take place at the Course Guidance Interviews.

A student's first round of choices of programs is designed to give the College a firmer idea of what studies to run in the following year. Please note that the studies which are listed in this booklet are not guaranteed to be running next year. The final timetable of studies will be determined by the majority of student choices. Students may also not receive a subject choice due to timetabling clashes.

In Year 10, students will study four compulsory subjects for the entire year. They are:

- Mainstream English/One of the English options available
- Religious Education
- Mathematics
- Languages: one of Italian, French or Indonesian



Year10 Information

Selecting a Year 10
Program

Students will select another six units over the year from Group A, B, C and D. They should consider a program that allows them to experience a range of subjects and keep their options open. Each of these subjects are semester units, but some can be chosen for the entire year. These subjects are shown with the semester in which each unit will be held shown. Subjects with the number in their name may be studied in either semester, depending on the student's combination of subjects.

All Year 10 students will participate in the Year 10 Personal Development program and ACS Sport.

Year 10 Sports Program

All students in Year 10 and 11 students are involved in the Sport Program, with each student being aligned with an ACS Sport. All students are required to participate in their chosen sport on Wednesday afternoons. For those students selected in ACS teams, compulsory training will be held on Mondays after school. Competition games are on Wednesdays against the following schools; Overnewton Anglican Community College Keilor, St Leonard's College Brighton East, Westbourne Grammar School Truganina, Thomas Carr College Tarneit and St Michael's Grammar School St Kilda.

The sporting competition is directed towards teaching teamwork, developing character and inculcating high personal standards of behaviour. Girls' Summer sports are soccer, softball, tennis and volleyball. Boys' Summer sports are basketball, cricket, hockey, softball, table tennis and futsal. Girls' Winter sports are basketball, football, hockey, netball, futsal and table tennis. Boys' Winter sports are football, soccer, tennis and volleyball. Summer mixed sport is touch football and winter mixed sports is badminton.

Compulsory Subjects			
Religious Education (or Religious Education (CLIL) Italian/Indonesian)	English (Choose a minimum of 2 subjects - maximum of 3; Mainstream must be counted in this choice)	Mathematics (Choose one subject)	Languages (Choose one subject)
Personal Development	Mainstream English A Mainstream English B Literature English Language	Maths Algebraic Applications Maths CAS Applications Enhanced Mathematics (Student invitation)	French Indonesian Italian Students who completed an accelerated Language in 2016 may continue with two Languages in 2017 Accelerated Program (VCE Units) Italian 1/2

Group A - D Subjects (Choose at least one unit from group A, B, C and D. This may come from the Accelerated Program. A total of 6 Subjects)			
Group A Science (Choose at least one unit)	Group B Humanities (Choose at least one unit)	Group C PE / Health / Technology (Choose at least one unit)	Group D Visual / Performing Arts (Choose at least one unit)
Biology Chemistry Physics Natural Science Psychology	Geography History Legal Studies Culture in a Global World Commerce	Healthy Mind, Body & World PE: Human Movement PE Practical: First Aid Cert II Digital Technologies Food Studies Sem 1 Food Studies Sem 2 Product Design & Technology: Textiles Sem 1 Product Design & Technology: Textiles Sem 2 Product Design & Technology: Wood Sem 1 Product Design & Technology: Wood Sem 2 Systems Technology	Art Media Photographic Studio Visual Communication Design Dance Drama Theatre Studies Music Sem 1 Music Sem 2
Accelerated Program (VCE Units) Biology 1/2 Psychology 1/2	Accelerated Program (VCE/VET Units) Accounting 1/2 Legal Studies 1/2 Geography 1/2	Accelerated Program (VCE/VET Units) Outdoor and Environmental Studies 1/2 Health Human Devt 1/2 Food Studies 1/2 Computing 1/2 Physical Education 1/2 VCE/VET Hospitality & Kitchen Operations Cert III VCE/VET Sport & Recreation Cert III	Accelerated Program (VCE/VET Units) VET Screen & Media Cert III VET Dance Cert III VET Music Industry Cert III Drama Studio Arts



Year 10 Pre V Program

Selecting a Year 10 Pre V Program

This program is designed for Year 10 students who are considering a pathway to VCAL in the Senior years. Participation in the Pre V program is by invitation only. If you feel that your child would benefit from this program, please contact the Deputy Principal - Teaching and Learning, or Head of Student Services to discuss your child's suitability.

Students in the Pre V program will study the following core subjects:

- Year 10 Religious Education
- Pre V English
- Pre V Mathematics
- Certificate I in Employment Pathways
- Year 10 Personal Development Program
- Year 10 Sport.

Students will also select six semester electives as outlined in the Pre V table from Groups A to D. Students will have access to continue to study a Language as one of their three electives per semester, via Group C or D of the electives. The Year 10 Pre V Program would also enable students to participate in up to four weeks of work experience, throughout the year. Importantly, two weeks will be offered within the context of the school term and an additional two weeks throughout term holidays. There will also be access to Vocational Pathways external programs and 'Try a Trade' days.

Year 10 Religious Education

In the Year 10 Religious Education course students improve their knowledge and understanding of key practices and beliefs of Christian communities both past and present. They are involved in regular prayer, class liturgies and explore and respond to social justice issues. Specific areas of study include Indigenous Spirituality, Social Justice, Mark's Gospel, the Church's response to change, Vatican II, Moral Decision Making and Right Relationships.

Pre V English

Students enrolled in English Pre V will undertake studies in skills and content designed to transition into VCAL Literacy. The focus of this course is to understand how language is used in our society to persuade, inform and create. Linked to both the Australian Victorian Curriculum F-10 and the Loyola Year 10 English course, students could expect to complete activities such as textual deconstruction and interpretation of both fiction and non-fiction, as well as the creation of their own texts, drawing on the context of the world in which students live.

Pre V Mathematics

Students enrolled in Pre V Mathematics will undertake studies in skills and content designed to transition into VCAL Numeracy. The focus of this course is to apply the mathematical concepts taught using the CAS calculator. Linked to both the Australian Victorian Curriculum F-10 and the Loyola College Year 10 Mathematics course, students could expect to complete activities such as working with and interpreting algebra in various formats. Students will also be undertaking the extension of the concepts taught in previous years on Measurement, Financial Mathematics and Data and Statistics. It is imperative that all students undertaking this course retain their CAS CX Nspire calculator purchased in Year 9. If students do not have a calculator then they will need to purchase one.

Certificate I in Employment Pathways

This certificate aims to provide students with knowledge and skills essential to enhance employment prospects, and to ensure an informed choice of career path. It will also foster the development of personal and social skills relevant to participation in the workforce. This course is nationally accredited and is auspiced by A.S.T. It includes modules in:

- Career planning
- Personal effectiveness
- OH&S processes
- Preparing for employment

Year 10 Pre V Subjects 2017

Compulsory Subjects

Religious Education	English	Mathematics	VET Program
Personal Development	English Pre V	Mathematics Pre V	Certificate I Employment Pathways

Group A - D Subjects

(Choose at least one unit from group A, B, C and D.)

Group A

Science

(Choose at least one unit)

Biology
Chemistry
Physics
Psychology

Group B

Humanities

(Choose at least one unit)

Geography
History
Commerce
Legal Studies
Culture in a Global World

Group C

PE / Health / Technology

(Choose at least one unit)

Healthy Mind, Body & World
PE: Human Movement
PE Practical: First Aid Cert II

Digital Technologies
Food Technology Sem 1
Food Technology Sem 2
Product Design & Technology: Textiles Sem 1
Product Design & Technology: Textiles Sem 2
Product Design & Technology: Wood Sem 1
Product Design & Technology: Wood Sem 2
Systems Technology

Group D

Visual / Performing Arts

(Choose at least one unit)

Art
Media
Photographic Studio
Visual Communication Design

Dance
Drama
Theatre Studies

Music Sem 1
Music Sem 2

Year 10 Religious Education

In the Year 10 Religious Education course students improve their knowledge and understanding of key practices and beliefs of Christian communities, both past and present. They look at the world of today and their own lives, and explore the Catholic perspective and teachings on issues, morals and events. They are involved in regular prayer and class liturgies. The Religious Education areas of study include: Human Dignity and the Gospel, Social Justice, Spirituality and Indigenous people, The Changing Church, In Right Relationships and Moral Issues.

The assessments for this subject may include:

Group Work Task	Research Report
Tests	Multimedia Presentation
Oral/Visual presentations	Creative Response
Webquest	Examination

Year 10 Religious Education (CLIL) - Indonesian or Italian

Students who are accepted into the program, study their RE subject (Semester One and Semester Two) in Indonesian or Italian.

The content is the same with some adjustment made to incorporate known language and grammar.

Year 10 Personal Development

The Personal Development Program upholds the belief that enhanced student wellbeing contributes significantly to improved student learning outcomes and complements the College's curriculum offerings and House-based vertical pastoral care structures. It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College in preparation for their life beyond Loyola College.

At Year 10, the Personal Development Program is delivered via a scheduled fortnightly period which has included a variety of activities such as: class group circle gatherings and whole year level activities incorporating guest speakers and multi-media presentations.

Underpinning the program is the framework of Positive Psychology Through an Ignation Lens, the six elements of which are:

- **P**ositive Emotion
- **E**ngagement
- **R**elationships
- **M**eaning
- **A**ccomplishment and, in addition
- **H**ealth

At Year 10, the following key issues may be explored:

- An introduction to Positive Psychology and the PERMA+H model of student wellbeing
- Developing an awareness of expectations and social etiquette for a workplace setting
- Body image and its effect of the wellbeing of adolescents
- Achieving excellence in Years 11 and 12 - through exploration of the College Dux speech
- The importance of preserving one's digital/online profile for the future

- Workplace bullying and harassment
- Developing an understanding of engagement, accomplishment, positive emotion, resilience and meaning, as part of the PERMA+H model of positive psychology
- Transition information - planning for Year 11 subject selection
- Acting responsibly to minimise risk-taking behaviours
- Acting wisely and responsibly around drugs and alcohol
- Keys Please - Learner Driver Safety program
- Respectful relationships
- The importance of online safety
- Preparing for Semester Two Examinations - Developing strategies for success
- Developing an understanding of resilience, meaning, relationships and health as part of the PERMA+H model of positive psychology

Year 10 Sport

All students in Year 10 and 11 are involved in the Sport Program, with each student being aligned with an ACS Sport. All students are required to participate in their chosen sport on Wednesday afternoons. For those students selected in ACS teams, compulsory training will be held on Mondays after school. Competition games are on Wednesdays against the following schools; Overnewton Anglican Community College Kellor, St Leonard's College Brighton East, Westbourne Grammar School Truganina, Thomas Carr College Tarneit and St Michael's Grammar School St Kilda.

The sporting competition is directed towards teaching teamwork, developing character and inculcating high personal standards of behaviour. Girls' Summer sports are soccer, softball, tennis and volleyball. Boys' Summer sports are basketball, cricket, hockey, softball, table tennis and futsal. Girls' Winter sports are basketball, football, hockey, netball, futsal and table tennis. Boys' Winter sports are football, soccer, tennis and volleyball. Summer mixed sport is touch football and winter mixed sports is badminton.



Year 10 Mainstream English

Mainstream English runs as two semester subjects, developing skills in preparation for VCE, with different texts. Students can progress from Semester One to Semester Two without any overlap of content. All students must study a Mainstream English for one of their two (minimum) semesters of English.

In Year 10 English, students undertake the study of persuasive texts, identifying the ways writers use visual and written language to position their readers. Students will focus on using metalanguage to articulate their analyses, and explain how the choice of language features, images and vocabulary contributes to the development of individual style.

Students study novels and plays as text and explain different viewpoints, attitudes and perspectives presented by the text by developing cohesive and logical arguments in text response essays. Students study the theme and ideas of several texts, including the literary devices and structures used in different types of writing. They will have the option to produce several different types of text in response to this unit.

Students also continue to develop their speaking skills in a variety of oral tasks, especially focused on the construction of arguments to persuade. This unit furthers students' verbal and non-verbal presentation skills.

Every effort will be made to ensure students receive their English preferences; this may not always be possible, depending on students' other subject choices.

The assessments for this subject may include:

- Persuasive Writing
- Expository Writing
- Creative Writing
- Oral Performance
- Text Response
- Examination



Year 10 English Language

English Language is a specialised subject based around the discipline of linguistics. This subject would suit students who presently undertake a language other than English, to consolidate their understanding grammar and metalanguage. English Language can only be taken for one semester of the year.

In Year 10 English Language, students begin to explore the five subsystems of language, focussing on coherence and cohesion, and continue to consolidate their knowledge of grammar and metalanguage.

In preparation for VCE students will study the history of the English Language, looking at its origins and spread throughout time and place. Students explore how languages spread and develop, resulting in the creation of their own languages.

Every effort will be made to ensure students receive their English preferences; this may not always be possible, depending on students' other subject choices.

The assessments for this subject may include:

Tests
Essays
Expository Writing
Research Reports
Oral Presentations
Examination

Year 10 Literature

Literature is a specialised subject based on literary theory and interpretation. This subject would suit students who enjoy closely analysing the construction of a text and discussing meaning. Literature can only be taken for one semester of the year.

In Year 10 Literature, students develop an understanding of the specialised nature of literature analysis, including the varied forms of essays. Students consider a wide variety of texts, exploring and deconstructing their views and values, and positing interpretations based on close studies of the text.

Students engage with texts in various forms, including comparing different forms of the same text, and writing close passage analysis essays.

Every effort will be made to ensure students receive their English preferences; this may not always be possible, depending on students' other subject choices.

The assessments for this subject may include:

Presentations
Research Reports
Passage Analysis Essays
Comparative Essays
Creative Writing



Year 10 Mathematics

The Mathematics staff, in consultation with the Head of Mathematics, will make recommendations to Year 9 students and parents of the appropriate Year 10 Mathematics course to undertake in Year 10.

Familiarity with technology and understanding of particular skills required in each area of study form the basis of all senior units. Students will learn to work with CAS calculators in all areas of their mathematical study.

Year 10 Mathematics Algebraic Applications

Students in this subject are required to develop and apply their skills in solving equations in various formats. The use of technology to support student's answers is important and is developed alongside cognitive skill development. Completion of this course allows students to study any of the Mathematical Units in VCE.

Students will study linear and non-linear equations, graphing and applications, patterns and algebra, measurement and geometry, statistical applications, probability and number theory. This course is based on the Victorian Curriculum.

Students need to be able to work with and without technology as required.

The assessments for
this subject may include:

Analysis Tasks
Tests
Examination

Year 10 Mathematics CAS Applications

Students in this subject are required to develop and apply their skills in working with data within various contexts. The use of technology to support student responses is important and is enhanced with skill development. This course is intended for students who are considering Standard General Mathematics Units 1/2 in VCE.

Students will study financial mathematics, patterns and algebra, linear and non - linear relationships, measurement and geometry and statistics.

This course provides students with the necessary skills to effectively use the CAS in VCE standard general mathematics.

Students need to be able to work with and without technology as required.

The assessments for
this subject may include:

Analysis Tasks
Tests
Examination



Year 10 Enhanced Mathematics

This subject is available only by teacher recommendation and the student application process.

Enhanced Mathematics seeks to challenge and extend the high-performing mathematics students. The curriculum interweaves elements from the Year 10 Algebraic Applications course, and the VCE Specialist Mathematics and Mathematical Method, courses. This course further develops and extends concepts taught in Year 9 Enhanced Mathematics , enabling students to focus on a mathematical pathway in VCE.

Students demonstrating high proficiency in Mathematics – generally those achieving an A or A+ as an overall grade - may be invited to study Enhanced Mathematics in place of their mainstream Mathematics course. Students in Year 9 Enhanced Mathematics will be part of the selection process but cannot be guaranteed an automatic place.

The assessments for
this subject may include:

Analysis Tasks
Tests
Examination



Languages Year 10 Indonesian

Students develop their Indonesian conversation skills and deepen their abilities in reading, writing, listening, speaking and grammar. Students have an opportunity to compare everyday life, hobbies and school when studying the topic of travel and student exchange programs. In preparation for celebrating the Languages Banquet, students create menus and discuss recipes. Students will learn how to communicate in situations if they become unwell while travelling, including going to the doctor and researching traditional medicines.

The course also investigates similarities and differences between everyday life in Indonesian and Australian cities and villages.

Students who studied CLIL Indonesian in Year 9 have the opportunity to continue their studies in Year 10. The subject will also be open to students who have achieved an A average in Indonesian over the course of Year 9. Recommended students and their families will receive notification of their recommendation and an application form.

Year 10 French

Year 10 French allows students to further their knowledge of the French language and culture. Students will better their skills in listening, reading, writing and speaking the language through activities in the following topics: food, health, our past, past events, personal lives, relationships and future aspirations.

Year 10 Italian

The students undertake a unit on food and eating out, preparing them for the Languages Banquet. They also uncover what Italy has to offer to travellers, from the main Italian cities to the beaches and mountains. The students learn to write and speak about when they were younger by using the past and imperfect tenses. They also discover how to talk about their plans for the future, writing simple articles and formal and informal letters.

Students who studied CLIL Italian in Year 9 have the opportunity to continue their studies in Year 10. The subject will also be open to students who have achieved an A average in Indonesian over the course of Year 9. Recommended students and their families will receive notification of their recommendation and an application form.

All **three Language** courses lead to the study of these languages at the VCE level.

The assessments for these subjects may include:

- Speaking – oral presentations
- Writing – based on a variety of text types
- Reading Comprehension
- Listening Comprehension
- Examination



Important Information for students

There are five Science subjects on offer for Year 10 students. Each of these subjects runs for one semester, and all students in Year 10 must complete at least one Science subject. The subjects have been designed to allow students to focus on areas of Science in which they are interested.

Year 10 Biology

In this subject, students will explore the field of genetics through concepts such as genes, DNA and factors that influence how traits are passed from generation to generation. They will also study the effect of mutations in the DNA sequence and how genes can be tested and manipulated, resulting in genetic engineering used for the development of medicine.

Successful completion of this unit will allow students to study Biology at VCE level.

Year 10 Chemistry

In this subject, students will be introduced to the periodic table and how the different properties of atoms can lead to a variety of reactions. Through this process, key skills such as recognising ionic and covalent compounds in combination with balancing and writing chemical equations suitable for a number of reactions, such as synthesis, decomposition, precipitation and combustion, will be covered. In addition, the key question of how chemistry can be used to help the environment will be discussed.

Successful completion of this unit will allow students to study Chemistry at VCE level.

Year 10 Natural Science

In this subject, students will investigate scientific theories that can be used to explain the origin of the Universe, including the Big Bang Theory. They will examine features of the Universe, including galaxies, stars and solar systems. Students will gain an understanding of the process of natural selection and how this supports theories of evolution.

Students will study global systems including the carbon cycle and investigate how systems can interact and affect one another. They will evaluate human impact on geological systems and consider how people can ethically respond to the challenges the Earth faces now and in the future.

Successful completion of this unit will allow students to study Biology at VCE level.



In this subject, students investigate the fundamentals of motion associated with displacement, velocity, and acceleration. Connections are made to Newton's Laws and practical investigations on these scientific phenomena are conducted. Students are introduced to principles associated with momentum and energy is investigated across various fields in order to make connections which provide an alternative means of analysing motion. Thermodynamic principles are explained, and students investigate scientific theories which help explain the origin of the Universe. They look at the Big Bang Theory and examine features of the Universe including galaxies, stars and solar systems.

Successful completion of this unit will allow students to study Physics at VCE level.

Year 10 Psychology

Students will investigate two areas of psychology: Social Psychology and Cognitive Psychology. Students will examine different concepts of social psychology, and how they are directly applicable to contemporary concepts such as social networking sites and the motives, behaviours and attitudes that individuals display when they partake in such networking sites. Students will also examine areas of memory and human cognition, and how they can be applied in practical activities that encourage thinking processes. Finally, students will be introduced to psychological research methodology and theory.

Successful completion of this unit will allow students to study Psychology at VCE level.

The assessments for
all Science subjects may include:

Experimental Reports
Extended Practical Investigations
Tests
Examinations



Year 10 Geography

This subject consists of two units focusing on environmental change and management and geographies of human wellbeing. Students will investigate environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change. Students will also compare global, national and local conceptions of human wellbeing, and the reasons for differences in measurements of wellbeing between countries.

These topics are used to develop specific geographical understanding and knowledge, while building geographical investigation skills, including the collection and interpretation of data, construction of reports and understanding and representation of spatial distribution of geographical phenomena.

The assessments for this subject may include:

- Case Study
- Fieldwork
- Research Report
- GIS Computer Mapping
- Oral/Visual Presentation
- Practical Exercises/Folio of Activities
- Examination

Year 10 History

This course focuses on the study of the history of the Modern World and Australia from 1918 to the present, with an emphasis on Australia in its global context. Australia's social, cultural, economic and political development are studied through the topics of WWII, Rights and Freedoms and the Globalising World.

The course provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts will be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. Students will be required to frame their own historical inquiries and conduct research using a range of sources, as well as interrogate these sources for bias and validity.

The assessments for this subject may include:

- Document Analysis
- Research Assignment
- Research or Argumentative Essay
- Historiographical Tasks
- Examination



The focus of this unit is to give students an insight into current economic theory and issues, accounting methods used for both personal and business financial management and a range of factors that need to be considered when setting up and operating a small business.

Students will not only learn, but also interact with, such concepts, using current real case studies. This will give them a solid and practical foundation on which to build future studies, including assessment that prepares students for the requirements of VCE studies in Accounting, Business Management and Economics.

The assessments for this subject may include:

- Research Tasks
- Case Studies
- Practical Application
- Tests
- Examination

This subject focuses on law making and types of law, in preparation for VCE Legal Studies. The aspects of criminal law that students will explore include the nature of law, elements of crime and types of crimes, the criminal investigation process, punishment, the criminal court hierarchy and the process of criminal trial. The aspects of civil law that students will investigate include the differences between civil and criminal law, civil jurisdiction and court hierarchy, alternative dispute resolution, torts and contracts. This subject will introduce concepts that will give students a base knowledge, leading into VCE Legal Studies. Students will also be encouraged to analyse cases, and use logic to identify what action should be taken in each. These skills can be applied to all humanities subjects in senior years.

The assessments for this subject may include:

- Research Assignment
- Case Study
- Essay
- Test
- Examination



Year 10 Culture in a Global World

Are contemporary terrorist attacks 'Islamic' or are they better understood as responses to globalisation? How do we in a Catholic School recognise, preserve and promote the good things, spiritual and moral, as well as the socio-cultural values found among the followers of other religions? How can sport be used for political means?

In this subject students will be encouraged to devise answers to these questions and more. Students will investigate the themes of terrorism, religion and sport through the lenses of sociology and politics. Students will also be introduced to sociological and political theory in preparation for VCE Sociology and Politics.

The assessments for
this subject may include:

Essay
Research Report
Case Study
Film Analysis
Tests
Examinations



Year 10 Human Movement/Physical Education

This course is designed as a platform for VCE Physical Education, Units 1/2 and for those students considering a career in the sports and/or fitness industry.

The theory and practical components of this course complement each other, focussing on developing fitness training programs to enhance specific fitness needs and how the body reacts to physical activity.

This course is designed to assist students in understanding the anatomy and physiology of the human body, focussing on the muscular, skeletal and cardiorespiratory systems. Students will also be introduced to the ways in which the body creates energy to complete both aerobic and anaerobic activity.

The assessments for this subject may include:

Practical Reports
Practical Assessment
Test
Examination

Year 10 Digital Technologies

Year 10 Digital Technologies focuses on providing students with the technology and ICT tools to transform their learning and to enrich their learning environment.

Year 10 Digital Technologies enables students to focus on the selection and application of appropriate IT equipment, techniques and procedures. Students learn fundamental skills such as Website development, computer hardware components and manipulating data to produce infographics. They process data and information skillfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task. Students are provided with tools and strategies to solve technical ICT problems based on design briefs.

This unit is an excellent introduction and preparation to progress further into Year 11 VCE Computing, Year 12 VCE Informatics and VCE/VET Creative and Digital Media

The assessments for this subject may include:

ICT Infographics
Microsoft Excel
Microsoft Access
Website Development
Tutorials
Examination

Year 10 Design & Technology: Wood Semester 1

Students may elect to study Wood for one semester or undertake it for both Semester One and Two. These units are an excellent introduction and preparation for further study in VCE Product Design and Technology (Wood).

In this Year 10 unit, students, as the design-maker, will learn about the design process relating to the product they will construct. This approach helps the students become aware of various factors influencing design, which allows them to develop an appreciation of the most appropriate design features. With this understanding and knowledge students are able to develop their own design in accordance with a specific theme. Students use design inquiry research skills relevant to practical problem solving tasks, and use computer technology in the designing of small storage devices.

Students will use a range of design, planning, creative and organisation skills in the manufacture of their product, such as a unique and visually appealing storage design developed into a small cabinet. They will also learn how to safely and effectively use a range of power tools, advanced hand tools, machines and processes to achieve their production outcome.

Students are given an introduction to the techniques and processes appropriate for material usage that can be used to enhance the appearance and design of their work. This may involve the use of metal. Basic joinery skills and shaping techniques are applied using a range of technical tools and equipment.

Year 10 Design & Technology: Wood Semester 2

In this Year 10 unit, students, as the design-maker, will acquire knowledge about the factors that influence appropriate design elements. This knowledge is able to be incorporated into the design and construction of their product in accordance with a design theme. Students also gain experience and knowledge that is applicable for the construction of frames, acquire information on different types of joints fitting, gluing and clamping required in timber product assembly. Students use design inquiry research skills relevant to practical problem solving tasks, and use computer technology in the designing of a unique small furniture item.

Students use the design process to design a framed piece of furniture such as a small table. They learn a variety of appropriate joining and finishing techniques which may be used in their product development. They develop safe and effective workshop practices in the use of a variety of power and advanced hand tools, equipment and processes.

The assessments for this subject may include:

Design Folio
Investigation and Design of a Product
Production Work
Evaluation of a Product
Examination



Year 10 Design & Technology: Textiles Semester 1

Students may elect to study Wood for one semester or undertake it for both Semester One and Two. These units are an excellent introduction and preparation for further study in VCE Product Design and Technology (Textiles).

Contemporary Fashion and Accessories

Students will study the elements and principles of aesthetic design and their relevance to fabric design, decoration and machine sewing application. Students will be expected to create a series of decorative designs and practise a variety of stitching patterns, seam construction, hemming and finishing techniques in making a machined seam product.

Students will produce a handbag/beach bag/backpack/sports bag that incorporates a range of aesthetic design features allowing students to be highly creative and innovative in applying design motifs, decorative fabrics and embellishment features. Students will also prepare a Folio of work that incorporates fashionable inspiration design option ideas, a preferred design, journal and evaluation of their product in response to the design brief.

In producing a fashion top, students will develop hand and machine sewing skills and apply decorative design features. A range of designer urban street wear is an optional choice for sewing construction including a hoodie/windcheater/tee-shirt with a printed logo designed by students. Students will also combine technical and design skills in the development of a creative and innovative Fashion Design Folio complete with inspiration

Year 10 Design & Technology: Textiles Semester 2

Designer Catwalk Fashion

Students will study the principles of creative design aspects in relation to Textiles Design and Fashion. Emphasis of the learning will be developing a creative and inspirational Fashion Design Folio and investigating a Fashion Designer and their influence on current styles and trends in fashion garments. The focus will be on designing and producing clothing articles developed through inspirational design drawings and research of current trends in clothing styles and fashion, allowing students to be highly creative and innovative in the design of their clothing range.

Students will prepare Folio work that incorporates inspiration design ideas, annotated fashion illustrations, a preferred design, journal and evaluation of their product in response to the design brief. In producing garments, students will develop fashion design and pattern interpretation skills, hand and machine sewing skills, an appreciation of aesthetics, function and style incorporating a range of processes and materials.

Students will construct a fashion garment from recycled clothing using material components in the assembly of the product and produce a fashionable garment in clothing wear eg. skirt or trousers with the intention of showcasing both garments in a Fashion Parade.

The assessments for this subject may include:

Design Folio – design brief, records of planning and production
Production Work
Evaluation of a Product
Examination

Year 10 Food Studies Semester 1

In the event of food allergies and intolerances, at the secondary level, it is a student's responsibility to be aware of food products which may cause them allergic reactions and to avoid contact with those products during practical classes.

If uncertain of the nature or identity of a food product, the student is required to consult with their teacher prior to handling or consuming the food product.

Students may elect to study Food Technology for one semester or both. Students will acquire a range of practical skills along with theoretical knowledge. Students interested in continuing their studies have the option of studying VCE Food Technology and VCE/VET Hospitality.

Global Food Trends

This unit investigates contemporary issues relating to food and how such issues affect people globally. The course utilises ICT inquiry research learning with students sharing information. Investigations include studying food practices of supermarket chains, food supply chains and ethical issues associated with food manufacture. Students will undertake investigations on composting, food miles, religious influence on food choice selection, food equity, malnutrition and issues related to Australian Indigenous health.

The influences on Australia's diverse array of food choices, including the Vietnam War and immigration, will be explored, with students undertaking production closely linked to theory. The unit will conclude with a study unit on the Science of Foods, ensuring students have the prerequisite skills to study VCE Food Technology. Students will undertake one practical lesson per week with the construction of a gingerbread house at the conclusion of the unit.

Year 10 Food Studies Semester 2

Food and Wellbeing

The course examines the theme of Food and Wellbeing for young adults. Students will acquire knowledge and skills related to selecting, storing, cooking and serving nutritious food. Young people who learn these practical skills and who base their food selections upon sound nutritional information have a greater likelihood of becoming healthy adults and reducing their risk of lifestyle diseases associated with poor diet, nutrition and food selection.

Topics examined will include the Australian guide to Healthy living for adolescents, boosted by breakfast, nutrients in food and diet related diseases. Other topics include processed foods, food labelling, home replacement meals, fast food versus slow food and designing and marketing packaged foods.

The assessments for this subject may include:

Investigative Assignments
Production Work
Design Solution
Records of planning, production and evaluation
Case Studies
Examination



Systems Technology promotes innovative systems thinking and problem solving skills. It provides opportunities for students to learn about and engage with systems from a practical perspective as well as allowing students to gain knowledge and understanding about applying technological systems. It integrates aspects of design, research, planning, building and fabricating, analysis, testing, diagnosis and evaluation. The course allows hands on practical design and assembly skills that translate ideas and components into the construction and production of integrated systems.

In this unit students will gain appreciation, knowledge and understanding of practical applications of integrated electronic and mechanical systems. Students will use a range of design, planning, creative and organisational skills in the production task.

Students will have supervised access to appropriate equipment and tools to safely undertake a range of practical applications, processes, design and technological activities related to working with systems and materials.

This unit is an excellent introduction and preparation to progress further into VCE Systems Engineering.

The assessments for this subject may include:

- Investigative assignment
- Production work
- Evaluation
- Folio
- Programming
- Examination

Year 10 Healthy Mind, Body & World

This subject is the perfect platform for the ever popular VCE subject Health and Human Development.

This unit will look at how we can attempt to help everyone in our world have a healthy mind and body. It will begin by considering a healthy perspective - first for ourselves, then for others across the globe. This will require that students gain understanding of the health challenges faced by a range of populations, including our own Indigenous population and Third World communities.

This unit may involve students cooking their own healthy meals and participating in meditation and yoga. It may also include an excursion to one or more of The Royal Children Hospital, a local park and local recreation facilities.

The assessments for this subject may include:

Research Task
Oral Presentation
Case Study
Examination

Year 10 Physical Education/Certificate II First Aid

This course is designed to prepare students for VCE Physical Education Units 1/2 and VCE/VET Sport and Recreation. It has practical applications for those working in the industry with Level 2 First Aid Qualifications.

The unit enables students to participate in practical life, long activities that are available in the wider community. Practical activities to be undertaken include: Yoga, Circuits, Fitness Activities and Sport-Based Computer Analysis. A significant proportion of this subject is practically based. A range of first aid skills will be covered, including the control of bleeding, fractures and shock. Students will be taught the key principles of resuscitation and be assessed on CPR and scenario skills. The unit also comprises theoretical components requiring an understanding of self-preservation, recognizing an emergency, priorities of a rescue and emergency care. Successful completion of this course will result in students' receiving the Level 2 First Aid (as recognized by National First Aid). Students will also investigate coaching and officiating via the Australian Sports Commission Learning Portal, and obtain appropriate certification at the completion of these units.

The assessments for this subject may include:

CPR and Level 2 First Aid (Practical)
Coaching / Instructional sessions
First Aid Workbook
Participation in Practical Activities
Tests
Examination

Students will be encouraged to recognise and develop their individual potential as Art Makers. They will look to past and contemporary art movements for inspiration, and use a visual diary to document ideas and develop skills. Specifically, new drawing, printmaking and painting materials and techniques will be introduced and extended into final artworks.

Students will be encouraged to research, discuss and write about inspirational and relevant art movements and artworks in the context of the art period in which the artworks were made.

The assessments for this subject may include:

Folio
 Analysis
 Artworks - Printmaking, Painting and Drawing
 Examination

Lights Camera Action- The world of cinema

Students explore the rich world of cinema with an emphasis on deconstructing, analysing and reviewing key scenes in films. This understanding then leads to the creation of a short film, with a key component being the development of a story structure. Key film marketing strategies are also looked at, with students creating and printing a movie poster/lobby card for their film using specific codes and conventions.

The assessments for this subject may include:

Film Sequence Report
 Short Film- planned and produced
 Film Poster
 Examination

Year 10 Photographic Studio

This subject will focus on photographic techniques. Students will be introduced to art and design elements applicable to photography.

Students will develop editing skills using Photoshop and other relevant software. They will use studio lighting and will create artistic images and designs based on their own photographs.

Students will develop skills in recording and documenting their ideas and development in a folio.

The photographic, software and folio competences taught in this subject are applicable to all VCE Visual Arts subjects: Visual Communication and Design, Studio Arts, Art and Media.

The assessments for this subject may include:

Folio
Studio Portrait
Research Assignment
Photographic Series
Photographic Design Task

Year 10 Visual Communication Design

This dynamic one-semester course seeks to increase students' visual and creative abilities by using visual language in fields such as: Communication, Environmental and Industrial Design.

Students will use creative, critical and reflective thinking to support their understanding of the design process and use of the design elements and principles. They will be exposed to rendering techniques, technical drawing and a number of creative media used in illustration tasks, including computer-generated design.

Students will develop a comprehensive folio which will display their research analysis, developmental work, freehand and instrumental drawing skills and potential model making.

The assessments for this subject may include:

Instrumental Drawing
Analysis of Visual Communication
Pictorial Drawing and Rendering
Symbols, Pictograms and Typography
Examination

Dance at Year 10 introduces VCE technique and theory. Dance classes consist of both practical and theoretical learning. Technique includes a thorough understanding of stretching, warming up and cooling down, as well as dance in the Modern/Contemporary style.

For the solo piece, students are to communicate a theme or idea through movement, and are allowed to select their own piece of music for their theme. This dance is also videotaped, and students complete a self-evaluation in preparation for their examination. Students may also be required to perform at school events. Theory includes the study of dance sequences by a famous choreographer.

Dance appreciation skills are developed by writing a review of a performance seen.

The assessments for this subject may include:

Solo Dance and Documentation (journal)
 A Two-minute Solo
 Group Dance and Documentation (journal)
 Dance Performance Analysis
 Examination

In Year 10 Drama, students have the opportunity to further develop skills in performance and characterisation. There is a strong focus on the development of expressive skills (voice, movement and facial expression) and on sustaining character in performance as ground work for VCE Drama. Developing confidence and an appreciation of the work of others are also requirements of this course.

Students may also be required to perform at an evening concert on a date nominated by the teacher. Students should be aware that the nature of this subject requires students to meet and rehearse out of class time.

The assessments for this subject may include:

Solo Performance
 Short Performances
 Drama Workbook/Evaluation
 Examination

Year 10 Music

Year 10 Music is offered as a full year subject that is the equivalent of two semester length units. Both Semester One and Two must be selected. The subject will concentrate on students developing their interests in music, with an emphasis on aural development on an individual's instrument and discovering different styles of popular, classical and jazz music. This class will be preparing students for Units 1/2 of VCE.

Students will have to be learning an instrument to participate in the class and must meet a minimum requirement in performance and theory. Students wishing to take the course who have not completed Year 9 Music must audition and attend an interview with the Head of Performing Arts.

There will be three main components:

The Music Industry

Students will study a research/practical topic looking at how to make a career in the music industry.

Aural Theory

Students will continue to develop their listening skills in a useable and practical way.

Music Styles

Students will be looking at the various styles of music that have influenced us in the 20th century.

The assessments for this subject may include:

Performance
Technical Work and Unprepared Performance Test
Written Reports
Oral Presentation
Composition or Improvisation Exercises
Examination

Year 10 Theatre Studies

This unit allows students to explore various stagecraft areas and how they are applied to performance. Stagecraft areas explored include acting, directing, dramaturgy, publicity, lighting, sound, makeup, sets, stage management, props, and costumes. Students create a performance focussing on specific stagecraft areas.

Students also study the way stagecraft is used in performances through seeing live theatre, and learn to evaluate how is used through written work and the creation of folios.

The assessments for this subject may include:

Performance Participation
Folio Work
Written Analysis
Application of Stagecraft
Examination

Entering a full VCE or VCAL (Victorian Certificate of Applied Learning) program will give you new challenges, but you will also enjoy the opportunity of being more responsible for the academic subjects that you pursue. Some of you will be interested in Vocational Education & Training Certificate (VET) study and include a VET subject in your program. You may also apply for an accelerated studies Unit 3/4 subject, depending on your results at the end of Year 10 Semester One. This certainly provides a real challenge, but it also enables you to experience the expectations of a Year 12 subject. All Year 11 students will participate in the Year 11 Personal Development program and Sport.

It is vital that you carefully read the Subject description pages so that you are fully informed about subject choices. It is time for you to become more involved in course guidance and understand the possible prerequisites for tertiary courses that you may be interested in. Keep your options open, as you may change your mind about the direction that you want to take after Year 12. Please be aware that subjects run based on student demand and, at times, timetabling clashes may affect student choices.

It is essential that you continue to adopt a serious and mature approach to your studies. The pattern that you establish will continue in Year 12. It is time to make the most of your class time and the teachers who are available to help you. Success will be a result of your attitude and effort.



Year 11 Information

Selecting a Year 11
Program

VCE

Year 11 VCE students will take:

- English 1/2 or English Literature 1/2 or English Language 1/2 (students may select more than one English)
- 10 other units of their own choice

One of the following Religious Education Options:

- Faith, Texts and Action
- Faith, Religion and Action
- Youth Ministry
- Texts and Traditions Unit 3/4

VET

Students will have the opportunity to commence studies towards the Certificate II in Dance, Certificate II in Music Industry, Certificate II in Hospitality (Operations), Certificate III in Screen & Media and Certificate II in Sport and Recreation while completing a VCE or VCAL program. Details of these programs and subject fees are included in this Handbook.

VCAL

Year 11 students enrolled in VCAL will study the following program:

- VCAL Religious Education Program
- VCAL Literacy: Foundation or Intermediate Level
- VCAL Numeracy: Foundation or Intermediate Level
- VCAL Personal Development Skills: Foundation or Intermediate Level
- VCAL Work Related Skills: Foundation or Intermediate
- Year 11 Personal Development
- Work Placement
- VET Small Business (Operations/Innovation) Certificate II
- Choice of VET Courses – select one other (Internal or External)

Please note that students should ensure that any external VET program is offered on a Wednesday. VCAL students will be timetabled off from classes for Fridays to undertake Structured Workplace Learning (SWL) at a workplace of their choice, which is a requirement of VCAL. It is important to note that it is a College requirement that VCAL students complete a minimum of 20 hours of Co-Curricular activities over the two years of the program.

There is no reduction in College fees for students studying a VCAL program.

Core Units

Religious Education Options (choose one of the four options, which run for the whole year)

Faith, Texts and Action
Faith, Religion and Action
Youth Ministry
Texts and Traditions Unit 3/4

and

Personal Development
ACS Sport

An English (students must choose one of these; they may also choose a second as an elective)

English Unit 1/2
English Language Unit 1/2
Literature Unit 1/2

Select five from the following VCE, VCE/VET or VET Subjects (all Unit 1/2 subjects)

Accounting
Art
Biology
Business Management
Chemistry
Computing
Dance
Drama
Economics
Food Studies
General Mathematics
Geography
Health & Human Development
History (20th Century)
Legal Studies
Language: French
Language: Indonesian
Language: Italian
Mathematical Methods (CAS)
Media
Music Performance
Outdoor and Environmental Studies
Physical Education
Physics
Product Design & Technology – Textiles
Product Design & Technology – Wood
Psychology
Sociology
Specialist Mathematics
Studio Arts
Systems Engineering
Theatre Studies
Visual Communication Design



Year 11
VCE/VET

Studies Offered



VCAL

Studies Offered for
Year Eleven

VCE/VET Dance
VCE/VET Hospitality & Kitchen Operations
VCE/VET Music Industry
VCE/VET Screen & Media
VCE/VET Sport and Recreation
VET External programs

VCAL Compulsory Units (Foundation or Intermediate Level)

VCAL Religious Education Program
VCAL Literacy
VCAL Numeracy
VCAL Personal Development Skills
VCAL Work Related Skills

VET Small Business (Operations/Innovation) Certificate II

Plus
Choice of VET Course - select one (Internal or External)
Work Placement (One day per week)

and Personal Development

VCAL students will undertake structured workplace learning as part of their school program. However, there is no reduction in school fees for VCAL students.

If you are intending to enrol in the VCAL Program, complete the VCAL Selection Form available from the VCAL Coordinator. There will be an interview as part of the selection process for the Year 11 VCAL course.

Year 11 Personal Development

The Personal Development Program upholds the belief that enhanced student wellbeing contributes significantly to improved student learning outcomes and complements the College's curriculum offerings and House-based vertical pastoral care structures. It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College in preparation for their life beyond Loyola College.

At Year 11, the Personal Development Program runs fortnightly and includes a variety of activities: class group circle gatherings and whole year level activities incorporating guest speakers and multi-media presentations. It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College in preparation for their life beyond Loyola College.

Underpinning the program is the framework of Positive Psychology Through an Ignation Lens, the five elements of which are:

- **P**ositive Emotion
- **E**ngagement
- **R**elationships
- **M**eaning
- **A**ccomplishment

At Year 11, the following key issues may be explored:

- Acting wisely and responsibly around drugs and alcohol
- “Fit to Drive”- A full day safe driver incursion, involving emergency services personnel
- Development of an awareness of the damaging consequences of domestic violence on families and within our society
- The power of sleep
- Being Job Ready - Preparing for part-time employment, tax file numbers and beyond
- Drug education - the dangers of methamphetamine
- Online fraud
- Developing an understanding of relationships, engagement, health and positive emotion, as part of the PERMA+H model of positive psychology

Exploration of character strengths

- Achieving excellence in the Years 11 and 12 - through exploration of the College Dux Speech
- Exploring stories of successful young people who reside in the local area
- “Memory Mnemonics” - a study skills program to assist student learning
- Gratitude and happiness - what makes us happy?

All students in Year 10 and 11 are involved in the Sport Program, with each student being aligned with an ACS Sport. All students are required to participate in their chosen sport on Wednesday afternoons. For those students selected in ACS teams, compulsory training will be held on Mondays after school. Competition games are on Wednesdays against the following schools; Overnewton Anglican Community College Keilor, St Leonard's College Brighton East, Westbourne Grammar School Truganina, Thomas Carr College Tarneit and St Michael's Grammar School St Kilda.

The sporting competition is directed towards teaching teamwork, developing character and inculcating high personal standards of behaviour. Girls' Summer sports are soccer, softball, tennis and volleyball. Boys' Summer sports are basketball, cricket, hockey, softball, table tennis and futsal. Girls' Winter sports are basketball, football, hockey, netball, futsal and table tennis. Boys' Winter sports are football, soccer, tennis and volleyball. Summer mixed sport is touch football and winter mixed sports is badminton.



Year 11 Unit 3/4

Studies Offered

Accelerated Studies

Loyola College offers Year 11 students the opportunity to participate in the Accelerated Studies Program and study a Unit 3/4 subject in Year 11. Students need to carefully consider their application for a Unit 3/4 study in Year 11 and ensure they have the necessary skills and commitment to the subject. The student must be able to demonstrate that they are able to cope with the workload, have sound organisational skills, demonstrated excellence in their chosen Unit 3/4 subject area (or if this subject is not available as a Year 10 subject, then in a similar subject) and that the study is advantageous to the student's overall VCE program.

In completing the Accelerated Studies Application form you must seek comment from the teacher who taught you this year in a subject related to your Unit 3/4 choice, and your Academic Companion. A student's Semester One results are used to determine the success of the application.

A student considering studying an Accelerated Studies subject needs to achieve an overall result of A in four or more subjects out of the possible eight Semester One subjects, including the subject that they wish to accelerate in. Students who are already studying an accelerated Unit 1/2 subject and wish to continue with their acceleration also need to achieve an overall result of A in four or more subjects out of the possible eight Semester One subjects including the accelerated subject they are studying. The relevant Head of Learning and the Deputy Principal ~ Teaching and Learning will process all applications.

VET accelerated studies must be applied for separately from VCE accelerated studies.

Students should also check the suggested background recommendations for Unit 3/4 subjects.

Unit 3/4 Studies Available at Year 11

Accounting	Outdoor and Environmental Studies
Biology	Physical Education
Drama	Psychology
Food Technology	Studio Arts
Further Mathematics	Texts and Traditions
Geography	Operations
Health & Human Development	VCE/VET Dance
Informatics	VCE/VET Hospitality & Kitchen
Languages: Italian	VCE/VET Screen & Media
Legal Studies	VCE/VET Sport and Recreation
Mathematical Methods	VCE/VET Music Industry
	VCE/VET External programs

VCE

In Year 12, students have one compulsory VCE subject, an English. This requirement can be met by taking one of English, English Literature, English Language or English as an Additional Language (EAL). All English subjects can be taken concurrently (except EAL) and the top two study scores will be counted in your ATAR, while the third subject will be counted as an increment. At Loyola College, the program that students take in Year 12 includes at least one of the compulsory VCE English subjects, as well as four other Unit 3/4 sequences; some students have attempted a Unit 3/4 subject as a Year 11 student. This will also count towards your ATAR.

Studies must be taken as a pair – Unit 3 and 4. Up to six sequences can be counted for an ATAR score and they do not have to be taken in the one year.

Year 12 students have three Religious Education options; Texts and Traditions Unit 3/4, Youth Ministry or the School based elective program. All Year 12 students will complete the Term 3 elective component of the Religious Education Elective program. If a student selects Texts and Traditions they will study four other VCE/VET units, including their English subject.

A completed VET course can be counted as part of the VCE. Depending on the particular VET course it can either count as part of the primary four subjects (English and the next three highest scoring unit 3/4 studies) or as a fifth or sixth subject. Students must have completed the VET subject as part of their Year 11 program in order to continue it as part of their Year 12 program and receive the VET Certificate. The VET Coordinator can give you more information on this matter.

Selecting the best course may not be an easy decision. Many students at this level have not yet finalised their ideas about which career they wish to pursue. However, most students from Loyola aspire to complete their VCE and then continue to further studies at tertiary level. In selecting subjects, students should bear in mind the following points:

- Select studies/units in which you are keen and interested;
- Select studies/units in which you can perform at your best and that are also relevant to your chosen career aspirations;
- Keep clearly in mind the prerequisite studies/units required for various tertiary courses.

Year 12 students enrolled in VCAL will study the following program:

- VCAL Religious Education Program
- VCAL Literacy: Intermediate or Senior Level
- VCAL Numeracy: Intermediate or Senior Level
- VCAL Personal Development Skills: Intermediate or Senior Level
- Year 12 Personal Development
- Work Placement (one day per week)
- VET Small Business (Operations/Innovation) Certificate II
- Plus choice of VET subject usually continued on from Year 11

VCAL students will undertake structured workplace learning as part of their school program. However, there is no reduction in school fees for VCAL students.



Year 12 Information

Selecting a Year 12
Program

ATAR (Australian Tertiary Admission Rank)

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores. Your ATAR is developed from an aggregate produced by adding:

- i) The subject score in one of English, English Language, Literature or EAL
- ii) The next best three subject scores
- iii) 10% of the fifth and sixth permissible subject scores that are available

Core Units

Religious Education Options (choose one of the three options)

Religious Education Elective program (school based)
Youth Ministry (school based)

Texts and Traditions Unit 3/4 (If you select this you will study four other VCE subjects, including your English choice)

An English (students may choose one, two or three of the English subjects)

English
English Language
Literature

English as an Additional Language (VCAA criteria must be met for EAL status)

and

Personal Development

Select 4 from the following VCE/VET Subjects (all Unit 3/4 subjects)

Accounting	Media
Art	Music Performance
Biology	Outdoor and Environmental Studies
Business Management	Physical Education
Chemistry	Physics
Dance	Product Design & Technology – Textiles
Drama	Product Design & Technology – Wood
Economics	Psychology
Food Technology	Sociology
Further Mathematics	Specialist Mathematics
Geography	Studio Arts
Health & Human Development	Theatre Studies
History: Revolutions	Visual Communication Design
Informatics	VCE/VET Dance
Legal Studies	VCE/VET Hospitality & Kitchen Operations
Language: French	VCE/VET Screen & Media
Language: Indonesian	VCE/VET Sport and Recreation
Language: Italian	VET Music Industries
Mathematical Methods (CAS)	VET External programs



Year Twelve
VCE/VET

Studies Offered



VCAL

Studies Offered for
Year Twelve

VCAL (Victorian Certificate of Applied Learning)

Intermediate or Senior VCAL Core Units

VCAL Religious Education Program

Loyola Personal Development

VCAL Literacy

VCAL Numeracy

VCAL Personal Development Skills

VET Small Business (Operations/Innovations) Certificate II

Plus

Work Placement (one day per week)

Choice of VET Courses - select one (Internal or External, continued from Year 11)

VCAL students will undertake structured workplace learning as part of their school program. However, there is no reduction in school fees for VCAL students.

If you are intending to enrol in the VCAL Program complete the VCAL Selection Form available from the VCAL Coordinator. There will be an interview as part of the selection process for the VCAL Senior course.

The Personal Development Program upholds the belief that enhanced student wellbeing contributes significantly to improved student learning outcomes and complements the College's curriculum offerings and House-based vertical pastoral care structures. It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College in preparation for their life beyond Loyola College.

At Year 12, the Personal Development Program runs fortnightly and includes a variety of activities: class group circle gatherings and whole year level activities incorporating guest speakers and multi-media presentations.

It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College in preparation for their life beyond Loyola College.

Underpinning the program is the framework of positive psychology through an Ignation lens, the five elements of which are:

- **Positive Emotion**
- **Engagement**
- **Relationships**
- **Meaning**
- **Accomplishment** and, in addition,
- **Health**

At Year 12, the following key issues may be explored:

- Lifestyle balance ~ Nutrition and Wellbeing
- Acting responsibly to minimise risk taking behaviours
- Learning from the life experiences of others
- Road Safety Program
- Learning about tertiary study options
- Life beyond Loyola College
- The importance of sleep
- Gambling addiction
- Cyber Safety & Digital footprint
- Resilience - building a strong mindset

Year 12 Sport

Year 12 students who have excelled in their chosen sport are offered a leadership role in their final year of schooling as Principal's Representatives in our ACS teams. Year 12 students who are not Principal's Representatives but wish to choose sport as their co-curricular option may apply to the Director of Sport to be involved in the Interschool competition and be part of an ACS (Association of Coeducational Schools) squad. Compulsory training will be held on Mondays and competition games are on Wednesdays.

The sporting competition is directed towards teaching teamwork, developing character and inculcating high personal standards of behaviour. Girls' Summer sports are soccer, softball, tennis and volleyball. Boys' Summer sports are basketball, cricket, hockey, softball and table tennis. Girls' Winter sports are basketball, hockey, netball and table tennis. Boys' Winter sports are football, soccer, tennis and volleyball. Summer mixed sport is touch football and winter mixed sport is badminton.



Scaling

[www.vtac.edu.au/
publications/index.html](http://www.vtac.edu.au/publications/index.html)

Why are VCE results scaled?

VCE results are scaled because individual study scores are not an absolute measurement of overall performance. On behalf of tertiary institutions, VTAC combines study scores to form an aggregate (total), which is then converted into a rank called the 'ATAR'.

Before study scores can be fairly added together they have to be compared and adjusted. This is because students take very different combinations of VCE studies, and VTAC can only legitimately add study scores together if the strength of competition in each study is about the same.

For example, it is unfair to compare the best and fairest of a local football team with the best and fairest in the national competition. Scaling overcomes this difficulty and ensures that each study contributes equally to the ATAR (that is an ATAR subject score of 25 in English is equivalent to an ATAR subject score of 25 in Psychology or an ATAR subject score of 25 in Chemistry).

How is scaling carried out?

Study scores are adjusted (and the strength of competition in a study is judged) by looking at the total performance of students taking that study. For example, the performance of students taking Chemistry is compared with (and adjusted against) the total performance of all Chemistry students in all their studies. This comparison is carried out for each VCE study and VCE VET program for which there is a study score. There are no pre-determined outcomes, and in the first instance, all studies (including Mathematics) are treated identically.

Foreign languages are scaled up due to government policy to encourage more students to undertake studies in this area.

The process is very stable, and, as a result, there is very little difference from year to year in terms of adjusted (scaled) ATAR subject scores.

What happens as a result of scaling?

As a result of scaling, some scores in some studies are adjusted up, some down, and some remain about the same – this is a reflection of the overall strength of the group taking each study. Studies are scaled up only when the overall performance is high. Studies are scaled down only when the overall performance is low.

If competition is high within a study – you can expect to receive a lower VCAA study score – scaling by VTAC ensures this study is adjusted up. If competition is low within a study – you can expect to receive a higher VCAA study score – scaling by VTAC ensures this study is adjusted down. Across all studies, your ATAR subject scores can therefore be expected to be more uniform than your VCAA study scores.

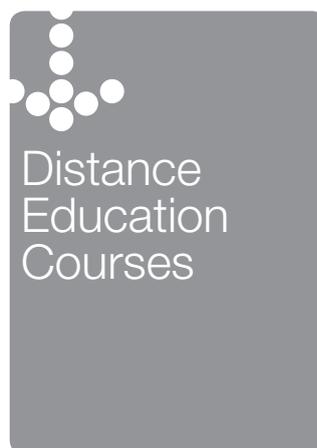
The most recent Scaling Report is available from the VTAC website or the Careers Education Department.

Some of you may be considering subjects based on scaling. The last Scaling Report is available for you to check, but you are encouraged to consider the importance of the points above when selecting subjects. Scaling does not work in a student's favour if they are not able to perform in that subject to the best of their ability or are unhappy in that subject. This may impact on a student's motivation to work consistently in a subject purely selected on scaling. It is also important to note that in subjects that may be scaled down, scaling is less when a student is able to achieve a score over 40. A student is better off in a subject that they like and can do well in.

Students may need or wish to study a subject or subjects outside the College. For example, where a student wishes to study a subject but is unable to undertake it at Loyola College due to an insolvable timetable clash, then that student may study that subject elsewhere.

Where a student is studying a foreign language through the Victorian School of Languages at Units 3/4 level, they shall be entitled to count this subject towards the total number of subjects required for study in Year 11 or 12 at Loyola College. If you are interested in this pathway please contact the Deputy Principal ~ Teaching and Learning.

Please be aware that parents are responsible for the costs associated with such courses and there will be no reduction in College fees.



It is important to understand that there is no quick quiz which will produce the “perfect job”. Finding out about the sorts of jobs individuals might like requires making an effort to undertake some research into the jobs which may appeal. Students should consider their interests, skills and values when undertaking their career exploration.

For most people there is not ONE right occupation, but several jobs that will suit them, that they are capable of doing and that they will enjoy. An individual's career spans the whole working life and may be made up of a range of occupations with many changes in direction.

One of the best things about careers is that you don't pass or fail. Career choice is a very personal and individual thing. What is right for one student may not suit their best friend. Everyone can be good at career choice, however it is entirely up to the individual how much work they are prepared to put in to making decisions about the future. It's not a matter of right or wrong career decisions, but of making the best decision at a particular time and stage of life. In order to make this best decision, it needs to be an informed decision, which means undertaking the career research.

Many students may still be unsure of an exact career destination now, and possibly even at the end of Year 12. Students should, however, be able to select a career direction based on skills, interests, abilities and values. At this stage, setting out in the right direction is more important than knowing the exact destination.

Some useful career resources include :

- Loyola College Careers Education in M071
- Loyola Careers Website: www.loyolacareers.com - a website dedicated to help advise students of career outcomes and future opportunities
- Loyola Careers Facebook page - a social media platform used to communicate messages from the Career Education team
- University and TAFE College Open Days
- University and TAFE College websites
- Myfuture: www.myfuture.edu.au - personal career exploration, and job and industry specific information
- Coursesearch: www.vtac.edu.au - examine the tertiary courses available based on VCE subject selection



Year 11 Religious Education Electives



Religious Education is concerned with the development of the whole person. Students learn about our Catholic tradition, involve themselves in the prayer, sacramental and liturgical life of the College and respond to God's call to live with the principles that uphold the dignity of all people and support the common good.

Students completing one of the following units successfully will receive an accreditation for either VCE Unit 2 Texts and Traditions or VCE Unit 2 Religion and Society: Ethics and Morality. The majority of Term 1 focuses on Catholic Social Teaching and preparation for Christian Service. Students then commence the study of their VCE Unit. Students will choose one of:

- Faith, Texts and Action
- Faith, Religion and Action
- Year 11 Youth Ministry

Students may instead choose to study

- Texts and Traditions Unit 3 and 4 (Accelerated Studies Program) as one of their elective subjects.

Faith, Texts and Action

Students completing this unit successfully will receive accreditation for VCE Unit 2 Texts and Traditions.

Students will investigate the social context of the production of the texts of the Old Testament, conditions under which they are currently read, the reasons for reading them and the messages contained in them. Students will focus mainly on the themes of oppression and salvation of the Jewish people, with particular regard to the Holocaust.

Students will also compare a Christian and Islamic approach to an issue with an examination of two similar charities and the sacred textual basis of their mission.

Students participate in five days of Christian Service during Activities Week and then at least an additional ten hours over Terms 2 and 3.

Faith, Religion and Action

Students completing this unit successfully will receive accreditation for VCE Unit 2 Religion and Society Ethics and Morality.

Students will study selected ethical issues that will enable them to develop their research, analysis, discussion and moral decision-making skills.

Students will reflect upon moral choices and the justification for ethical decisions related to the personal, local, wider community, national and international levels. Students will develop their awareness of the Catholic framework from which we take moral stands,

The assessments for these subjects may include:

Textual Commentary
Essay
Oral Presentations
Exegetical Task
Short Report
Test
Examination

Year 11 Religious Education Electives

which are often at variance with the values presented by the media and popular culture.

This study seeks to develop understanding and respect for the perceptions of the participants in religious traditions, and thus values and promotes open inquiry.

Students participate in five days of Christian Service during Activities Week and then at least an additional ten hours over Terms 2 and 3.

Year 11 Youth Ministry

In Youth Ministry, students explore Social Justice issues in preparation for Christian Service. The other section of the course of the course is largely project and teams based. Students work in groups on practical projects that make a difference to the lives of others. This includes younger students, their peers, people in the community and the local parishes.

Topics and projects are negotiated with the class and would include some of the following: Christian Youth Leadership, Spirituality and Ministry, Faith in Action including service, fundraising and awareness raising, and Parish Life, establishing and building connections.

There is a compulsory practical component in the course. Students are actively involved in Parish and assist in developing our Ignatian Charism Evening for the following year's Year 7 group and their parents.

The Youth Ministry class will also improve their knowledge of scripture and its relevance for today's world by studying VCE Texts & Traditions Unit 2 over the whole year.

Students participate in five days of Service during Activities Week and complete at least an additional ten hours of mainly parish-based service activities over the year.

The assessments for this subject may include:

- Group Presentation of an Issue
- Presentation of a Scripture/Prayer Experience
- Assignment
- Multimedia Presentation
- Report on involvement in a Parish/school/community activity
- Examination

Year 12 Religious Education Elective Program



The Religious Education Year 12 Elective program offers students a choice to engage in aspects of Christianity or explore a Christian view of life in various contexts.

Year 12 Texts and Traditions

Unit 3 Texts and the Early Traditions

Students look into the origin and early development of Luke's Gospel, focusing on events, people and places important to the development of the tradition. They examine issues that relate to the writing of texts: purpose, authorship and intended audience. Students also develop a knowledge of the set text in terms of its literary structure and major themes.

Unit 4 Texts and Their Teachings

Students develop the skills of exegesis, in which they search and give expression to the meaning of the texts. They are made aware that teachings within texts may be presented in the form of proverbs, codes of law, rules of behaviour, collections of sayings or accounts of the lives of significant individuals, and that texts have been developed in certain historical, political and social contexts.

For Unit 3/4, assessment as prescribed by VCAA

Students will engage in aspects of Christianity or explore a Christian view of life in various contexts. Units explore the themes 'Men and women for others', 'Finding God in all things', and two compulsory units, one that examines relationships and sexuality and the other that looks at options for involvement in the Christian community post Loyola.

The Year 12 Retreat and Reflection Day are integral to the Religious Education program.

Students choose three units and will rotate through these during Terms 1, 2 and the first six weeks of Term 3. Please be aware that students may not receive their preferences.

During the last weeks of the year all Year 12 students will participate in a common program that includes Faith, Sexuality and Relationships with a focus on Christian marriage, Faith and Life after Loyola and Preparation for Graduation.

Students choose three of the following: (Note: only those units that have sufficient demand will run)

Faith and The Third World

This class will run Caritas Australia's Project Compassion Campaign. Students will familiarise themselves with the issues and resources provided by Caritas Australia. They will be responsible for disseminating this information to staff/students, advertising and promoting the campaign, suggesting activities that classes/houses/mentors might do to be involved, counting and banking donations, providing up-to-date tallies and publicising these.

Year 12 Religious Education Elective Program

Faith and Drama

This class will be responsible for preparing and presenting a Passion Play in the lead up to Holy Week. There are roles for actors, script writers, musicians, backstage, costumes, props.

Faith and Catechesis – St Ignatius and St Mary of the Cross (Mackillop)

This class will do a range of activities including preparing a lesson on St Ignatius of Loyola/Mary Mackillop and/or a selected House Patron for Year 7 students. This will include story, factual input, student activities (eg. a board game) and prayer. An excursion to the Mary Mackillop centre is part of this elective.

Faith and Art

This class will look at the expressions of Faith through Art, both historical and contemporary. Students will have opportunity to explore areas of their interest and create an artwork. This may be co-operative or individual.

Faith and Meditation

This class looks at how various faiths use meditation as prayer and for wellbeing. There are regular meditations during this time and students work in groups to run a mediation session in the Christian tradition.

Faith and Music

This unit explores the connection between faith and a variety of music styles. Styles to be investigated include chanting, rap, music theatre, music of the Baroque period, gospel, spirituals, folk and modern day. Students involved in the class must be prepared to participate. This may require singing, listening or watching. Students do not have to be talented singers, just prepared to join in, have fun and explore their personal faith response.

Faith and Media

Students will examine how the Church and Faith issues are portrayed through film or other media. Students will have a choice of assessment that will be presentation based. This includes analysis of particular pieces or focus on a theme.

Year 12 Religious Education Elective Program

Faith and Sport

Students will investigate the theology of sport, explore a number of ethical issues relating to sport, use sport as a way of reflecting on Christianity and reflect on sport and the Ignatian principle of Finding God in All Things.

Faith in My Life

An examination of the issues surrounding the concept of faith and spirituality for young people. A look at our psychological needs, the influence of family, peer group and the wider society on the development of faith.

Faith and Non-Violent Activism

Students will look at contemporary and recent events where people have caused significant social change. We examine Gene Sharp's writings; History of the Peace Movement; Studies of activists (i.e, Nelson Mandela, Mahatma Ghandi, Martin Luther King jr) Also there will be practical sessions of Non-Violent Activist training to be applied to all areas of our lives for conflict resolution, not just for peaceful protest.

Faith and Technology

Explores the impact that faith and technology have on each other, the relationships between faith and technological/scientific progress and personal beliefs on the impact of technology.

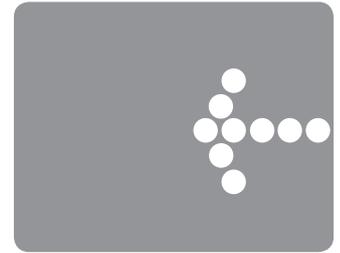
The assessments for these subjects may include:

Reflection on involvement in an activity or presentation
Journal writing

Year 12 Youth Ministry Leadership

In Year 12 Youth Ministry, students work in groups on practical projects that make a difference to the lives of others. This could include younger students, their peers, people in the community and the local parishes. They can organise events and involve themselves with relevant groups, programs and liturgy within parishes and the College. Projects are negotiated with the class.

Students also explore issues and topics that are of interest to young people and make interactive, engaging presentations where they learn and practise the skills of youth leadership.



The assessments for this subject may include:

Group Presentation of an Issue
Presentation of a Scripture/Prayer Experience
Assignment
Multimedia Presentation
Involvement in the JRS Youth Award
Report on Involvement in a Parish/School/Community Activity
Examination

Year 12 Texts and Traditions

Unit 3 Texts and the Early Traditions

Students look into the origin and early development of Luke's Gospel focusing on events, people and places important to the development of the tradition. They examine issues that relate to the writing of texts; purpose, authorship and intended audience. Students also develop a knowledge of the set text in terms of its literary structure and major themes.

Unit 4 Texts and their Teachings

Students develop the skills of exegesis where they search and give expression to the meaning of the texts. They are made aware that teachings within texts may be presented in the form of proverbs, codes of law, rules of behaviour, collections of sayings or accounts of the lives of significant individuals, and that texts have been developed in certain historical, political and social contexts.

For Unit 3/4, assessment as prescribed by VCAA.

English as an Additional Language (EAL)



English is the study of developing language skills through thinking, reading, writing, speaking and listening.

Students learn to communicate ideas, feelings and observations orally and in writing to a range of audiences.

Prerequisites for EAL Students Units 3 - 4

A student wanting to study EAL will need to meet the conditions set out by VCAA. Enquiries should be made to the Head of Student Services. EAL students will be integrated into a mainstream VCE English classes but may receive additional support and/or be withdrawn from their mainstream class at specific times for EAL tutorials. EAL students have slightly modified criteria for their assessment tasks.

Students who intend on undertaking EAL in Year 12 should choose English as their Year 11 Subject.

Unit 3

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

Unit 4

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

The assessments for this subject may include:

Oral Presentations
Text Response Essays
Language Analysis Essays
Creative Responses
Comparative Essays
Examination

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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



English is the study of developing language skills through thinking, reading, writing, speaking and listening.

Students learn to communicate ideas, feelings and observations orally and in writing to a range of audiences.

The assessments for this subject may include:

Oral Presentations
Text Response Essays
Language Analysis Essays
Creative Responses
Comparative Essays
Examination



English Language aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively.

It is informed by the discipline of linguistics.

Unit 1 Language and Communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language choices are also considered. Students investigate childrens' ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2 Language Change

In this unit, students focus on language change. Languages are dynamic, and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English Language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected-phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably, and these are also considered.

In addition to developing an understanding to how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Unit 3 Language Variation and Social Purpose

In this unit, students investigate English Language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed.

Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationship between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in process of inclusion and exclusion.

Unit 4 Language Variation and Identity

In this unit, students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.



The assessments for this subject may include:

Research Report
Expository Essay
Tests
Analysis Essays
Oral Presentation
Examination



Literature aims to develop literary competence and enjoyment in responding to a range of texts: classical, popular, traditional and modern.

Students explore the distinctive languages of texts, the cultural, political and socio-economic contexts in which texts are created.

Unit 1: Approaches to Literature

In this unit, students focus on the way literary texts represent human experience. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on the students' close engagement with language to explore texts, students also inform their understanding with the knowledge of the conventions associated with different forms of the text, such as poetry, prose, drama and/or non-print texts.

Unit 2: Context and Connections

In this unit, students deepen their understanding of their responses to aspects of texts such as style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text.

Students understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as language, characterization and ideas.

Unit 3: Form and Transformation

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

Unit 4: Interpreting texts

In this unit, students focus on the way writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text (such as poetry, prose, drama, non-print or combination 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. In Unit 4, students focus on their 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.

The assessments for this subject may include:

Passage Analysis
Writing in the Style of the Author
Comparative Essays
Creative Responses
Interpretive Essays
Examination

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 will be introduced to the processes of gathering and recording financial data, and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students will examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2 Accounting For a Trading Business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students will use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They will analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students will suggest strategies to the owner on how to improve the performance of the business. Students will develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

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 will use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method will also be used.

Unit 4 Control and Analysis of Business Performance

Unit 4 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 is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students will investigate the role and importance of budgeting for the business, and undertake the practical completion of budgets for cash, profit and financial position. Students will interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.



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 assessments for this subject may include:

Tests
Practical Exercises
ICT-based Folio Pieces
Examination



Learn about the world from your point of view. Discuss and understand what drives artists to create such wonderful, interesting visions of themselves and their world. Make drawings, paintings, prints and sculptures to communicate yourself and your ideas to others.

Unit 1 Art and Meaning

Unit 1 will give students the grounding for understanding and explaining art through the Formal and Personal Analytical Frameworks. They will study artists in different societies, cultures and historical periods to understand the way artists incorporate their own personal journeys and societal influences into their work. Students will revise and develop their skills in art discussion and writing through visual analysis. In their practical work, they will experiment with media and materials to create their own artworks in areas of personal interest.

Unit 2 Art and Culture

In Unit 2, students begin to see the importance of an artwork's cultural context, and analyse the varying social functions that art can serve, including its expression for specific contexts, such as street art, public art and exhibitions. Students use the Formal Framework and the Cultural Framework to develop their understanding of this. They will study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking.

Unit 1 and 2 specific focus: painting, drawing, printmaking and sculpture.

Unit 3 Interpreting Art; Investigation and interpretation through artmaking

In Units 3 and 4, students use the four Analytical Frameworks to discuss and interpret the meaning of artworks by selected artists. They study artists who have produced works before and after 1970 to understand the shifts in contemporary art practice. They practise writing brief and extended art analyses and complete a written SAC for each unit.

Students link their growing theoretical understanding of art to their own practice. They apply imagination and creativity to develop their ideas through a visual language, exploring and applying a variety of materials and techniques. They create an extended folio over the unit based on their choice of an area of interest, resolving with at least one finished artwork by the end of the unit.

Unit 4 Discussing and Debating Art; Realisation and resolution of artmaking

In Unit 4 they continue to develop personal points of view and informed opinions about art ideas or issues. They make use of a range of commentaries to support and/or challenge art issues and their own points of view.

In relation to their developing artwork, students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills.

At the end of Unit 4, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

The assessments for this subject may include:

Written Analyses SACs
Practical Folio Work SAT
Examination

Unit 1 How do living things stay alive?

In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2 How is continuity of life maintained?

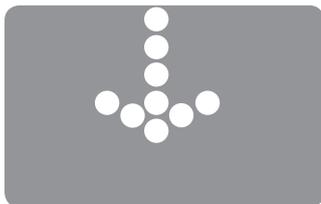
In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students explore inheritance and the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. The uses of genetic screening and its social and ethical issues are examined.



Biology is the study of life. Studying biology teaches us to ask questions, make observations, evaluate evidence, and solve problems.

Biologists learn how living things work, how they interact with one another, and how they evolve.



Unit 3 How do cells maintain life?

In this unit, students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations.

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

In this unit, students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

The assessments for this subject may include:

Experimental reports
Field Work Tasks
Research Assignments
Tests
Examination

Unit 1: Planning a business

Unit 1 focuses on how businesses are formed and the process of developing a business idea, including the planning required to develop the idea into a business reality. The external and internal factors affecting the operations of a business are considered.

Unit 2: Establishing a business

Unit 2 focuses on establishing a business following the planning stage, and involves governance requirements, as well as making decisions about staffing the business and establishing a customer base.

Unit 3: Managing a business

Unit 3 focuses on the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

Unit 4: Transforming a business

Unit 4 focuses on a business's need to adapt and change to meet its objectives. The need to review data to determine performance and then develop strategies to manage change in the most effective way is considered.



Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve its set objectives.

It develops an understanding of the complexity, challenges and rewards that come from business management, as well as the ways resources can be managed in small, medium and large-scale organisations.

The assessments for this subject may include:

Case Study
Structured Questions
Media Analysis
Tests
Essays and Reports
Multimedia Report
Examination



Chemistry is the science of the materials that make up our physical world.

Students will learn to understand the basic properties of matter, and how to predict and explain the ways substances change when they react to form new substances.

Unit 1 How can the diversity of materials be explained?

In this unit, students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices, relating their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.

Unit 2 What makes water such a unique chemical?

In this unit, students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context, students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts, and analyse selected issues associated with substances dissolved in water.

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

In this unit, students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including using them to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.



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

In this unit, students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds, including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular

The assessments for
this subject may include:

Experimental Reports
Written, Oral, Multimedia or Visual Reports
Extended Practical Investigations
Tests
Examination



VCE Computing equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.



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

Unit 1 Computing

In Unit 1, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 (Data and graphic solutions) students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 (Networks) students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. In Area of Study 3 (Collaboration and communication) students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2 Computing

In Unit 2, students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 (Programming) students develop their computational thinking skills when using a programming language to create solutions. In Area of Study 2 (Data analysis and visualisation) students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 (Data management) students create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 3 Informatics

In Unit 3, students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 (Organisations and data management) students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps). In Area of Study 2 (Data analytics: drawing conclusions) students frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis.

Unit 4 Informatics

In Unit 4, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

The assessments for this subject may include:

Using digital systems and techniques, create a solution in response to a need or opportunity
Visual Presentations
Written Reports
Examination



Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression.

The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through different approaches.

Unit 1 Dance

In this unit, students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop their understanding of how choreographers use these processes.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

Unit 2 Dance

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space 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 as well as dance works created by others.

Students are also introduced to a range of dance traditions, styles and works, which might encompass dance traditions of Indigenous cultures or other culturally specific dance, the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers.

Unit 3 Technical, Solo, Analysis and Group Dance

Students who wish to study Units 3/4 need to have completed at least three years of dance training.

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

Students also analyse the choreograph of twentieth and/or twenty-first century solo dance works selected from the prescribed list of dance works, seeing how the dance is developed through the use of choreographic devices and arrangement of phrases and sections.

Unit 4 Composition solo and Analysis

Focus on choreography, rehearsal and performance of a structured solo dance work which has a beginning, development/s and resolution. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

Students' understanding of choreographic skills are also developed through an analysis of ways in which the choreographers' intention can be expressed through the use of group structures and the elements of spatial organisation in group dance works of the twenty-first century choreographers.

The assessments for
this subject may include:

Prescribed Dance Work Analysis
Technical Solo and Documentation (journal)
Group Dance and Documentation (journal)
Prescribed Dance Work Analysis
Composition Solo and Documentation (journal)
Examination



In Drama, students focus on the creation and performance of characters, narratives and stories.

They 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.

Unit 1 Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised ensemble performance (in non-naturalistic style) that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students study non-naturalistic performance styles and practitioners, and incorporate these into their performances. This subject requires dedication and a commitment to performance.

Unit 2 Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised SOLO performance (in a non-naturalistic style). 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.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. They will analyse an Australian work, which might be written, adapted or devised by Australian writers or theatre-makers, or reflect aspects of the Australian identity. This may include, the Indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, or the urban and bush perspectives.

Unit 3 Ensemble Performance

Unit 3 focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. This subject requires dedication and a great deal of rehearsal out of class time.

Unit 4 Solo Performance

Unit 4 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 two 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 published by VCAA.

The assessments for this subject may include:

Written Analysis
Folio
Performance
Examination

Unit 1 Behaviour of Consumers and Businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the need and wants of society. In this unit, students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.



Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Unit 2 Contemporary Economic Issues

In this unit, students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible, and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy, and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income, they evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

Unit 3 Australia's Economic Prosperity

In Unit 3, students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Unit 4 Managing the Economy

In Unit 4, students will investigate how the Australian Government utilises aggregate demand and aggregate supply policies to manage the Australian economy.

The assessments for this subject may include:

Folio of Applied Economics Exercises
Essays
Tests
Reports
Examination



Food Studies focuses on the importance of food in our daily lives, enabling students to analyse the relationship between food and new technology. They develop practical skills in food preparation, creating innovative and diverse food products, utilizing appropriate tools and equipment.

Unit 1 Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food throughout time and across the world. In area of Study 1, students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

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

Unit 2 Food Makers

In this unit, students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries. Area of Study 2 looks at food production in small-scale domestic settings both as a comparison and complement to commercial production. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

In the event of food allergies and intolerances, at the secondary level, it is a student's responsibility to be aware of food products which may cause them allergic reactions and to avoid contact with those products during practical classes.

If uncertain of the nature or identity of a food product, the student is required to consult with their teacher prior to handling or consuming the food product.

Unit 3 Food in Daily Life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: the physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciation of food and the microbiology of digestion. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 Food Issues, Challenges and Futures

In this unit, students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practises, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire, reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

The assessments for
this subject may include:

Written Report
Short Answer Test
Case Study
Media Analysis
Multimedia Presentation
Examination

General Mathematics & Further Mathematics



Mathematics is the development of logic skills, which allow students to apply and then solve a wide range of problems.

Areas of application range from purely algebraic problems to those requiring the use of statistical analysis.

Students work with CAS calculators in all areas of their mathematical study.

The Mathematics staff in consultation with the Head of Mathematics, will make recommendations to parents of the appropriate Year 11 Mathematics course. Each student studying Mathematics at a senior level requires a CAS Nspire calculator.

General Mathematics Units 1 and 2

The General Mathematics pathway combines the coursework which best prepares you for Further Mathematics Units 3 and 4. For Units 1 and 2, work will be taken from the following areas of study. Students are expected to be able to work with and without the aid of technology.

Area of Study 1 – Algebra and structure

Area of Study 2 – Arithmetic and number

Area of Study 3 – Discrete mathematics

Area of Study 4 – Geometry, measurement and trigonometry

Area of Study 5 – Graphs of linear and non-linear relations

Area of Study 6 – Statistics

Further Mathematics

The Mathematics staff in consultation with the Head of Mathematics, will make recommendations to parents for the most appropriate Year 12 Mathematics course.

Students should have studied at least General Mathematics Units 1 and 2 to continue their mathematical studies with Further Mathematics. Students are expected to be able to work with and without the aid of technology.

Unit 3

Area of Study 1 - Core (data analysis, recursion and financial modelling)

Unit 4

Two modules chosen from the following areas of study will be selected by staff.

Area of Study 2 – Matrices

Area of Study 3 – Networks and decision mathematics

Area of Study 4 – Geometry and measurement

Area of Study 5 – Graphs and relations

The assessments for this subject may include:

Analysis Tasks
Test
Examination Technology Enabled
Examination Technology Free

Unit 1 Hazards and Disasters

This unit allows students to gain knowledge of the characteristics of hazards, such as volcanoes, bushfires and infectious diseases, and to compare these hazards. Students will also compare human responses to these hazards and disasters, and evaluate management of such occurrences.

Unit 2 Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Students will look into the characteristics of different types of tourism and the impacts of tourism in several locations.

Unit 3 Changing the Land

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. Students will investigate these changes through the study of three phenomena: deforestation, desertification and melting glaciers and ice sheets. Students will also undergo fieldwork to investigate land use and land cover change on a local scale.

Unit 4 Human Population – Trends and Issues

In Unit 4 students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.



Geography is the study of where geographical features are located, why they are there, what makes one place different from another, and how and why these differences matter. It focuses on the interaction between human activities and natural processes, creating understanding of the distribution of phenomena on or near the surface of the Earth from a spatial perspective.

The assessments for this subject may include:

Fieldwork Report
Analysis of Geographic Data
Structured Questions
Case Study
Report
Folio of Exercises
Examination



Health and Human Development examines the health and human development in local, Australian and global communities. Students learn that health and development are influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments.

Unit 1 The Health and Development of Australia's Youth

In this unit, students will focus on the health and individual human development of Australia's youth. Factors such as nutrition for the provision of energy and growth, as well as food behaviours and their impact on youth health and individual human development, are discussed.

Students identify issues that impact on the health and individual human development of Australia's youth. Students form conclusions about personal, community and government strategies or programs designed to influence and promote youth health and individual human development. Students will be required to investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2 Individual Human Development and Health Issues

Individual human development involves a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development.

In this unit, students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Unit 3 Australia's Health

In this unit, students focus on the Health Status of Australians. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social. Students will investigate this inter-relationship and the role that government and non-government organisations play in the promotion of health within Australia

Unit 4 Global Health and Human Development

This unit takes a global perspective on 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.

Sustainability is investigated as are key international and Australian agencies. Students will investigate the role of the United Nations, World Health Organization, Millennium Development Goals and AusAid in reducing global burdens of disease and promoting sustainable human development.

The assessments for
this subject may include:

- Case Study Analysis
- Data Analysis
- Multimedia Presentation
- Oral Presentations
- Tests
- Written Response
- Examination



History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 1 Twentieth Century History (1918-1939)

In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2 Twentieth Century History (1945-2000)

In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued, and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Unit 3 The French Revolution

Unit 4 The Russian Revolution

This course consists of a detailed study of two major revolutions, the French Revolution of 1789 and the Russian Revolution of October 1917. For each conflict, students will investigate the causes and consequences of the revolution. Students will be exposed to historians' interpretations of the causes and consequences and be able to answer for themselves the question of whether the evolution was worth the bloodshed.

The assessments for this subject may include:

Analysis of primary sources
Analysis of historical interpretations
Essay
Examination

Unit 1 The Individual

The unit examines social issues and young people in France, including problems they may experience. It addresses advertising and the language associated. The students also reflect on social issues, technology and how they will impact life in the future. The course includes viewing films and listening to music as part of a unit on Art and Entertainment. In this unit, students are introduced to and revisit, a variety of text types: advertisement, article, invitation, role-play, film review, email, dialogue, cartoon, survey and journal entry.

Unit 2 The French-Speaking Communities

This unit focuses on pastimes, including sport. It examines a variety of sports, including extreme sports, handicap sports, and the language associated with sport. In addition, the environment and environmental problems are investigated. The students are introduced to eating well and staying healthy. The unit involves reading about the impacts of junk food and looks at eating “French style”, and the similarities and differences with the way we eat in Australia. The students learn about the world of work in France by looking at job advertisements and the interview process.

Unit 3 The Changing World

The students explore the themes of family and work in their personal world. The students delve into social issues of travel and immigration in our changing world. This is done through the use of various modes of media such as brochures, articles and films, in particular ‘Les Intouchables’.

Unit 4 The French-Speaking Communities

The course deals with the complex social situation present in many outer-suburban areas across France, and pays particular attention to multiculturalism and the tensions that have emerged as a result of this. It also touches on racism and the impact this has had on French society. Various historical events in France are studied, which include but are not limited to: French Revolution, (Bastille Day, “La Marseillaise”), Paris in the 15th Century and both World Wars.



French prepares the students to communicate in everyday situations by focussing on four skills: speaking, reading, writing and listening.

The aim is for students to understand how the language works by incorporating grammar into the study of France and its people. The course is about communication and cultural appreciation.

The assessments for this subject may include:

Speaking – Oral Presentations
Writing – based on a variety of text types
Reading Comprehension
Listening Comprehension
Examination



Indonesian prepares the students to communicate in everyday situations by focussing on four skills: speaking, reading, writing and listening.

The aim is for students to understand how the language works by incorporating grammar into the study of Indonesia and its people. The course is about communication and cultural appreciation.

Unit 1 The Individual

In this unit, students investigate the contemporary relationship between Australia and Indonesia. It also allows the students to learn about and discuss education and aspirations. They will study social issues and problems faced by Indonesians. In particular they look at women, their status and the opportunities that are offered to them. The students focus on the issue of health in Indonesia and examine the medical facilities that are available to Indonesians. The text types that are utilised in this unit include: newspaper articles, script (speech), timeline, reports and brochures. They also continue their weekly speaking practice with a native Indonesian speaker.

Unit 2 The Indonesian-Speaking Communities

This unit focuses on teenagers and their lifestyle in Indonesia. They learn about the interactions of young people and get to practice through role plays. Travel and visiting Indonesia is another topic. The students are informed about tourism and its impact on Indonesia. The topic of social development and inequalities is further explored. This topic provides students with insight into poverty and the impact it has on Indonesia as a nation. In this unit, the students work with short stories, poems, film and articles.

Unit 3 The Indonesian-Speaking Communities

In Unit 3, students explore Western cultural influences on modern Indonesian society, such as tourism in Bali, teenager behaviour and the mass media. The rights and conditions of workers is researched and discussed in the following topic. Social inequality in modern Indonesian society is studied with particular attention to street children and squatter communities.

Unit 4 The Changing World

In Unit 4, students learn about the pressing environmental concerns in Indonesia and the future impact they will have on Indonesia and other countries in the region. Students will also look at careers and how to apply for a job. In addition, they will reflect on what they would like to do in the future, and explore possible career opportunities informed by young Australians currently working in Indonesia.

The assessments for this subject may include:

Speaking – Oral Presentations
Writing – based on a variety of text types
Reading Comprehension
Listening Comprehension
Examination

Unit 1 The Individual

In this unit, students unravel what it means to be Italian today. They look at the world of young people and also come to understand how the typical Italian family has evolved. This is then compared with the Italian lifestyle of yesteryear.

The unit also focuses on education and applying for jobs; the differences between the Italian and the Australian education system; the workforce and how to write a formal letter to apply for a job.

In this unit, students examine a range of text types: personal profile, formal letter, journal entry, newspaper article, proverbs, diary entry and email.

Unit 2 The Changing World

This unit focuses on technology, its benefits and its role in the future. Students learn about the impact of mobile phones, "Italian Style" messages and texting language.

The unit also addresses health and diet today. It identifies similarities and differences with the Australian diet. Students explore regional Italian cuisine and the growth of organic produce.

This unit revisits recipes and advertisements and introduces charts, timelines, menus and informative, persuasive and evaluating text.

Unit 3 The Italian-Speaking Communities

This unit looks at the beauty of nature and the great outdoors. It also considers what it means to respect the environment.

Students have the opportunity to learn about politics in Italy, and the role young people play in the political arena. The text types studied include reports, charts, resumes, formal letters and advertisements.

Unit 4 The Changing World

This course touches on the parallels that exist in the histories of Australia and Italy, and incorporates reading relating to Columbus and Cook. The course also looks at horoscopes. Students take a glimpse into "romance languages" and learn about the connection between Italian and Latin. They also investigate the emergence of the Italo-Australian language. Students learn about the life of young people in Italy, including music and family.



Italian prepares the students to communicate in everyday situations by focussing on four skills: speaking, reading, writing and listening.

The aim is for students to understand how the language works by incorporating grammar into the study of Italy and its people. The course is about communication and cultural appreciation.

The assessments for this subject may include:

Speaking – oral presentations
Writing – based on a variety of text types
Reading Comprehension
Listening Comprehension
Examination



Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Unit 1: Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order, and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights, and breaching civil law can result in litigation. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, Remedies and Rights

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

Unit 3: Rights and Justice



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

Unit 4: The People and the Law

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

The assessments for this subject may include:

Folio of Exercises
Structured Questions or Essays
Case Studies
Tests
Mock Courts or Role-plays
Report (multimedia, visual, oral, written)
Examination

Mathematical Methods (CAS)



Mathematical Methods mainly consists of developing and extending the concepts and application of Calculus, Algebra and Circular functions.

Students need to have well developed algebraic manipulation skills and technology competency.

The Mathematical Methods pathway combines the coursework which best prepares you for Mathematical Methods and Specialist Mathematics Units 3 and 4. For Units 1 and 2 work will be taken from the following areas of study. Students are expected to be able to work with and without the aid of technology.

Unit 1

Area of Study 1 – Functions and graphs - algebraic

Area of Study 2 – Algebra – polynomial functions

Area of Study 3 – Calculus – graphical and numerical approaches to rate of change

Area of Study 4 – Probability and statistics

Unit 2

Area of Study 1 – Functions and graphs – trigonometric, exponential and logarithmic functions

Area of Study 2 – Algebra – further develops polynomial functions

Area of Study 3 – Calculus – differentiation and anti-differentiation

Area of Study 4 – Probability and statistics – further develops from Unit 1 coursework

Units 3 and 4

The Mathematics staff in consultation with the Head of Mathematics, will make recommendations to parents for the most appropriate Year 12 Mathematics course.

Students should have studied at least Mathematical Methods Units 1 and 2 to continue their mathematical studies in Mathematical Methods Units 3 and 4. For Units 3 and 4, work will be taken from the following areas of study. Students are expected to be able to work with and without the aid of technology.

Area of Study 1 – Functions and graphs

Area of Study 2 – Algebra

Area of Study 3 – Calculus

Area of Study 4 – Probability and statistics

The assessments for this subject may include:

School Assessed Coursework
Examination Technology Enabled
Examination Technology Free

Unit 1: Media Forms, Representations and Australian Stories

In this unit, students develop an understanding of audiences and the construction of representations and meaning in different media forms such as film, print and animation. Students will also study Australian Stories through film and print.

Students will create their own film and print productions.

Unit 2: Narrative Across Media Forms

This unit looks at how narratives are constructed, including the personal and distinctive style of different media professionals. They will study new media technologies and the impact they have on media production and consumption.

Students will create their own film or photography narrative.

Unit 3: Media Narratives and Pre-production

The focus of this unit is how narratives are constructed. Students will study how they are structured to create meaning based on societal contexts.

Students will create a production design plan for a film, animation, print or photography production to be created in unit 4.

Unit 4: Media Production and Issues in the Media

Students will create their media film, print, photography or animation that was planned in Unit 3.

The focus of the theoretical area of study is agency and control in the media. Students will look at theories of media influence and how audiences consume and respond to the media.



Look at the way the media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity.

Students explore the way the media entertain, educate, inform and provide channels of communication.

The assessments for this subject may include:

Written Analyses SACs
Production Design Plan (folio)
Film, print, photography or animation production
Examination



Students who select Music Solo performance are primarily concerned with playing music from a score. The course focuses on the development of the young musician as a performer.

The added goals of developing listening skills and composing and arranging music are an important means of broadening students' understanding of music.

Unit 1 and Unit 2 Prerequisites

Students wishing to take this unit must meet a minimum requirement in performance (including reading conventional notation) and theory, and continue to take lessons on their major instrument throughout the course. Students must be able to perform at AMEB Grade 4 or better and have an understanding of theory to a Grade 2 AMEB. **Students taking this course who have not completed Year 10 music must have an interview with the Head of Music.**

Unit 3 and Unit 4 Prerequisites

Students must be able to perform at a minimum standard of AMEB Grade 5 credit or better (or equivalent) in the previous year. A minimum standard of Grade 6 in the year of taking the course is strongly advised. Guitar and percussion students must be able to read conventional notation in both treble and bass clef (though not necessarily play fluently in the latter). Percussion students must be able to perform on keyboard percussion instruments as well as drums. All students must understand theoretical concepts to a minimum standard of AMEB Grade 3 (or equivalent).

Unit 1 Music Performance

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing listening skills. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. They also take an examination based on theory and aural skills.

Unit 2 Music Performance

This unit further develops skills in listening and performance. Students present a prepared program of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop listening skills.

Selected works are closely studied to improve performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language and the practical use of this language.

Unit 3 Preparation and Presentation of Solo Works

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop an understanding of performance in a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge and listening skills are also developed. The coursework for this unit is worth 20% of the final study score.

Unit 4 Presentation of Solo Performance Recital

Unit 4 focuses on the preparation and presentation of a solo program of works, demonstrating through performance an understanding of interpretation. Music performance skills are extended by development of technical work in ensemble performance and unprepared performance skills, and by further developing listening skills. Understanding and recognition of musical characteristics of an ensemble work are further developed.

The assessments for
this subject may include:

Solo Recital
Technical Recital focusing on scales and arepeggios
Group Performances
Theory and Listening Examinations



Outdoor and Environmental Studies examines the ways humans interact with and relate to natural environments. Students learn to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Unit 1 Exploring Outdoor Experiences

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

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Unit 2 Discovering Outdoor Environments

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

In this unit, students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students are provided with practical experiences as the basis for comparison between outdoor environments, and opportunities for reflection to develop theoretical knowledge about natural environments.

Outdoor Education and Environmental Studies cont'd

Unit 3 Relationships with Outdoor Environments

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

Unit 4 Sustainable Outdoor Relationships

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

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

There is an additional cost associated with the outdoor educational camps for the VCE units of Outdoor and Environmental Studies.

The assessments for this subject may include:

Journal/report of outdoor experiences
Case Study Analysis
Oral Presentations
Data Analysis
Tests
Written Responses
Examination



Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students will need to align theoretical knowledge with practical application through participation in physical activities. Student participation is a compulsory element but not an assessable item.

Unit 1 Bodies In Motion

In this unit, students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities, they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.

Students also examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. The cardiovascular and respiratory system are investigated from a sociocultural, environmental and physical perspective.

They will also explore a range of ethical and performance considerations for the use of a variety of legal and illegal practices and substances specific to each system.

Unit 2 Sports Coaching and Physically Active Lifestyles

In this unit, students explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete.

Students collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Students develop an understanding of the use of surveys and questionnaires in the collection of data related to physical activity levels and compare these to the National Physical Activity Guidelines.

Unit 3 Physical Activity Participation and Physiological Performance

Unit 4 Enhancing Performance

In these units, students assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students investigate the contribution of energy systems to performance in physical activity and consider different strategies used to delay and manage fatigue and to promote recovery.

Students investigate improvements in performance, in particular fitness and how to improve it by training. Students participate in practical activities. Using these experiences, 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 and this is investigated.

The assessments for this subject may include:

Case Study Analysis
Data Analysis
Multimedia Presentation,
Oral Presentation such as podcast, debate
Written Report
Test
Examination

Unit 1 What Ideas Explain the Physical World?

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

Unit 2 What Do Experiments Reveal About the Physical World?

In this unit, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from previous study, and is designed to deepen student knowledge in the field.

Unit 3 How Do Fields Explain Motion and Electricity?

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

Unit 4 How Can Two Contradictory Models Explain Both Light and Matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light, and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter, which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.



Physics is the science of matter, energy, space, and time. It describes the many forms of energy, such as kinetic energy, electrical energy, and mass, and the way energy can change from one form to another.

The assessments for this subject may include:

Experimental Reports
Extended Practical Investigations
Tests
Examination



In Product Design and Technology, students assume the role of a designer-maker with the emphasis on a combination of technical and design skills and the development of a creative and innovative Design Folio.

Students may select to work in either wood or textiles.

Unit 1 Sustainable Product Redevelopment

The focus of this unit is to utilise tools, equipment/machinery processes, materials, knowledge and skills in the practical application of constructing a final product that has been redesigned, modified and improved upon in product design in accordance with sustainability practices. Students will acquire knowledge about ownership rights in relation to product design.

Students develop their own Design Folio, complete a design brief, communicate design factors, design option ideas, determine the suitability of appropriate materials and processes and evaluate their ideas and finished product outcome. Students learn about the production techniques required to make the product with the intention of improving the products function, quality and aesthetics incorporating sustainable materials. The use of sustainable materials will be examined in relation to environmental, economic and social impact in terms of their origin, manufacture use and disposal.

In Wood, students will construct a unique furniture item. In Textiles, they will construct a unique fashionable garment or costume.

Unit 2 Collaborative Design

Students within this unit work as a member of a small design team, designing and developing a product range, or collectively contribute to the design and production of a group product. Team members share research ideas and findings and develop possible design solutions that meet the needs of the design brief problem requirements. They specify criteria used to evaluate the success of the product in terms of materials, techniques and processes used. Students use cultural and historical factors to influence their design inspirations and focus on human needs, wants, function, purpose and aesthetics as important factors incorporated in the design solution.

Students work individually and work within a team. They identify a problem/need, explore human centred design and research a chosen theme; students complete and evaluate a product individually and collectively

Product Design and Technology – Wood or Textiles cont'd

Unit 3 Applying the Product Design Process

Unit 4 Product Development and Evaluation

Students investigate a client's specific needs and wants in the creative application of designing a timber or textile product and specify requirements that meet the needs of the design problem and the expectations of a client and needs of the design problem. Products are analysed and evaluated in terms of product design factors and attributes.

In Unit 3, students will prepare a design brief, devise evaluation criteria, develop visualisations, conduct developmental and inspirational research, propose alternative/innovative design ideas, justify selected design choices, develop work plans and risk assessments and commence production of the product that will be completed and evaluated in Unit 4. Students examine factors such as new and emerging technologies, obsolescence manufacturing types, sustainability models and marketing strategies that influence the research, design, innovation and development of products.

In these units, there is a strong emphasis on the practical component, with students completing the construction of the product designed in Unit 3 in consultation with a client. Students record the production processes and modifications to the work plan and the product as well as evaluating the effectiveness and efficiency of techniques utilised. Students will assess the quality of their product with reference to criteria questions established, and incorporate client product feedback to determine how well the product meets specific design needs and requirements.

The assessments for this subject may include:

Design Folio- design brief, records of planning and production
Production Work
Evaluation Report
Short Answer Reports
Examination



Psychology is the scientific study of human and animal behaviour and the mental processes that occur in the brain.

Psychologists are concerned with how people act, think, reason, and feel.

Unit 1 How Are Behaviour and Mental Processes Shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 How Do External Factors Influence Behaviour and Mental Processes?

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

Unit 3 How Does Experience Affect Behaviour and Mental Processes?

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

Unit 4 How is Wellbeing Developed and Maintained?

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

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

The assessments for
this subject may include:

Experimental Reports
Extended Practical Investigations
Tests
Examinations



Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change.

In VCE Sociology students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. It draws on scientific method in the exploration of social relationships and the outcomes of social activities, working to develop a reliable and valid body of knowledge based on research.

Unit 1 Youth and Family

This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Area of Study One explores the way youth and adolescence are created as social groupings in the light of differing experiences of young people.

There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space, including the potential negative impacts of overgeneralisations, such as stereotypes of young people.

In Area of Study Two, students investigate the social institution of the family. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies have been identified as influencing the traditional view of the family.

In a multicultural society like Australia, different communities have different kinds of families and experiences of family life.

Unit 2 Social Norms: Breaking the Code

In this unit students explore the concepts of deviance and crime. They will study the types and degree of rule breaking behaviour, examine traditional views of criminality and deviance, and analyse why people commit crimes or engage in deviant behaviour.

It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

In Area of Study One students explore the concept of deviance. This unit investigates theories on social deviance and explores the phenomenon known as moral panic.

In Area of Study Two, students investigate crime and punishment. They explore patterns of crime and consider the significance of a range of factors, such as class, gender, age and race/ethnicity. Different methods of punishment are explored, studying the extent to which each of these methods serves its aims.

Unit 3 Culture and Ethnicity

Unit 3 explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups.

Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.



Unit 4 Community, Social Movements and Social Change

In Unit 4 students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced.

They examine the relationship between social movements and social change, including the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change. Students also investigate the role of social movements.

Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

The assessments for
this subject may include:

Interview and Report
Essay
Research Report
Tests
Film and a Representation Analysis
Multimedia Presentation
Examination

Specialist Mathematics



Mathematics is the development of logic skills, which allow students to apply and then solve a wide range of problems.

Areas of application range from purely algebraic problems to those requiring the use of statistical analysis.

Units 1 and 2

The Specialist Mathematics pathway combines the coursework which best prepares you for Specialist Mathematics Unit 3 and 4. Units 1 and 2 Specialist Mathematics would be studied in combination with Unit 1 and 2 Mathematical Methods. For Units 1 and 2, work will be taken from the following areas of study. Students are expected to be able to work with and without the aid of technology.

Area of Study 1 – Algebra and structure

Area of Study 2 – Arithmetic and number

Area of Study 3 – Discrete mathematics

Area of Study 4 – Geometry, measurement and trigonometry

Area of Study 5 – Graphs of linear and non-linear relations

Area of Study 6 - Statistics

Units 3 and 4

The Mathematics staff in consultation with the Head of Mathematics, will make recommendations to parents for the most appropriate Year 12 Mathematics course.

Students should have studied at least Mathematical Methods Units 1 and 2 and Specialist Mathematics 1 and 2 to continue their mathematical studies with Specialist Mathematics Units 3 and 4. For Units 3 and 4, work will be taken from the following areas of study. Students are expected to be able to work with and without the aid of technology.

Area of Study 1 – Functions and graphs

Area of Study 2 – Algebra

Area of Study 3 – Calculus

Area of Study 4 – Vectors

Area of Study 5 – Mechanics

Area of Study 6 – Probability and statistics

The assessments for this subject may include:

School assessed coursework
Technology Free Examination
Technology Enabled Examination

Unit 1 Artistic Inspiration and Techniques

Students can choose a range of mediums to work with, some of which include: photography, video art and animation.

Unit 1 focuses on the development of a folio of inspirations and personal and creative ideas based on a given theme. Students also include trials of a variety of mediums to develop their ideas and aesthetic qualities. Students will produce artworks based on this folio.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, This will be presented in classroom activities.

Unit 2 Design Exploration and Concepts

Unit 2 focuses on the development of a folio of inspirations and personal and creative ideas based on the student's personal interests. Students also include trials of a variety of mediums to develop their ideas and aesthetic qualities. Students will produce artworks based on this folio.

Students also explore and research the ways in which artists from different times and cultures have created aesthetic qualities and identifiable styles. This will be presented in classroom activities and excursions.

Unit 3 Studio Production and Professional Art Practice

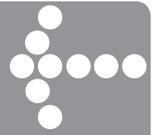
Unit 4 Studio Production and Industry Contexts

These units focus on an individual design process while students explore their own personal journey as they develop a creative folio consisting of inspiration, ideas, feelings and thoughts that reflect their own explorations.

Students develop creative trials of a variety of different mediums and materials focussing on either video art, photography, installation and/or animation, leading to the production of a range of potential directions and solutions for the students finished art works in Unit 4. Students analyse artists from different cultures and historical contexts through classroom activities and an essay.

Unit 4 focuses of the production of a folio of finished artworks based on their folio from Unit 3. Students will produce a minimum of two artworks or two series. To support the creation of the artworks, students present visual and written documentation explaining how selected ideas generated in Unit 3 were used to produce the folio of finished artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students will visit galleries and talk with artists to present an essay discussing these relevant issues.



Explore a variety of artistic mediums as you explore your own personal journey through the development of your creative artwork. Visit galleries and get inspired as you discuss issues about artists from different cultural and historical times.

Students can work in photography, painting, drawing, digital art, printmaking, textiles and more.

The assessments for this subject may include:

Written analyses SACs
Practical folio work SAT
Examination



In Systems Engineering students learn about the fundamentals and underlying principles of integrated and controlled systems. Students also learn how to design, produce and evaluate an operational system. Using a range of tools and techniques, students will manufacture an integrated and controlled system of their own design. Systems Engineering provides students with the skills to pursue further studies in the field of engineering.

Unit 1 Introduction to Mechanical Systems

This unit covers two study areas, including the fundamentals of mechanical system design and producing and evaluating mechanical systems.

In Area of Study 1, students learn about the function and operation of mechanical components, mechanical engineering concepts and principles, mechanical calculations and their measurements as well as the Systems Engineering Process of designing and producing a mechanical system in preparation for Area of Study 2.

Area of Study 2 results in students being able to produce, test and evaluate an operational mechanical system of their own design. Students will review how they have applied the Systems Engineering process to their design while taking into account the factors that influenced the design, planning, production and use of their system.

Unit 2 Introduction to Electrotechnology Systems

This unit consists of two study areas, focusing on the fundamentals of electrotechnology system design and producing and evaluating electrotechnology systems.

While undertaking Area of Study 1, students will learn about the function and operation of electrical/electronic components, electrical/electronic concepts and principles, and electrical calculations and measurements, as well as the Systems Engineering Process for designing and producing an operational electrotechnology system.

In Area of Study 2, students will use the Systems Engineering Process to design, produce and manufacture an operational electrotechnology system.

Students will need to review their design while taking into account the factors that influenced the design, planning, production and use of their system.

Unit 3: Integrated Systems Engineering and Energy

Unit 3 consists of two distinct separate Areas of Study: Area of Study 1 - Controlled and integrated systems engineering design, and Area of Study 2 – Clean energy technologies.

In Area of Study 1, students learn about the integration and control of mechanical and electrotechnology systems, how they work and how they can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms. Students will then begin the design and construction of an integrated system that will be completed and evaluated in Unit 4, Area of Study 1.

Area of Study 2 focuses on students studying both renewable and non-renewable sources of energy. Students will analyse and compare the generation of power, use, storage, efficiency and the impact of both energy sources.

Unit 4: Systems Control and New and Emerging Technologies

Unit 4 consists of two Areas of Study: Area of Study 1 – Producing, testing and evaluating integrated technological systems, and Area of Study 2 - New and emerging technologies.

In Area of Study 1, students continue managing and constructing the integrated and controlled system they designed and developed in Unit 3. Upon completion of their integrated and controlled system, students will then test and evaluate their system making reference to the Systems Engineering Process, and discuss the factors that have influenced the design, planning and production of their system.

Area of Study 2 focus on new or emerging systems engineering technologies and processes that have been developed within the last eight years preceding the year of study, or those that are in the developmental stages and may not yet be commercially available. Students will research the development, advantages and disadvantages, social, economic and environmental impacts of this technology, as well as its intended use.

The assessments for
this subject may include:

Design Folio
Production Work
Written Reports
Topic Tests
Presentations
Examination



Theatre Studies focuses on the interpretation of scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, and study the nature, diversity and characteristics of theatre as an art form.

Students work with scripts both in their written form and in performance.

Unit 1 Premodern Theatre

This unit focuses on the application of acting and other aspect of stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 both in their written form and in performance. They also study theatrical and performance analysis, and apply these skills to the analysis of a play in performance.

Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Unit 2 Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts both in their written form and in performance, with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation, and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, and Theatre in Education.

Unit 3 Playscript Interpretation

In Unit 3, students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in TWO areas of stagecraft. They also use this knowledge to interpret how stagecraft can be applied to previously-unseen playscripts. They will also analyse a playscript and its interpretation in performance from a prescribed list of performances set by VCAA.

Unit 4 Performance Interpretation

In Unit 4, students will study a scene and its associated monologue from the Theatre Studies Examination Specification published by VCAA. Students must interpret the monologue within specified stagecraft areas.

Stagecraft ~

Area 1 Acting and Direction

Area 2 Design ~ Any two of make-up, costume, set pieces, properties and sound

Students will develop this work further for presentation in the Stagecraft examination. Students will also analyse the Acting and Stagecraft from a prescribed play.

The assessments for this subject may include:

Practical application of Stagecraft
Written Analysis
Practical Application of Theatre Styles to Performances
Analysis of Performances
Monologue Interpretation
Examination

Unit 1 Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. Students study design elements and principles, investigate design styles and visualisation drawing methods to explore their own ideas and concepts. In this unit, students are introduced to three stages of the design process. Students will create a folio of observation and visualisation drawings as well as a folio of visual communications for specific purposes. They will also report on visual communication in historical context.

Unit 2 Applications of Visual Communication Within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students produce a folio of presentation drawings incorporating relevant technical conventions. Students also produce a folio of investigative typographic conventions. In response to a brief, students complete a folio of visual communications using the design process.

Unit 3 Visual Communications Design Practices

In Unit 3, students gain an understanding of the processes designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students produce a folio of visual communications for specific audiences and purposes. They will report on the way visual communications are produced in the design industry. They will also establish a brief for a client and produce a folio, which includes relevant research, analysis and generation of ideas for development and refinement.

Unit 4 Visual Communication Design Development, Evaluation and Presentation

In Unit 4, students develop a folio where they refine distinctly different concepts through different methods, media and material. They present two visual communications within the parameters of the brief they created in Unit 3. Students then evaluate their visual communications and present a pitch to communicate their design thinking and decision making to an audience.



Learn the power of communication without words. Revise and develop your technical drawing skills and learn how to make exciting, creative designs to communicate ideas and concepts.

The assessments for this subject may include:

Folio
Report
Brief
Examination



Vocational and Educational Training Programs (VET)

Vocational Education and Training (VET) refers to enhanced studies which enables a secondary student to combine their VCE or VCAL studies with vocational training.

Why do students choose to undertake VET as part of their Senior Secondary Certificate?

VET offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways
- Undertake applied learning in an adult learning environment
- Gain a nationally recognised qualification or credit towards a qualification that contributes to satisfactory completion of the VCE or VCAL¹

VET Program Options

Loyola College offers the following option for VET programs:

VCAL (Victorian Certificate of Applied Learning): Students are required to complete VET small business as part of their VCAL program which is offered at Loyola College. In addition, students are to arrange Structured Workplace Training, one day per week. For further information regarding VCAL, refer to the VCAL section of this handbook.

VCE VET (Internal): Delivered on campus across four industry areas (Hospitality; Screen and Media; Performing Arts; Sport and Recreation). A VCE student studying a first year VET subject, counts this as one of their VCE Unit 1 and 2 studies, while a second year VET subject counts as a Unit 3 and 4 study (students completing Units 3 and 4 will gain a study score).

VET and VCE VET (External): Delivered by different training providers in partnership with Northern Melbourne VET Cluster schools (conducted in venues across the region). Courses may only be undertaken during a Wednesday afternoon.

Competency-Based Training

As vocational education and training is competency-based, all VET students must demonstrate ongoing progress in their VET study using a combination of assessment tasks. For VCE/VET subjects, these may include:

- Portfolio
- Work Performance
- Work Project
- Work Product
- Examination

Internal VET Courses

Parents of students undertaking an Internal VCE VET course will incur a fee to cover the cost of delivering the course. These costs ranged from \$60 - \$120, depending on the subject, in 2017. These costs will be determined in Term 4.

¹ Victorian Curriculum and Assessment Authority: An Overview of VET in the VCE and VCAL

External VET Courses

External VET courses are available at selected times for Loyola students. VCAL students may select courses that run on Wednesdays or Fridays. VCE students may only select courses that run either on Wednesday afternoons or outside school hours. Students must ensure this includes travel time, as early exit from class will not be permitted.

Students undertaking an external VET course incur additional course fees as determined by the training provider. At the time of printing this handbook, 2017 charges for external VET courses are not available. However, Loyola College will now subsidise the cost of the course fees up to \$2000 per student. This covered all course changes based on 2016 charges. Students, however, will incur the materials cost for the course.

All applications and enrolments for any external VET course, regardless of the 'Host' provider, go through the VET coordinator at Loyola College. This includes any part time job training certificates offered to students by their workplace.

Parents need to be aware that there is no reduction in College fees for students who select an external VET course, even if they are absent from school on a weekly basis.

The Northern Melbourne VET Cluster 2018 VET Handbook will be available during Term 3 and will provide full details about the courses to be offered. Please see the VET Coordinator for further information.

VCE students who wish to undertake an external VET course, may do so on the understanding that this is as an extra subject on top of their VCE. Currently, students will not be allowed to drop a VCE subject in order to pick up an external VET course. VCE students wanting to take an external VET course on top of their VCE must apply through the VET coordinator.

Examples of:

EXTERNAL VET COURSES	INSTITUTION
Certificate II in Building & Construction (Carpentry)	Parade College
Certificate II in Plumbing	Parade College
Certificate II in Retail Makeup & Skincare	Elly Lucas Beauty Therapy College
Certificate II in Automotive Studies	Northern Trade Training Centre
Certificate II in Engineering Studies	Northern College of the Arts & Technology



Students will gain valuable employment skills through monitoring and adjusting techniques in practice and rehearsals and exploring ways to add artistic expression to performances.

The VCE/VET Dance program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in a range of areas within the live performance industry. Basic dance techniques that allow students to undertake specific dance styles will be developed through the units of competence undertaken in Units 1-4 of the selected program. VCE/VET Dance can be delivered through a wide variety of dance styles including jazz, ballet, cultural, contemporary, street, social and tap. Students will learn the fundamental skills in a range of dance disciplines and a pathway to further education and training in the live performance industry. This subject is offered as an accelerated subject for year 10 students and year 11 students only.

Units of competence:

Units 1 & 2 compulsory:

- Work effectively with others
- Develop basic dance techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance

Units 3 & 4 compulsory:

- Prepare for performances
- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Develop audition techniques

Elective units may include:

- Increase depth of jazz dance technique
- Increase depth of cultural technique
- Increase depth of social dance technique
- Assist with dance teaching
- Plan a career in the creative arts
- Develop dance partnering techniques

The assessments for all VCE/VET courses may include:

Portfolio
Work Performance
Work Product
Work Project
Examination

Hospitality & Kitchen Operations Certificate II (VCE/VET)

SIT20316/SIT20416

VCE VET Units 1/2 (Hospitality)

Students interested in studying this course will be required to complete a Letter of Commitment.

Units of competence

- Work effectively with others
- Prepare and present simple dishes
- Source and use information on the Hospitality industry
- Use hygienic practices for food safety
- Maintain the quality perishable items
- Participate in safe work practices
- Provide responsible service of alcohol
- Prepare and present sandwiches
- Use hospitality skills effectively
- Interact with customers
- Provide service to customers
- Show social and cultural diversity
- Prepare and serve espresso coffee

Pre-requisite units (Kitchen Operations)

- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment

VCE VET Units 3/4 (Kitchen Operations)

Completion of VCE/VET Hospitality Units 1 and 2 is a pre-requisite for this program.

Units of competence

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

Students gain practical experience by working in Iggy's Restaurant throughout the year. It is a requirement of this course for students to work in Iggy's Restaurant and school organised events.

Uniform Requirements

- Chef's uniform (check trousers, chef jacket, hat, neck tie and black work shoes) at Year 11 and 12
- Waiter's uniform (black pants, white button-up shirt and waiter's apron) at Year 11

In the event of extreme food allergies or intolerances it is not advisable to select this subject as the College cannot guarantee that a student will not have contact with a particular product or contaminated equipment known to cause allergies.



Students will gain and develop skills and knowledge in hospitality operations by working in Iggy's Restaurant, assisting in catering for Loyola College functions and undertaking other hospitality experiences. Students will complete Certificate II in Hospitality in one calendar year.

The assessments for all VCE/VET courses may include:

Portfolio
Work Performance
Work Product
Work Project
Examination
Tests

CUA30915 Certificate III in Music Industry (VET)



Students will gain valuable employment skills through developing knowledge of music style and genres and using critical-listening skills to make informed judgements about music.

VET Music is being offered as a certificate only subject in 2018 to Year 10 students only. This is a unique opportunity for Year 10 students who have an interest in the music industry to undertake this two year course as a non-scored subject. Students who complete the course will achieve their Certificate III in Music Industry at the end of year 11.

Core units of competence include:

- Contribute to the health and safety of others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice

Elective units may include:

- Develop technical skills in performance
- Develop ensemble skills for playing or singing music
- Compose simple songs or musical pieces
- Mix music in studio environment
- Record and mix a basic music demo
- Perform basic sound editing

The assessments for all VCE/VET courses may include:

Portfolio
Work Performance
Work Product
Work Project
Examination

CUA31015 Certificate III in Screen & Media (VCE/VET)

Certificate III in Screen and Media provides students with a pathway to a variety of creative industries. Unit 3 and 4 offers scored assessments and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

VCE VET Units 1/2

Units of competence

- Develop and extend critical and creative thinking skills
- Contribute to health and safety of self and others
- Work effectively in the creative arts industry

VCE VET Units 3/4

Units of competence

- Explore and apply the creative design process to 2D forms
- Create 2D digital animations
- Author interactive sequences
- Create visual design components
- Write content for a range of media



Students will develop expertise in electronic multimedia design, devising creative responses to client briefs using tools such as animation and web design, and learn to design and write copy for different kinds of media.

The assessments for all VCE/VET courses may include:

Portfolio
Work Performance
Work Product
Work Project
Examination

SIS30115 Certificate III in Sport and Recreation (VCE/VET)



Students have the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community and outdoor recreation. Leadership, organisation and specialist activity skills will be developed through theory and practical tasks.

The VET/VCE Sport & Recreation program gives students the opportunity to gain both theoretical knowledge and practical skills. It allows them to demonstrate competency in a range of areas and prepares them to work in various settings within the sport and recreation industry.

VCE VET Units 1/2 Certificate III

Units of competence:

- Organise personal work priorities and development
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness and recreation sessions
- Respond to emergency situations
- Provide first aid
- Use social media tools for collaboration and engagement
- Provide quality service
- Conduct sport, fitness or recreation events
- Develop and update officiating knowledge

VET/VCE Units 3/4 Certificate III

Compulsory units of competence:

- Develop and update knowledge of coaching practices
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and conduct programs
- Conduct basic warm-up and cool-down programs
- Educate user groups

The assessments for all VCE/VET courses may include:

Portfolio
Work Performance
Work Product
Work Project
Examination

Victorian Certificate of Applied Learning (VCAL)

VCAL allows students to gain practical work-related experience, skills in literacy and numeracy and the opportunity to build personal skills that are important for life and work. At Loyola College, VCAL is run as a separate program from VCE, with students taking part in Structured Workplace Learning (SWL) at a workplace aligned with their VET training for one day a week, and completing their VCAL Certificate as part of an integrated program. This program incorporates the compulsory VCAL strands of Literacy, Numeracy, Work Related Skills and Personal Development along with a VCAL Religious Education program and VET Small Business. They will also study a VET subject of their choice.

Year 11 students may study either Foundation or Intermediate VCAL and Year 12 students may study either Intermediate or Senior VCAL. Our approach to VCAL is to prepare our students for the 'real world' and to connect with the individuals in the school community, organisations and local community. We aim to teach and value skills and knowledge that are not in the traditional school curriculum, but prepare students for life after school.

Classes are held over 3 days (Monday, Tuesday and Thursday). Wednesday and Friday are reserved for external VET classes and Work Placements. This integrated program enables a more project-focused approach to be undertaken and combine resources of our experienced VCAL teachers to more efficiently deliver the required four strands. The differences lie in the fact that the curriculum will not be allocated as subject specific, and this allows a large degree of flexibility in delivery of curriculum. The students will be involved in a range of projects over the College year and learn project planning and execution as well as reflecting on project outcomes. They will also continue to be involved in College events such as Harmony Day, St Ignatius Day and the Year 9 City Experience.

Selection into the VCAL program is not automatic. Prospective students are required to attend an interview with the VCAL Coordinator in order to assess their suitability for the program. Given the degree of independence and organisational skills required, students accepted into the program will be required to display a mature attitude and take responsibility for completing all aspects of the program.



Students focus on the development of the organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in practical experiences. The learning outcomes of the VCAL Personal Development Skills units are general to enable maximum flexibility for projects. The subject aims to link to the areas of health and wellbeing, community, family and personal development.

VCAL Religious Education

VCAL Religious Education operates over a two year cycle. Some aspects of each cycle are specific to the Year 11 VCAL students and others to the Year 12 VCAL students. At the commencement of Term One, the Year 11 VCAL students study social justice issues in preparation for their Christian Service placement and the Year 12 VCAL students focus on leadership and spirituality in preparation for the Year 12 Retreat. After Activities Week, all VCAL students Religious Education classes support preparation for the end of term Caritas Harmony Day.

Term Two commences with a prayer and liturgy focus, and includes preparation for the VCAL class Mass in week three or four of the term. The middle part of the term focuses on the work of a Catholic agency and includes a service component. Students finish the term studying a 'famous scripture story' focusing on its place in our culture and tradition.

Term Three starts with a unit on the Ignatian story and has an action focus, with the VCAL students involved with planning and presenting at the August Ignatian Induction Evening for Year Six students. In the middle part of the term students study interfaith relations. There will be a different focus in Year A and Year B of the VCAL cycle.

Towards the end of Term Three and at the commencement of Term Four, Year 12 VCAL students will be involved with Graduation preparation. Year 11 VCAL students will investigate an issue using the YCS model, 'See, Judge, Act', as well as planning and running a Youth Ministry style presentation for a topic of their choice.

As with all other Year 11 students, Year 11 VCAL students have to do a minimum of 10 hours service in addition to their Christian Service placement during Activities Week. This is preferable, done either in their Parish or as a follow on at their Christian Service placement.

Foundation Personal Development

Students will be able to plan and organise a simple activity by using interpersonal skills to communicate ideas and information. They will learn about leadership skills and responsibilities and demonstrate goal setting in the context of their activity. Students will learn to identify planning and organisational skills and undertake some simple research.

Intermediate Personal Development

Students will be able to plan and organise a complex activity by using interpersonal skills to communicate ideas and information and using skills relevant to complex problem solving. They will describe leadership skills and responsibilities, utilise self-management skills for goal achievement and demonstrate knowledge, skills and abilities in the context of an activity or project. Students will be able to identify planning and organisation skills relevant for the management of health or community service activities and utilise research and development skills to present information to an audience

Senior Personal Development

Students will be able to plan and organise to completion a complex project involving a range of related activities and skills including decision making, problem-solving team work and leadership skills. Students will need to have an awareness of cultural values, present and communicate ideas and information and will apply strategies to improve organisational communication. They will demonstrate knowledge of facts and concepts specific to a specialist and/or technical activity and will develop personal goal/s involving strategies, sequences and time constraints related to a personal area of interest.

This strand will form part of the integrated program.



This subject enables students to develop personal development skills to assist in their daily, personal and public lives.

The assessments for this subject may include:

Leadership Project
SCOPE Young Ambassadors Program
Consumer Stuff Project
Communication and Interpersonal Skills Work
Cultural Awareness Project
St Ignatius Day Talent Quest
Harmony Day Project
Problem Solving and Assertiveness Project



The purpose of this subject is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters.

Foundation Literacy Skills

Students identify the audience and basic purpose of the text and use the writing process to produce texts that link simple ideas or pieces of information. In reading, students seek to understand the context and purpose of the text and may be able to express an opinion. By the end of the unit students will be able to use and respond to a variety of prompts including unfamiliar contexts.

Intermediate Literacy Skills

Students identify the audience and purpose of the text and use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness. At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

Senior Literacy Skills

The purpose of this subject is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

This strand will form part of the integrated program.

The assessments for this subject may include:

Photo Story Presentation
Persuasive or Argumentative Essay
Learning Journal
SYN Radio Project
Interview Portfolio
VICROADS Safety Unit

Foundation Numeracy Skills

The mathematics involved includes simple measurement, shape, numbers and graphs applied to concrete tasks. This may extend to the application of their personal environment and contexts that are a part of the students' everyday life. At the end of the unit, students will be able to perform a series of simple calculations and operations and be able to communicate their ideas both verbally and in written form.

Intermediate Numeracy Skills

The mathematics involved includes measurement, shape, numbers, and graphs applied to tasks, which are part of the students' normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media. At the end of the unit students would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

Senior Numeracy Skills

The purpose of this subject is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. At the end of the unit students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies.

This strand will form part of the integrated program.



This subject enables students to develop everyday numeracy skills to make sense of their daily, personal and public lives.

The assessments for this subject may include:

Orienteering Course Design
Quoting a Job- Measuring Task
Fractions Decimals and Percentages Test
Newspaper Article Data Analysis
Stock market Game and Excel Assignment
Mathematical Operations Test
Numeracy in Sport Task
Statistics Analysis

VCAL Work Related Skills



This subject enables students to develop employability skills to assist in their daily, personal and public lives.

Intermediate work related skills

The purpose of the Work Related Skills Subject is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this subject provides learners with a capacity to consider and choose from a range of pathways.

The assessments for this subject may include:

OH&S Personal Safety Plan
Workplace Entitlements Project
Communication in the Workplace Project
Structured Workplace Learning Project

VET Small Business (Operations/Innovation) Certificate II

Certificate II in Small Business will provide students with the knowledge and skills required to enhance employment prospects in small business workplaces. It also aims to provide students with a more informed choice of vocation and career path. It includes modules on personal qualities required in small business, basic marketing plans, operations and innovations, planning and daily work activities. The students would also be involved in preparing and processing business documents, along with presentation of public activities and events.

The assessments for this subject may include:

Portfolio
Work Performance
Work Project
Work Product

School Based Apprenticeships and Traineeships

School Based Apprenticeships and Traineeships (SBATs) are part-time apprenticeships and traineeships that are usually integrated into your school timetable. This means that you must be in the workplace and training for at least 13 hours per week averaged over 4 months. A minimum of one day a week must be spent in the workplace and the equivalent of one day per week in trade training with a Registered Training Organisation. This trade may also be taken as week long block releases during school terms or holidays.

Usually only available to VCAL students during school hours, (SBATs may also be undertaken by other students who have part-time employment and an employer willing to enrol them in a certificated training program. SBATs provide credit towards VCE, VCAL and full-time apprenticeships and traineeships in the same way VCE VET courses do. SBATs may be taken in a range of industries including Building and Constuction, Hospitality, Sport and Recreation, Retail, Automotive, Hairdressing, Beauty, Childcare, Information Technology and many more.

Students who undertake a school based apprenticeship or traineeship will pay the external VET course cost plus the cost of materials.

For more information see the VCAL Coordinator or Careers Education Coordinator

Religious Education course options

Year 10

Year 11

Year 12

Year 10 Religious Education

Faith, Texts and Action

Texts and Traditions
Units 3/4

 AVAILABLE AS
ACCELERATED STUDY

Year 10 Religious Education
Indonesian (CLIL)

Faith, Religion and Action

Texts and Traditions
Units 3/4

 AVAILABLE AS
ACCELERATED STUDY

Year 11 Youth Ministry

Year 12 Youth Ministry

Year 12 Religious Education
Elective Program

English course options

Year 10

Year 11

Year 12

Mainstream English
A or B

Literature

English Language

Pre V English

English Unit 1/2

English Unit 3/4

English Language Unit 1/2

English Language Unit 3/4

Literature Unit 1/2

Literature Unit 1/2
Unit 3/4

Health and Physical Education course options

Year 10

Year 11

Year 12

(All Year 12 offerings are available to students who have completed Year 11)

Physical Education
First Aid

Physical Education Unit 1/2

Physical Education Unit 3/4



AVAILABLE AS
ACCELERATED STUDY



AVAILABLE AS
ACCELERATED STUDY

Physical Education
Human Movement

Health and Human Development
Unit 1/2

Health and Human Development
Unit 3/4



AVAILABLE AS
ACCELERATED STUDY



AVAILABLE AS
ACCELERATED STUDY

Healthy Mind, Body and
World

Outdoor and Environmental
Studies Unit 1/2

Outdoor and Environmental
Studies Unit 3/4



AVAILABLE AS
ACCELERATED STUDY



AVAILABLE AS
ACCELERATED STUDY

VET Sport and Recreation
Certificate II Unit 1/2

VET Sport and Recreation
Certificate II & III Unit 3/4 (Partial)



AVAILABLE AS
ACCELERATED STUDY



AVAILABLE AS
ACCELERATED STUDY

Humanities course options

Year 10

Year 11

Year 12

Commerce

Business Management

Business Management

Unit 1/2

Unit 3/4

Accounting Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

Accounting Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

Economics Unit 1/2

Economics Unit 3/4

Legal Studies

Legal Studies Unit 1/2

Legal Studies Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

 AVAILABLE AS
ACCELERATED STUDY

Humanities course options

Year 10

Year 11

Year 12

Geography

Geography Unit 1/2

Geography Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

 AVAILABLE AS
ACCELERATED STUDY

History

History Unit 1/2

History: Revolutions Unit 3/4

Culture in a Global World

Sociology
Unit 1/2

Sociology
Unit 3/4

Language course options

Year 10

Year 11

Year 12

French

French Unit 1/2

French Unit 3/4

French allows students the opportunity to undertake a three week Immersion Program in the language and culture of France every two years during Term 1 school holidays.

Italian

Italian Unit 1/2

Italian Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

A combination of Italian and VET Hospitality allows students to access the six week Immersion Program in Italy over December and January.

Italian allows students the opportunity to undertake a three week Immersion Program in the language and culture of Italy every two years during Term 1 school holidays.

Indonesian

Indonesian Unit 1/2

Indonesian Unit 3/4

Indonesian allows students the opportunity to undertake a three week Immersion Program in the language and culture whilst in Indonesia every two years during Term 1 school holidays.

Mathematics course options

Year 10

Year 11

Year 12

Mathematics
CAS Applications

Standard General Mathematics
Unit 1/2

Further Mathematics
Unit 3/4

Mathematics
Algebraic
Applications

Standard General Mathematics
Unit 1/2

Further Mathematics
Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

Mathematical Methods
Unit 1/2 (CAS)

Mathematical Methods
Unit 3/4(CAS)

 AVAILABLE AS
ACCELERATED STUDY

Enhanced Mathematics

Specialist Mathematics
Unit 1/2

Specialist Mathematics
Unit 3/4

Mathematical Methods
Unit 1/2 (CAS)

Mathematical Methods
Unit 3/4(CAS)

 AVAILABLE AS
ACCELERATED STUDY

Pre V Mathematics

Performing Arts course options

Year 10	Year 11	Year 12
Dance	Dance Unit 1/2	Dance Unit 3/4
	VCE / VET Dance Unit 1/2  AVAILABLE AS ACCELERATED STUDY	VCE / VET Dance Unit 3/4  AVAILABLE AS ACCELERATED STUDY
Drama	Drama Unit 1/2	Drama Unit 3/4
Theatre Studies	Theatre Studies Unit 1/2	Theatre Studies Unit 3/4
Music	Music Unit 1/2	Music Unit 3/4
	VCE / VET Music Unit 1/2	VCE / VET Music Unit 3/4

Product Design & Technology course options

Year 10

Year 11

Year 12

Food Studies

Food Studies
Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

Food Studies
Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

VET Hospitality & Kitchen
Operations Certificate II
Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

VET Hospitality & Kitchen
Operations Certificate II
Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

Digital Technologies

Computing Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

Informatics Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

Systems Technology

Systems Engineering Unit 1/2

Systems Engineering Unit 3/4

Design & Technology
Wood

Product Design & Technology
(Wood)
Unit 1/2

Product Design & Technology
(Wood)
Unit 3/4

Design & Technology
Textiles

Product Design & Technology
(Textiles)
Unit 1/2

Product Design & Technology
(Textiles)
Unit 3/4

Science course options

Year 10

Year 11

Year 12

Biology

Biology Unit 1/2

Biology Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

 AVAILABLE AS
ACCELERATED STUDY

Chemistry

Chemistry Unit 1/2

Chemistry Unit 3/4

Physics

Physics Unit 1/2

Physics Unit 3/4

Psychology

Psychology Unit 1/2

Psychology Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

 AVAILABLE AS
ACCELERATED STUDY

Visual Arts course options

Year 10

Year 11

Year 12

Art

Art Unit 1/2

Art Unit 3/4

Photographic Studio

Studio Arts Unit 1/2

Studio Arts Unit 3/4

Media

Media Unit 1/2

Media Unit 3/4

Visual Communication Design

Visual Communication Design Unit 1/2

Visual Communication Design Unit 3/4

Digital Technologies

VET Screen and Media Certificate III Unit 1/2

VET Screen and Media Certificate III Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

 AVAILABLE AS
ACCELERATED STUDY