



SENIOR PROGRAMS HANDBOOK 2024

DEVELOPING THE WHOLE PERSON
YEAR 10 | VCE | VM | VET





Welcome Message

Loyola College is focused on building a Catholic Community in the 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 and courses including the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the Victorian Certificate of Education Vocational Major (VCE VM). 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 students. Each student is valued, encouraged and nurtured so as to achieve their potential. At Loyola College we strive to develop each student's gifts. We encourage the pursuit of excellence and endeavour to provide a positive learning environment.

Our expectation is that Senior students work co-operatively, take their studies seriously, show respect for 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.

The information in this booklet is designed to help students make informed decisions about the subjects they will select in the course of their final years at Loyola College. All students are asked to select a program of studies from those available. Each of these is listed in the overview of 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.

Religious Education Program

An important element of College life is the Religious Education Program. Whilst 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 faith is the Religious Education program that operates at each year level.

Year 10 students will study Unit 1 Religion and Society over the entire year. The purpose of this study is to give students experience of the VCE, giving them an extra Unit of the VCE or VCE VM as part of their senior two-year program, as well as engaging in a more meaningful and relevant experience in Religious Education.

Year 11 students will study one of:

- Faith, Texts and Action (Texts and Traditions Unit 2)
- Faith, Religion and Action (Religion and Society Unit 2)
- Youth Ministry (incorporating VCE Texts and Traditions Unit 2)
- Texts and Tradition Units 3/4 (as an accelerated program)

VCE VM students will study a VCE VM Religious Education program. All other Year 12 students study ONE OF: the School Based Religious Education Elective Program, Year 12 Youth Ministry, Religion and Society Units 3/4 or Texts and Tradition Units 3/4.

All students will attend Seminars during their senior years. Year 11 students participate in a Christian Service Week and are encouraged to continue to seek and take up opportunities for service outside of class time.

In Year 12, students will take part in a 3-day overnight Retreat experience. Other faith development experiences are also offered.

The Religious Education Program, the Retreat and attendance at Seminars and 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 programs, Reflection Days and parents' support for the program.

Co-Curriculum Activities

A range of approximately 60 co-curriculum activities including Sport, Christian Service, Public Speaking and Debating, Performing Arts and Clubs and Societies is available to students. These activities enable students to explore their own talents and interests, and to meet other students with similar interests to their own. The activities are advertised in the College Co-Curriculum Program booklet published to students on the Learning Management System (LMS) each year. It is important to note that it is a College requirement that all students accumulate 50 points over two years (Years 7 – 8, Years 9 – 10, Years 11 – 12) in co-curriculum participation.

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Parent and Student Information

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 in Year 10 as part of their accelerated program. As with all accelerated subjects, acceptance into any accelerated VET subject will be dependent on successful completion of the Acceleration Process.

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 VCE VM or Deputy Principal - Teaching and Learning.

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 these. In Year 11, a student's program in most cases consists of 13 units at Unit 1/2 level, including an English Unit 1/2 and Religious Education. In Year 12, students will most likely study 10 VCE units, including an English Unit 3/4, Religious Education, and four other Unit 3/4 sequences of their own choice. Exceptions to this may be due to students being affected by ongoing illness or learning challenges. 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 end of year examinations in all Unit 1/2 and Unit 3/4 VCE subjects. VCAA examines externally at the end of Semester Two in all VCE Unit 4 subjects. All students studying a Unit 3 subject and VCE VM students must sit the VCAA GAT (General Achievement Test).

VCE VOCATIONAL MAJOR (VCE VM) Program

Information regarding the VCE VM Program can be found on page 103.

VET Program

Information regarding the VET Program can be found on page 105.

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.

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.

Distance Education Courses - Virtual School Victoria

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 and 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.

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.

Students who undertake a School Based Apprenticeship or Traineeship will pay the external VET course cost plus the cost of materials.

For more information about School Based Apprenticeship or Traineeships see the VCE VM Coordinator or the Learning Pathways Coordinator.

Learning Pathways

There is no quick career quiz which will produce the “perfect job”. For most people there is not one perfect occupation, but several careers that may suit an individual based on their capabilities and enjoyment. An individual’s working life may include a range of occupations and many changes in career direction.

Career choice is very personal. What is right for one student may not suit their best friend. In order to make this best career pathway decision, one needs to be informed by undertaking career research. It is not a matter of right or wrong career decisions, but of making the best decision at a particular time and stage of life.

Many students may be unsure of their exact career destination now. Students should, however, be able to select a career direction based on skills, interests, abilities and values. The right direction is just as important as knowing the exact destination.

Some useful career resources include:

- Loyola College Learning Pathways Department
- 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
- Course search: www.vtac.edu.au - examine the tertiary courses available based on VCE subject selection

Year 10 Information - Selecting a Year 10 Program

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. Both Programs have compulsory subjects, coupled with a free choice of four subjects from the elective section. Those students invited to complete an Accelerated Subject may select an Accelerated Studies unit from the list.

All students, along with their parents/guardians, 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 demonstrated academic ability, interest and future goals that you may have. You can also talk to your Subject Teachers, Mentor Academic Companion and Learning Pathways Advisor about your subject selections.

You will have further opportunity at the Senior Subject Selection Evening on **Tuesday 1 August** for subject discussions. Students are encouraged to make full use of all of these resources to help them make the best 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.

Students who meet the selection criteria will be invited to apply for the Accelerated Studies Program.

Choosing your Year 10 program

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.

Compulsory Subjects:

Students will **study five compulsory subjects** for the entire year. They are:

1. Religious Education
2. English (core): +1 other English option
3. Mathematics: one of the options
4. Humanities History (core): +1 other Humanities option
5. Science (core): +1 other Science option

Free Choice:

Students will select another four subjects over the year. 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 in some instances.

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

Year 10 Subjects 2024

Compulsory Subjects		
Religious Education (or Religious Education (CLIL) French/Indonesian/Italian	English English (Core) and 1 of: English (Elective) English Language Literature	Mathematics (Choose one subject) General Mathematics Maths Algebraic Methods Enhanced Mathematics (invitation only)
Science Science (Core) and 1 of: Biology Chemistry Physics Psychology	Humanities History (Core) or History (CLIL)French/Indonesian/Italian and 1 of: Commerce Geography Legal Studies Sociology and Culture	Personal Development Sport

Elective Subjects	Accelerated VCE Unit 1 & 2 Subjects Available in Year 10 (invitation only)
Choose 4 subjects and at least 2 reserve subjects from the list below. Languages is a year long subject.	
Health and Physical Education Health Physical Education Sport, Recreation & Coaching Languages French Indonesian Italian Performing Arts Dance Drama Theatre Studies Music Performance Solo/Group* Music Performance Contemporary / Repertoire* (*Music can be taken in one or both semesters) Product Design & Technology Food Studies: Global Food Trends* Food Studies: Food & Wellbeing* Textiles: Contemporary Fashion & Accessories* Textiles: Designer Fashion* Wood: Storage Solutions* Wood: Innovative Designs* (*each of these subjects can be taken in one or both semesters) Systems Technology Technology Digital Technologies Visual Arts Art Media Photographic Studio Visual Communication Design	English Literature Health and Physical Education Health & Human Development Outdoor & Environmental Studies Physical Education Humanities Accounting Economics Geography Legal Studies Languages French Indonesian Italian Performing Arts Drama Product Design & Technology Food Studies Science Biology Psychology Technology Applied Computing VET VCE/VET Hospitality & Kitchen Operations Cert III VCE/VET Sport & Recreation Cert III VET Screen & Media Cert III

Year 10 Pre-V Information - Selecting a Year 10 Pre-V Program

This program is designed for Year 10 students who are on a pathway to VCE VM 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 the Head of VCE VM to discuss your child's suitability.

Compulsory Subjects:

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

- Year 10 Religious Education
- Pre-V English
- Pre-V Mathematics
- Dynamic Planet
- Skills for Innovation and Challenge
- Certificate I in Employment Pathways
- Year 10 Personal Development Program
- Year 10 Sport

Free Choice:

Students will select another four subjects over the year. 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 in some instances.

Year 10 Religious Education

Students will undertake the Unit 1 Religion and Society course over the whole year. The purpose of this is to give them experience of the VCE program in Year 10, and this Unit can then be used towards their overall VCE or VCE VM pathways.

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Pre-V English

Students enrolled in English Pre-V will undertake studies in skills and content designed to transition into VCE VM 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 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 VCE VM Numeracy. The focus of this course is to apply the mathematical concepts taught using the CAS calculator. Linked to both the 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 Ti-Nspire calculator purchased in Year 9. If students do not have this calculator 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.

Year 10 Pre-V Subjects 2024

Compulsory Subjects

Religious Education
Personal Development
Sport

Science:
 Dynamic Planet

English:
 English Pre-V

Humanities:
 Skills for Innovation and Challenge

Mathematics:
 Mathematics Pre-V

VET Program:
 Certificate I Employment Pathways

Elective Subjects - Choose 4 subjects and at least 2 reserve subjects from the list below.

Health and Physical Education

Health
 Physical Education
 Sport, Recreation & Coaching

Performing Arts

Dance
 Drama
 Theatre Studies
 Music Performance Solo/Group*
 Music Performance Contemporary / Repertoire*
 (*Music can be taken in one or both semesters)

Product Design & Technology

Food Studies: Global Food Trends*
 Food Studies: Food & Wellbeing*
 Textiles: Contemporary Fashion & Accessories*
 Textiles: Designer Fashion*
 Wood: Storage Solutions*
 Wood: Innovative Designs*
 (*each of these subjects can be taken in one or both semesters)
 Systems Technology

Technology

Digital Technologies

Visual Arts

Art
 Media
 Photographic Studio
 Visual Communication Design

Year 10 Academic Program Compulsory Subjects

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.

At Year 10, the Personal Development Program runs fortnightly and includes a variety of activities such as: classroom-based lessons and whole year level activities incorporating guest speakers and multi-media presentations.

Underpinning the program is the framework of Positive Education Through an Ignatian Lens, which draws from the six elements of positive psychology:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Health

At Year 10, we explore the following key themes and issues:

- Self-talk and mindset
- Mindfulness and managing stress
- Emotions and empathy
- Hopes and dreams
- Respectful relationships and sexuality
- Relationships and consent
- Understanding and developing resilience
- Understanding and developing grit
- Visualization and goal setting
- Identifying character strengths and how to use them
- Money and budgeting
- Young people and the law

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 each week. For those students selected in ACS teams, compulsory training will be held after school. It is compulsory for students selected in ACS teams to represent the school as per the Loyola College Enrolment Agreement. Competition games are once a week, against the following schools; Overnewton Anglican Community College Keilor, St Leonard's College Brighton East, Westbourne Grammar School Truganina 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 (AFLW), hockey, netball, futsal and table tennis. Boys' Winter sports are football (AFL), soccer, tennis and volleyball. Summer mixed sport is touch rugby and winter mixed sports is badminton.

Year 10 Religious Education

Students will undertake the Unit 1 Religion and Society course over the whole year. The purpose of this is to give them experience of the VCE program in Year 10, and this Unit can then be used towards their overall VCE or VCE VM pathways.

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Year 10 Religious Education (CLIL) - French, Indonesian, Italian

Students who are accepted into the program study their RE subject (Unit 1 Religion and Society, Semester One and Semester Two) in French, Indonesian or Italian.

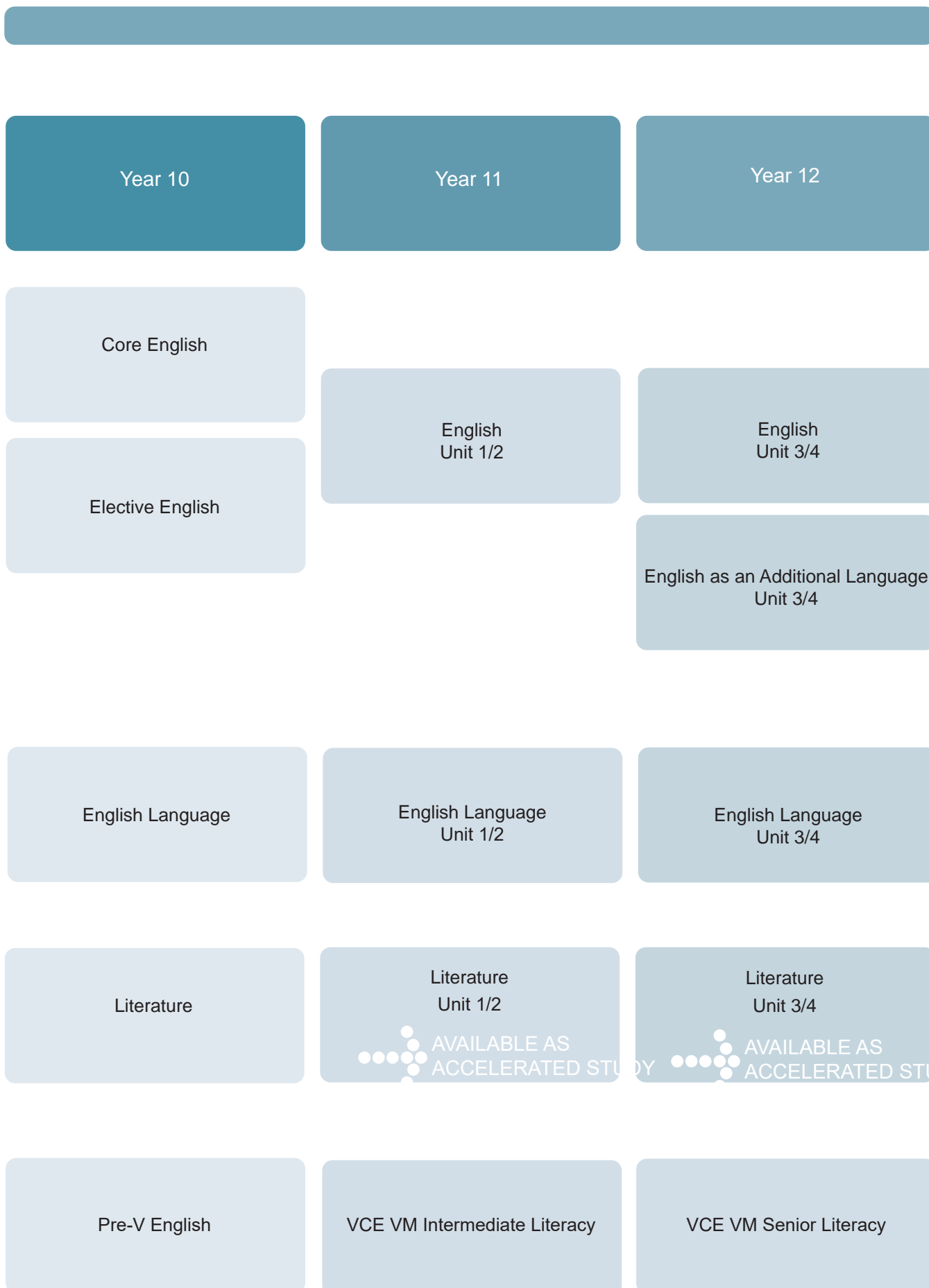
The content is the same, with some adjustment made to incorporate known language and grammar.

Students interested in a place in the Year 10 CLIL RE program in French/Indonesian/Italian will need to follow the relevant application process.

The assessments for these Religious Education subjects may include:

Group Work Tasks ~ Tests ~ Oral/Visual presentations ~ On-Line Quizzes ~ Research Report ~ Multimedia Presentation ~
Creative Response ~ Examination

English Pathway Options



Year 10 Academic Program Compulsory Subjects

Year 10 Core English

Core (Mainstream) English runs in Semester Two only. All Year 10 students, except Pre-V students and students enrolled in VCE Literature, take Core English. This subject is a precursor to VCE English for Years 11 and 12.

In this subject, 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 how a variety of texts present views and values about society and develop cohesive and logical arguments to explain these in text response essays. Students will explore how literary devices and structures are used to convey themes in different types of writing. They will have the option to produce several different types of texts in a 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.

Year 10 Elective English

Elective (Mainstream) English runs in Semester One only. It has a focus on the more creative elements of English and Literature. It is optional and need not be selected if students wish to take one or more of the specialist Semester One English options. Where students do not wish to specialise in either English Language or Literature it is recommended that they choose English Elective as their Semester One choice.

Elective (Mainstream) English involves developing core literacy skills in preparation for VCE. There is a creative focus on the development of students' own writing along with the analytical aspect of text response.

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 these English subjects may include:

Persuasive Writing ~ Argument Analysis Essays ~ Literary Responses ~ 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 enjoy studying a language other than English, to consolidate their understanding of grammar and metalanguage. English Language can only be taken for one Semester of the year.

In this subject, students begin to explore the five subsystems of language, focusing 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 evolve, 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 English Language 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 this subject, students develop an understanding of the specialised nature of literary 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 Literature may include:

Presentations ~ Passage Analysis Essays ~ Comparative Essays ~ Literary Responses ~ Examination

Mathematics Pathway Options

Year 10	Year 11	Year 12
General Mathematics	Foundation Mathematics Unit 1/2	Foundation Mathematics Unit 3/4
	General Mathematics Unit 1/2	General Mathematics Unit 3/4
Mathematics Algebraic Methods	General Mathematics Unit 1/2	General Mathematics Unit 3/4  AVAILABLE AS ACCELERATED STUDY
	Mathematical Methods Unit 1/2	Mathematical Methods Unit 3/4
Enhanced Mathematics	Specialist Mathematics Unit 1/2	Specialist Mathematics Unit 3/4
	Mathematical Methods Unit 1/2	Mathematical Methods Unit 3/4  AVAILABLE AS ACCELERATED STUDY
Pre-V Mathematics	VCE VM Intermediate Numeracy	VCE VM Senior Numeracy

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. If a student wishes to study a mathematics subject that they were not recommended for, then they are invited to meet with the Head of Mathematics to develop a pathway to gain the recommendation.

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 and each student studying Mathematics in Year 10 requires a TI-Nspire CXII CAS calculator.

Each mathematics study is a yearlong undertaking.

Year 10 Mathematics Algebraic Methods

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, probability and number theory. This course is based on the Victorian Curriculum.

Students undertaking this subject need to have strong skills in working with algebra and numbers without the use of technology.

Year 10 General Mathematics

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 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 calculator in VCE General Mathematics.

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

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 Methods course, and the VCE Units 1 and 2 Specialist Mathematics and Mathematical Methods 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.

A component of this course is that the students compete in the Australian Mathematics Competition.

The assessments for these Mathematic subjects may include:

Analysis Tasks ~ Tests ~ Examination

Science Pathway Options

Year 10	Year 11	Year 12
Biology	Biology Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Biology Unit 3/4  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  AVAILABLE AS ACCELERATED STUDY	Psychology Unit 3/4  AVAILABLE AS ACCELERATED STUDY
Systems Technology	Systems Engineering Unit 1/2	Systems Engineering Unit 3/4
Dynamic Planet (Pre-V only)	VCE VM	VCE VM

Year 10 Science Subjects

Year 10 Science

Year 10 Science has five subjects on offer for students. Each of these subjects runs for one semester, and all students in Year 10 must complete at least one Science subject. These subjects have been designed to allow students to focus on areas in which they are interested in. If students are considering a pathway in any of VCE Biology, Chemistry, Physics or Psychology, completing Systems Technology as the sole Year 10 Science subject is not permitted.

Dynamic Planet is only available to those undertaking Pre-V studies.

Year 10 Core Science (compulsory)

In this subject, students will be given the opportunity to explore the many VCE science fields. They will be introduced to the role of DNA and genes in cell division and genetic inheritance. Students will also compare the properties of a range of elements representative of the major groups and periods in the periodic table. Finally, students will investigate both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.

Students develop questions and hypotheses that can be investigated using a range of inquiry skills including the control and accurate measurement of variables and systematic collection of data. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.

Year 10 Biology

In this subject, students will explore the role and effect of the various microbes in our lives, such as bacteria and viruses, and the medical interventions used to treat these microbes such as vaccinations and antibiotics. They will study the effect of pathogens on the immune system and will develop skills in the safe handling of cultured agar plates. Students will also explore the field of genetics through concepts such as genes and DNA in addition to 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. Students will explore the theory of evolution by natural selection to explain the diversity of living things, through analysis of a range of scientific evidence.

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 metallic, ionic and covalent compounds & how their bonding arises will be investigated. Students will draw the structures of simple covalent molecules to show their orientation in 3D space. Balancing compound formulas and writing balanced chemical equations will also be explored. Identifying the type of reaction, for example e.g. synthesis, decomposition, precipitation, acid metal, acid water, acid base and combustion, will also be covered. In addition, the cycling of elements in the biosphere will enhance discussion of how chemistry can be used to help the environment.

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

Year 10 Physics

In this subject, students investigate the fundamentals of motion and elementary cosmology. An introduction into Newton's Laws and their applications relating to forces on stationary and moving bodies allows students to explore these concepts through theoretical and practical investigations. Students investigate some of the fundamental scientific discoveries, astrophysical tools and theories relating to our current understanding of the universe. This includes examining measuring cosmological distance, the concept of light-time, types of celestial bodies, the formation of stars and the role of scientific discovery in the formation of the Big Bang theory. Students consolidate their understanding of the universe through a mix of research and theory.

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

Year 10 Psychology

Psychology is the scientific study of mental processes and behaviour. In Year 10 students will be introduced to the study of Psychology, investigating research methodology, the structure and function of the brain, sleep and personality.

In this subject, students will use different research approaches to examine the structures of the brain that are involved in how humans interact in our social world. This will involve intense study of the main functions of the brain and the importance of sleep. Students will use quantitative and qualitative data to explore measurements of brain activity when awake and asleep. Through various psychological perspectives, students will investigate personality and use psychoanalytical, trait, and humanistic perspectives to analyse individuals' personalities.

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

The assessments for these Science subjects may include:

Experimental Reports ~ Extended Practical Investigations ~ Tests ~ Examination

Year 10 Systems Technology

This subject cannot be taken as the only Group A subject in a student's program.

This subject promotes innovative systems thinking and problem-solving skills. The subject provides opportunities for students to learn and engage with systems from a practical perspective as well as allowing them to gain knowledge and understanding about technological systems. It integrates aspects of engineering principles as students work on a practical task.

In this subject, 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 electro-mechanical production tasks.

Students will have access to equipment, machinery and tools and to safely undertake a range of practical applications, processes, design and technological activities related to working with materials, gears, electronic components and circuitry.

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

The assessments for Systems Technology may include:

Investigative assignment ~ Production work ~ Evaluation ~ Design Folio ~ Examination







Year 10 Dynamic Planet (Pre-V only)

In this subject, students will explore global systems within the context of maintaining a sustainable planet. The students will study the types of energy and the transfer of energy within a system. The role of human activity in an ecosystem is also explored along with the impact such activities have on climate. Students are encouraged to investigate the science behind climate change, the complex issues around global warming and environmental management strategies for the future.

The course has an applied learning focus where students will be involved in project-based assessments which allows for a large degree of flexibility in the delivery of curriculum.

Humanities Pathway Options



Year 10	Year 11	Year 12
Commerce	Accounting Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Accounting Unit 3/4  AVAILABLE AS ACCELERATED STUDY
	Business Management Unit 1/2	Business Management Unit 3/4
	Economics Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Economics Unit 3/4  AVAILABLE AS ACCELERATED STUDY
Geography	Geography Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Geography Unit 3/4  AVAILABLE AS ACCELERATED STUDY
	Modern History Unit 1/2	Revolutions Unit 3/4
History History CLIL	Ancient History Unit 1/2	Ancient History Unit 3/4

Humanities VCE Studies

Year 10

Year 11

Year 12

Legal Studies

Legal Studies
Unit 1/2

AVAILABLE AS
ACCELERATED STUDY

Legal Studies
Unit 3/4

AVAILABLE AS
ACCELERATED STUDY

Sociology and Culture

Sociology
Unit 1/2

Sociology
Unit 3/4

Skills for Innovation and Challenge
(Pre-V only)

VCE VM

VCE VM

Year 10 Humanities Subjects

Year 10 Core History (compulsory)

This subject 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 the Roaring 20s, WWII, Rights and Freedoms and the Globalising World.

The subject 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.

Year 10 History (CLIL) - French, Indonesian, Italian

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

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

Students interested in a place in Year 10 CLIL History in French/Indonesian/Italian will need to follow the relevant application process.

The assessments for History may include:

Historical Inquiry ~ Essay ~ Analysis of sources, films, historical perspectives and interpretations ~ Examination

Year 10 Commerce

This subject covers three distinct components, including economics, accounting and business management. The economics unit introduces students to economic thinking and exposes them to current macro and micro economic issues, both internationally and domestically. The accounting unit introduces the preparation of cash journals and balance sheets. The business management unit involves analysis of business ownership structures and aspects of successfully running a business.

The assessments for Commerce may include:

Case Studies ~ Practical Application ~ Test ~ Examination

Year 10 Geography

This subject consists of two units focusing on environmental change and management and the 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 Geography may include:

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

Year 10 Legal Studies

This subject evaluates the features of Australia's political system. They compare and evaluate the key features and values of the systems of government and focus on Australia's global role and responsibilities. Students will compare systems of government in Australia and Indonesia. In this subject, students will also examine the key principles of Australia's system of justice and explore the role of Australia's court system. Students will briefly cover aspects of Criminal and Civil law. They analyse the role of the High Court and explain how Australia's international and legal obligations influence law and government policy.

The assessments for Legal Studies may include:

Extended Response ~ Case Study ~ Tests ~ Examination

Year 10 Sociology and Culture

This subject introduces students to the study of Sociology which is the study of society and culture in the contemporary world. Within this subject, students will explore the basic concepts in sociology including the sociological imagination, research methods, social norms, cultural relativism and ethnocentrism. These concepts will be explored through investigating the sociology of sport locally, nationally and internationally including the study of ritual and symbolism. It will also explore the impact of social media on “fake news” including how people consume and understand the truthfulness of news. The study of this subject will equip students to undertake VCE Sociology.

The assessments for Sociology and Culture may include:

Essay ~ Research Report ~ Case Study ~ Film Analysis ~ Tests ~ Examination

Year 10 Skills for Innovation and Challenge (Pre-V only)

Skills for Innovation and Challenge is a subject for Year 10 Pre-V program students and is part of the Humanities Curriculum. The subject proposes to partner students with industry to tackle authentic business problems, such as the design, creation and market testing of a new product line or starting the student’s own social enterprise/ small business.

The subject proposes to utilise industry professionals to mentor and coach students using the ‘innovation principles’ of design and implementation along with creative problem-solving frameworks to address the pioneering challenges set by the partnership companies.

Students will be invited to take part in meetings and pitches with mentors, workshops/presentations and will ultimately be responsible for the innovation process from start to finish; from inception to final pitch.

The assessments for Skills for Innovation and Challenge may include:

Design briefs ~ Performance reviews and evaluations ~ Prototyping ~ Market testing ~ Advertising campaigns ~ Interviews and analysis tasks ~ Knowledge tests ~ Oral presentations

Languages Pathway Options

Year 10

Year 11

Year 12

French

French
Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

French
Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

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.

Indonesian

Indonesian
Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

Indonesian
Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

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.

Italian

Italian
Unit 1/2

 AVAILABLE AS
ACCELERATED STUDY

Italian
Unit 3/4

 AVAILABLE AS
ACCELERATED STUDY

A combination of Italian and VET Hospitality allows students to access the four-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.

Year 10 Elective Subjects

Year 10 Languages

Students who studied CLIL in Year 9 have the opportunity to continue their CLIL studies in Year 10. This offer is also extended to students who displayed great aptitude to their language studies in Year 9.

Year 10 French

This subject allows students to further their knowledge of the French language and culture. Students will improve their skills in listening, reading, writing and speaking the language. The topics studied throughout the year are health, sports and leisure, talking about personal relationships and giving advice about personal problems, our past, the state of the environment, doubts and future aspirations. Cultural elements that will be discussed and presented include French fashion, newspapers and French press, the comics culture in French-speaking countries and employment in France.

Year 10 Indonesian

In this subject, students develop their Indonesian conversation skills and deepen their abilities in reading, writing, listening, speaking and grammar. Students have an opportunity to demonstrate this through the exploration of various topics including giving and taking directions, recreational activities, weather, the environment, careers and general conversation.

Year 10 Italian

In this subject, students begin Year 10 by focusing on the cultural aspect of Italian dining. Students then uncover the creativity of Italians in film, music, art and fashion. Students develop a deeper understanding of the proud label “Made in Italy” and explore the fashion industry in more detail. 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. There is a strong focus on cultural similarities and differences in Year 10, encouraging students to open their world view and understand how the interests, dreams, aspirations and even problems of young people are alike throughout Italy, Australia and the world.

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



The assessments for these Language subjects may include:



Interpersonal tasks ~ Interpretative tasks ~ Presentational tasks ~ Examination



Health and Physical Education Pathway Options



Year 10	Year 11	Year 12 (All Year 12 offerings are available to students who have completed Year 11)
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Health	Health and Human Development Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Health and Human Development Unit 3/4  AVAILABLE AS ACCELERATED STUDY
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Physical Education	Physical Education Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Physical Education Unit 3/4  AVAILABLE AS ACCELERATED STUDY
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Outdoor and Environmental Studies Unit 1/2  AVAILABLE AS ACCELERATED STUDY	Outdoor and Environmental Studies Unit 3/4  AVAILABLE AS ACCELERATED STUDY
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Sport, Rec and Coaching	VET Sport and Recreation Certificate II Unit 1/2  AVAILABLE AS ACCELERATED STUDY	VET Sport and Recreation Certificate II & III Unit 3/4 (Partial)  AVAILABLE AS ACCELERATED STUDY
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Year 10 Health and Physical Education Subjects

Year 10 Health

This subject is the perfect platform for the ever popular VCE subject Health and Human Development. HHD provides students with broad understandings of health and wellbeing that reach far beyond the individual.

This subject is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.

Health presents concepts of health and wellbeing, human development from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan.

The assessments for Health may include:

Test ~ Research Task ~ Oral Presentation ~ Case Study ~ Examination

Year 10 Physical Education

This subject is designed as a platform for VCE Physical Education, Units 3 & 4 and for those students considering a career in sports and/or fitness industry.

Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application.

Students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities, students explore the major components of the musculoskeletal system, its contributions and interactions during physical activity.

Students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. Students examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration.

The assessments for Physical Education may include:

Practical Reports ~ Practical Assessment ~ Test ~ Examination

Year 10 Sport, Recreation and Coaching

This subject is designed as a pathway to VET Sport and Recreation. Students will look at the important role sport and recreation plays in our lives and the types of recreation choices individuals make. Students will complete their first aid certificate which will include how to apply CPR and deal with emergencies such as bleeding, fractures, dislocations and concussion etc. Students will be assessed on a range of scenarios that apply their first aid knowledge. Students will also complete an online coaching certificate.

This subject will have a practical component which will comprise of a range of sport and recreation options allowing the students the opportunity to coach their peers in a range of sports. Students will be expected to participate in both the theory and practical components.

The assessments for Sport, Recreation and Coaching may include:

Topic Test ~ Practical Report ~ Project ~ First Aid Competence Assessment ~ Examination

Product Design and Technology Pathway Options

Year 10

Year 11

Year 12

Food Studies: Global Food Trends
(can be taken in one or both semesters)

Food Studies: Food & Wellbeing
(can be taken in one or both semesters)

Textiles: Contemporary Fashion & Accessories
(can be taken in one or both semesters)

Textiles: Designer Fashion
(can be taken in one or both semesters)

Wood: Storage Solutions
(can be taken in one or both semesters)

Wood: Innovative Designs
(can be taken in one or both semesters)

Food Studies
Unit 1/2

AVAILABLE AS
ACCELERATED STUDY

Food Studies
Unit 3/4

AVAILABLE AS
ACCELERATED STUDY

Product Design & Technology
(Textiles)
Unit 1/2

Product Design & Technology
(Textiles)
Unit 3/4

Product Design & Technology
(Wood)
Unit 1/2

Product Design & Technology
(Wood)
Unit 3/4

Year 10 Product Design and Technology Subjects

Year 10 Wood: Storage Solutions

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

In this subject, students, as the design-maker, will learn about the design process relating to the product they will design and construct. Students become aware of factors influencing design, allowing them to develop an appreciation of product design and visual product appeal. With this knowledge, students develop their own design as a specific product concept and as a functional product.

Students use design inquiry skills and inspirational research relevant to practical problem-solving tasks and use computer technology in the designing of small storage devices. They learn how to safely and effectively use a range of power tools, advanced hand tools, machines and processes.

Students are introduced to the techniques and processes suitable for material application that are used to enhance the appearance and design of their work. This involves the use of basic joinery skills and shaping techniques using a range of technical skills, tools, machinery and equipment.

Year 10 Wood: Innovative Designs

In this subject, students, as the design-maker, will acquire knowledge about the factors that influence product design. This knowledge is incorporated into the design and construction of their product relevant for the function and visual appeal of the product. Students gain experience and knowledge relevant for the construction of timber frames, acquire information on different types of joints fitting, gluing and clamping required in product assembly. Students use design inquiry and inspirational 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 suitable 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, machinery and processes.

The assessments for Design & Technology: Wood may include:

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

Year 10 Textiles: Contemporary Fashion and Accessories

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

In this subject, students will study the elements and principles of aesthetic design and machine sewing application. Students will be expected to practice a variety of stitching applications, including seam construction, hemming and finishing techniques in making a machined sewn product.

Students will produce a shoulder/beach, backpack/sports bag that incorporates a range of functional and aesthetic design features allowing students to be creative and innovative in applying decorative fabrics, pockets and embellishments. Students will produce a Design Folio that incorporates sketches, inspirational design option ideas, 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 design features. Design options for students' tops include; designer urban street wear, as well as hoodie, windcheater and t-shirt options. Students will combine creative and critical design thinking skills in the development of an innovative Design Folio complete with inspirational developmental design, planning work and evaluation of their product.

Year 10 Textiles: Designer Fashion

In this subject, 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, investigating a Fashion Designer and their influence on current styles and trends in fashion garments. The focus will be on designing and producing garments 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, as well as incorporating a range of processes and materials.

Students will produce a fashionable garment in clothing design of their own choice e.g. party dress, jumpsuit, skirt, casual dress or trousers and construct a fashion garment from recycled clothing using materials and components in the assembly of the product.

The assessments for Design & Technology: Textiles may include:

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

Year 10 Food Studies

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

Year 10 Food Studies: Global Food Trends

This subject investigates contemporary issues relating to food and examines 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 Studies. Students will undertake one practical lesson per week with the construction of a celebration cake at the conclusion of the unit.

Year 10 Food Studies: Food and Wellbeing

This subject 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 Food Studies may include:

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

Technology Pathway Options

Year 10

Year 11

Year 12

Digital Technologies

Applied Computing
Unit 1/2

AVAILABLE AS
ACCELERATED STUDY

Data Analytics
Unit 3/4

AVAILABLE AS
ACCELERATED STUDY

Software Development
Unit 3/4

Year 10 Technology Subjects

Year 10 Digital Technologies

This subject 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, digital systems and networks, data visualisation and databases. They process data and information skilfully 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. Students are challenged to utilise ICT tools such as web-authoring software, data visualisation tools, Microsoft Access and on-line tools to create information products.

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

Year 10 Digital Technologies would be suitable for students who have an interest in computer hardware, networks, information technology, problem-solving, designing infographics, web development, programming, databases and multimedia.

The assessments for Digital Technologies may include:

ICT Infographics ~ Computer Hardware ~ Microsoft Access Database ~ Website Development ~ Tutorials ~ Examination

Visual Arts Pathway Options

Visual Arts Pathway Options		
Year 10	Year 11	Year 12
Art	Art Creative Practice (previously Art) Unit 1/2	Art Creative Practice (previously Art) Unit 3/4
Media	Media Unit 1/2	Media Unit 3/4
Photographic Studio	Art Making and Exhibiting (previously Studio Arts) Unit 1/2	Art Making and Exhibiting (previously Studio Arts) Unit 3/4
Visual Communication Design	Visual Communication Design Unit 1/2	Visual Communication Design Unit 3/4

Year 10 Visual Arts Subjects

Year 10 Art

In these subject students recognise and develop their individual potential as Art Makers as they look to past and contemporary art movements for inspiration and use a visual art journal to document ideas and develop skills. Specifically, a higher level of sophistication with drawing, printmaking and painting materials and techniques will be introduced and extended into final artworks.

Students will explore, research, and discuss inspirational and relevant art movements and artworks in the context of the art period in which the artworks were made.

The assessments for Art may include:

Visual Diary ~ Analysis ~ Artworks - Printmaking, Painting and Drawing ~ Examination

Year 10 Media

Lights Camera Action - The world of cinema

In this subject, students explore the rich world of cinema with an emphasis on deconstructing, analysing and reviewing key scenes in film narratives. This understanding then leads to the creation of a short film such as a documentary; with a key component being the development of a narrative/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 Media 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, Lightroom and other relevant software. They will use studio and/or natural lighting to create artistic images and designs based on their own photographs.

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

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

The assessments for Photographic Studio may include:

Visual Diary ~ Studio Portrait ~ Research Assignment ~ Photographic Series ~ Photographic Design Task ~ Examination

Year 10 Visual Communication Design

This subject 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 digital 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 Visual Communication Design may include:

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

Performing Arts Pathway Options



Year 10 Performing Arts Subjects

Year 10 Dance

In this subject, VCE technique and theory are introduced. Dance classes consist of both practical and theoretical learning.

The theoretical areas of Safe Dance, Dancers Functioning Anatomy and Dance Analysis are studied alongside practical contemporary technique classes, a group performance piece and the development of a compositional solo.

The Compositional solo allows students to develop skills using the Choreographic Process, Movement Vocabulary and the Elements of Movement. This Semester of work prepares students for VCE Dance.

The assessments for Dance may include:

Solo Dance and Documentation (journal) ~ Safe Dance & Functioning Dancers body presentation ~
Group Dance and Documentation (journal) ~ Dance Performance Analysis ~ Examination

Year 10 Drama

In this subject, 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 groundwork 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 solo and/or group, on a date nominated by their teacher. Students should be aware that the nature of this subject requires students to meet and rehearse out of class time.

The assessments for Drama may include:

Solo Performance ~ Short Performances ~ Drama Workbook/Evaluation ~ Examination

Year 10 Theatre Studies

This subject allows students to explore various production 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 of a scripted play as a class which focuses on specific production areas.

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

The assessments for Theatre Studies may include:

Performance Participation ~ Folio Work ~ Written Analysis ~ Application of Stagecraft ~ Examination

Year 10 Music Performance Solo / Group

This subject is offered as a full year subject that is the equivalent of two semester length units. Both Semester One and Two should be selected. The subject will concentrate on students developing their interest 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 Music.

Students should be learning an instrument to participate in the class and must meet a minimum requirement in performance and theory.

There will be three main assessment components:

Music Performance

Students will work on solo and ensemble repertoire.

Music Language (aural, theory and analysis)

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

Music Composition

Students will listen to various styles of music and create compositions that are recorded in our recording studio.

Music Performance Solo/Group

Students study the music they know and love, in group settings and individually. They prepare themselves for performance opportunities like Triple J Unearthed, St Ignatius Day and Concerts.

Year 10 Music Performance Contemporary / Repertoire

This subject is offered as a full year subject that is the equivalent of two semester length units. Both Semester One and Two should be selected. The subject will concentrate on students developing their interest 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 Music.

Students should be learning an instrument to participate in the class and must meet a minimum requirement in performance and theory.

There will be three main assessment components:

Music Performance

Students will work on solo and ensemble repertoire.

Music Language (aural, theory and analysis)

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

Music Composition

Students will listen to various styles of music and create compositions that are recorded in our recording studio.

Music Performance Contemporary and Repertoire.

Students study the music that has influenced the music of today. Students record their compositions in Loyola's professional studio and prepare for the Annual Music Concert.

The assessments for Music may include:

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

Year 11 VCE Information

Entering a full VCE (Victorian Certificate of Education) or VCE VM (Victorian Certificate of Education Vocational Major) 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 and 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 ACS/LCS 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 and alter programs.

VCAA recommends that schools encourage all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training. However, Loyola College understands the need for flexibility in building individual student programs and is supportive of students who elect to satisfactorily complete Units 3 and 4 of a study without completing all or any Graded Assessments (Note: two Graded Assessment scores are required to achieve a study score). Coursework requirements must be met for satisfactory completion.

Units 1 and 2 are to be taken as a pair. Loyola College offers a range of subjects to enable students to continue with their strengths and connect with their future pathways. Students have access to the Learning Pathways Team for one-to-one Subject Selection Conversations prior to final subject selection. This enables informed decisions for future learning pathways to be made.

For greatest success it is advisable that students continue their subject sequence into Units 3 and 4. Loyola acknowledges that as studies progress and pathway considerations change there may be a need for the Unit 1 to 4 sequence to be broken.

Complete changing of a VCE sequence should be kept to a minimum. In align with this, students will be given the opportunity to review their program at the end of Unit 1 and 2 and change one of their possible sequences. Students will, by the very nature of VCE Units 3 and 4, have a reduced program (an English plus 4 other subjects and Religious Education). **Therefore, there are no subject changes between Unit 1 and 2.**

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.

VCE

Year 11 VCE students will take:

- English Unit 1 and 2 or Literature Unit 1 and 2 or English Language Unit 1 and 2 (students may select more than one English)
- 10 other units of their own choice
- One Religious Education Option

Year 11 VCE Studies

Core Units

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

- Faith, Religion and Action (Religion and Society Unit 2)
- Faith, Text and Action (Texts and Traditions Unit 2)
- Youth Ministry
- Texts and Traditions Unit 3 and 4

and

Personal Development

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

- English Unit 1 and 2
- English Language Unit 1 and 2
- Literature Unit 1 and 2

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

Accounting	Media
Ancient History	Modern History
Applied Computing	Music Performance
Art Creative Practice (previously Art)	Outdoor and Environmental Studies
Art Making and Exhibiting (previously Studio Art)	Physical Education
Biology	Physics
Business Management	Product Design & Technology – Textiles
Chemistry	Product Design & Technology – Wood
Dance	Psychology
Drama	Sociology
Economics	Specialist Mathematics
Food Studies	Systems Engineering
Foundation Mathematics	Theatre Studies
General Mathematics	Visual Communication Design
Geography	VCE/VET Hospitality & Kitchen Operations
Health & Human Development	VCE/VET Screen & Media
Legal Studies	VCE/VET Sport and Recreation
Language: French	VET External programs - additional costs - VCE VM Students
Language: Indonesian	
Language: Italian	
Literature	
Mathematical Methods	

Year 11 Accelerated Studies

Loyola College offers Year 11 students the opportunity to participate in the Accelerated Studies Program and study a Unit 3 and 4 subject in Year 11. Students need to carefully consider their application for a Unit 3 and 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.

Invitations to continue an Accelerated study from Unit 1/2 to Unit 3/4 will be sent to students who have demonstrated the ability to maintain high academic standards during Semester One. **Continuation of an Accelerated study is not automatic** and Semester One reports will be checked for maintenance of consistency of academic performance. 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 and 4 subjects.

Unit 3 and 4 Studies Available at Year 11

Accounting
Biology
Data Analytics
Drama
Economics
Food Studies
General Mathematics
Geography
Health & Human Development
Languages: French
Languages: Indonesian
Languages: Italian
Legal Studies
Literature
Mathematical Methods
Outdoor and Environmental Studies
Physical Education
Psychology
Texts and Traditions
VCE/VET Hospitality & Kitchen
VCE/VET Screen & Media
VCE/VET Sport and Recreation
VCE/VET External programs - additional cost

Year 12 Information

In Year 12, students have one compulsory VCE subject, 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. After selecting at least one of the compulsory VCE English subjects, students then select 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.

Acceptance into University requires a Study Score of at least 25 in English.

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. The school based elective program consists of three term length units of work. 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 scored 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 in;
- 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.

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:

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

Year 12 Information

SCALING

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 comparable.

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 little difference from year to year in terms of adjusted (scaled) ATAR subject scores. Scaling ensures that it is possible for students to attain a high ATAR regardless of their combination of studies they undertake.

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 academic competition in a study is higher. Studies are scaled down only when academic competition is lower.

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, (<http://www.vtac.edu.au/files/pdf/publications/abcofscaling.pdf>)

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.

Year 12 VCE Studies

Core Units

Religious Education Options (choose one of the three options)

- Religious Education Elective program (school based)
- Youth Ministry Leadership (school based)
- Texts and Traditions Unit 3 and 4 (If you select this you will study four other VCE subjects, including your English choice)

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 and 4 subjects)

Accounting	Media
Ancient History	Music Performance
Art Creative Practice	Outdoor and Environmental Studies
Art Making and Exhibiting	Physical Education
Biology	Physics
Business Management	Product Design & Technology – Textiles
Chemistry	Product Design & Technology – Wood
Dance	Psychology
Data Analytics	Revolutions (History)
Drama	Religion & Society
Economics	Sociology
Food Studies	Software Development
Foundation Mathematics	Specialist Mathematics
General Mathematics	Systems Engineering
Geography	Theatre Studies
Health & Human Development	Visual Communication Design
Language: French	VCE/VET Hospitality & Kitchen Operations
Language: Indonesian	VCE/VET Screen & Media
Language: Italian	VCE/VET Sport and Recreation
Legal Studies	
Mathematical Methods	

Year 11 Academic Program Compulsory Subjects

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 and beyond.

At Year 11, the Personal Development Program runs fortnightly and includes a variety of activities such as: classroom-based lessons and whole year level activities incorporating guest speakers and multi-media presentations.

Underpinning the program is the framework of Positive Education Through an Ignatian Lens, which draws from the six elements of positive psychology:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Health

At Year 11, we explore the following key themes and issues:

- High performance mindfulness
- Resilience in day-to-day life
- Respectful relationships with a particular focus on human sexuality, explored within a Catholic framework
- Gender-based violence
- The science of happiness: Understanding the concepts of Flourishing and Flow
- The dangers of street violence – The Pat Cronin Foundation
- Acting wisely and responsibly around drugs and alcohol and understanding the consequences of addiction
- Gambling awareness – 'Love the Game' presentation
- Positive emotions and their relationship to Random Acts of Kindness

Year 11 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 each week. For those students selected in ACS teams, compulsory training will be held after school. It is compulsory for students selected in ACS teams to represent the school as per the Loyola College Enrolment Agreement. Competition games are once a week, against the following schools; Overnewton Anglican Community College Keilor, St Leonard's College Brighton East, Westbourne Grammar School Truganina 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 (AFLW), hockey, netball, futsal and table tennis. Boys' Winter sports are football (AFL), soccer, tennis and volleyball. Summer mixed sport is touch rugby and winter mixed sports is badminton.

Religious Education Elective Program

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, Religion and Action (Religion and Society Unit 2)
- Faith, Texts and Action (Texts and Traditions Unit 2)
- 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, Religion and Action

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

In Term One, all students in Year 11 study a Christian Service Unit which explores important Catholic Social Teaching principles that underpin our call to be men and women for and with others.

This study prepares students for their March week of service within the community.

The focus of this study is Ethics. It asks questions such as:

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment.

In this unit students' study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Topics include Ethical Methods, Decision Making and Moral Judgements and Ethical Issues in Society.

This Unit explores different ways of thinking and reasoning and looks at issues from a range of perspectives both secular and religious. Students also compare the Ethical treatment of contemporary issues from a Buddhist and a Catholic perspective.

The assessments for Faith, Religion and Action may include:

Essay ~ Presentations ~ Short Report ~ Test ~ Examination

Faith, Texts and Action

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

In Term One, all students in Year 11 study a Christian Service Unit which explores important Catholic Social Teaching principles that underpin our call to be men and women for and with others.

This study prepares students for their March week of service within the community.

In this unit students study texts as a means of investigating current social attitudes on issues such as justice, care for the environment, racism and gender roles.

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 on the themes of oppression and salvation of the Jewish people, with particular regard to the Holocaust and stewardship of creation and what it means for us today.

Students taking this Unit participate in an excursion to the Holocaust Museum.

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

The assessments for Faith, Text and Action may include:

Textual Commentary ~ Essay ~ Oral Presentations ~ Exegetical Task ~ Short Report ~ Test ~ Examination

Year 11 Youth Ministry

In this unit, students explore Social Justice issues in preparation for Christian Service. The other section 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 their Parish mainly through Youth Ministry Holiday Program Days for primary school age children, they also 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. As such, students taking this Unit participate in an excursion to the Holocaust Museum.

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

The assessments for Youth Ministry 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 Academic Program Compulsory Subjects

Year 12 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 and beyond.

At Year 12, the Personal Development Program runs fortnightly and includes a variety of activities such as: classroom-based lessons and whole year level activities incorporating guest speakers and multi-media presentations.

Underpinning the program is the framework of Positive Education Through an Ignatian Lens, which draws from the six elements of positive psychology:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Health

At Year 12, we explore the following key themes and issues:

- Resilience - building a strong mindset
- Mindset & Self talk in relation to positive mental health
- Managing stress, anxiety and emotions
- Meditation, mindfulness and breathing techniques
- Respectful relationships with a particular focus on human sexuality, explored within a Catholic framework
- Life beyond Loyola College
- Red Frogs: Acting responsibly to minimise risk taking behaviours
- Learning from the life experiences of others
- Gratitude – an antidote to dissatisfaction

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 to meet their co-curriculum requirements 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 a regular afternoon.

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, football (AFLW), netball and table tennis. Boys' Winter sports are football (AFL), soccer, tennis and volleyball. Summer mixed sport is touch rugby and winter mixed sport is badminton.

Year 12 Religious Education Program

Year 12 Religion and Society

Unit 3 The Search for Meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Unit 4 Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. In this unit students explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

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

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

Year 12 Texts and Traditions

Unit 3 Texts and the Early Traditions

In this unit, 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 Units 3/4, assessment as prescribed by VCAA.

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

Year 12 Religious Education Elective Program

Students are asked to select five units in preference order. They will be allocated three units and will rotate through these during Terms 1, 2 and the first seven weeks of Term 3. Please be aware that students may not receive all 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 Developing 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. This is quite a hands-on class and credit is given for involvement in the fundraising campaign.

Faith and Drama 1

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 and props.

Faith and Drama 2

This class will explore issues of faith and life through Drama. There will be opportunities for the class to negotiate some of the course content. There are roles for actors, script writers, musicians, backstage, costumes and props.

Faith and Art

This class will look at the expressions of Faith through Art, both historical and contemporary and examine how the context of the times influenced various genres. 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 meditation session in the Christian tradition.

Faith and Music

This unit explores the connection between faith and a variety of music styles. This unit of music explores representations of faith and interactions with Christianity across several genres using a variety of ethnomusicological perspectives. Styles covered include Musical Theatre, Ancient & Medieval Music, Opera, Gospel, Contemporary Music, Film Music, Christmas Music and Music used in liturgy. Students learn about the musical styles underpinning each genre as well as the references to faith and inform the performance. 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. They just have to be 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.

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 Gandhi, Martin Luther King jr) and contemporary use of social media. 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.

Faith and Conspiracy Theories

A number of 'case study' conspiracies are considered, evaluated and analysed. This subject uses complementary skills to those of history, literature and biblical studies. It will involve understanding historical context (and possible inaccuracies), textual criticism and healthy doses of intellectual curiosity and imagination.

Faith and Theology of the Body

Identity. Gender. Love. Chastity. The world is a difficult place for teens, and it has become increasingly hard for teens to discover the truth about their bodies, their sexuality, and their unique call to love. In an age of "selfies" and egocentrism, this course cuts through the noise to present an authentic view of the human person. It presents young people with the extraordinary story of their creation as unrepeatable individuals. Based upon John Paul II's teachings of Life, Love, and the Theology of the Body, this course introduces students to the truth that life is about going out of themselves to be a sincere gift for others.

The assessments for Year 12 Religious Education Elective Program may include:

Reflection on involvement in an activity, production of an item or artwork or presentation ~ Journal writing

Year 12 Youth Ministry Leadership

In this unit, 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 practice the skills of youth leadership.

The assessments for Year 12 Youth Ministry 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

English

Unit 1 ~ Reading and Exploring Texts & Crafting Texts

In this unit, students will make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. Students will also demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2 ~ Reading and Exploring Texts & Exploring Argument

In this unit, explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. In the later half of this unit, students will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3 ~ Reading and Responding to Texts & Creating Texts

In this unit, students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students will also demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4 ~ Reading and Responding to Texts & Analysing Argument

In this unit, students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. In the latter half of this unit, students will analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and / or audio visual), and develop and present a point of view text.

The assessments for English may include:

Oral Presentations ~ Text Response Essays ~ Argument Analysis Essays ~ Literary Responses ~
Comparative Essays ~ Examination

English Language

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 children's 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.

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.

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.

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.

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 English Language may include:

Research Report ~ Expository Essay ~ Tests ~ Analysis Essays ~ Oral Presentation ~ Examination

Literature

Unit 1 ~ Reading Practices & Exploring Literary Movement and Genres

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students will also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

Unit 2 ~ Voices of Country & The Text in its Context

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students will also focus on a text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Unit 3 ~ Adaptations and Transformations & Developing Interpretations

In this unit, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Students will also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. These interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Unit 4 ~ Creative Responses to Texts & Close Analysis

In this unit, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students will also focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text.

The assessments for Literature may include:

Oral Presentation ~ Passage Analysis ~ Writing in the Style of the Author ~ Comparative Essays ~
Creative Responses ~ Literary Perspective Essays ~ Examination

English as an Additional Language (EAL)

Prerequisites for EAL Students Units 3 and 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 English. EAL students will be integrated into a mainstream VCE English class 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 distinct from English Language, as their Year 11 Subject.

Unit 3 ~ Reading and Responding to Texts & Creating Texts

In this unit, students listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. Students also demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

Unit 4 ~ Reading and Responding to Texts & Analysing Argument

In this unit, students discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. Students will also analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and / or audio visual); and develop and present a point of view text.

The assessments for English (EAL) may include:

Aural practice and testing ~ Oral Presentations ~ Text Response Essays ~ Argument Analysis Essays ~
Creative Responses ~ Comparative Essays ~ Examination

Mathematics VCE Studies

Foundation Mathematics

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

Foundation Mathematics Units 1 and 2

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

Unit 1

Area of Study 1 ~ Algebra, number and structure

In this area of study students cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.

Area of Study 2 ~ Data analysis, probability and statistics

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.

Area of Study 3 ~ Discrete mathematics - Financial and consumer mathematics

In this area of study students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.

Area of Study 4 ~ Space and measurement

In this area of study students cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

Unit 2

Area of Study 1 ~ Algebra, number and structure

In this area of study students cover estimation and the use and application of the representation of generalisations and patterns in number, including formulas and other symbolic expressions, in everyday and routine work contexts.

Area of Study 2 ~ Data analysis, probability and statistics

In this area of study students cover the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.

Area of Study 3 ~ Discrete mathematics - Financial and consumer mathematics

In this area of study students cover the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.

Area of Study 4 ~ Space and measurement

In this area of study students cover shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.

Foundation Mathematics

Foundation Mathematics Units 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The course has a strong focus on using mathematics in day-to-day life beyond a school setting.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

Please note that this subject does NOT count as a mathematics pre-requisite for university courses.

Unit 3 and 4

Area of Study 1 ~ Algebra, number and structure

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Area of Study 2 ~ Data analysis, probability and statistics

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Area of Study 3 ~ Discrete mathematics - Financial and consumer mathematics

In this area of study students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Area of Study 4 ~ Space and measurement

In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

The assessments for Foundation Mathematics may include:

School assessed coursework ~ Mathematical Investigations ~ Examinations

General Mathematics

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

General Mathematics Units 1 and 2

The General Mathematics pathway undertakes the coursework which best prepares students for General Mathematics Units 3 and 4. For Units 1 and 2, the areas of study outlined below. Students are expected to be able to work with and without the aid of technology.

Unit 1

Area of Study 1 ~ Data analysis, probability and statistics

In this area of study students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.

Area of Study 2 ~ Algebra, number and structure

Students will study the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

Area of Study 3 ~ Functions, relations and graphs

Students will study cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

Area of Study 4 ~ Discrete mathematics

Students will study the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Unit 2

Area of Study 1 ~ Data analysis, probability and statistics

Students will study association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Area of Study 2 ~ Discrete mathematics

Students will study the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Area of Study 3 ~ Functions, relations and graphs

Students will study direct and inverse variation, transformations to linearity and modelling of some non-linear data.

Area of Study 4 ~ Space and Measurement

Students will study units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

General Mathematics

General Mathematics is the Units 3 and 4 continuation of Units 1 and 2 General Mathematics with a focus on real-life application of mathematics taken from two areas of study; 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3

During this unit students focus their studies on Data analysis and Recursion and financial modelling.

In Data analysis Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

In their studies of Recursion and financial modelling students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Unit 4

In this unit students focus their studies on the topics of Matrices and Networks and Decision mathematics.

In their matrices studies students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

During their studies of Networks and decision mathematics students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

The assessments for General Mathematics may include:

School assessed coursework ~ Mathematical Investigations ~ Examination Technology Enabled ~ Examinations
Technology Free

Mathematical Methods

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. The Mathematics staff in consultation with the Head of Mathematics, will make recommendations to students and parents for the most appropriate Year 11 Mathematics course.

Students are expected to be able to work with and without the aid of technology.

Unit 1

Area of Study 1 ~ Functions, relations and graphs

In this area of study, students study the graphical representation, features and behaviour of power functions and polynomials. The features of these functions is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2 ~ Algebra, number and structure

This area of study supports students' work in the other three areas of study. For this unit the focus is on polynomial functions of low degree and transformations of the plane.

Area of Study 3 ~ Calculus

Students will study graphical and numerical approaches to rates of change.

Area of Study 4 ~ Data analysis, probability and statistics

In this area of study, students' model and calculate probabilities in a number of ways such as through the use of Venn diagrams, Karnaugh maps and tree diagrams. Students are also introduced to the concept of counting principles and techniques and their application to probability.

Unit 2

Area of Study 1 ~ Functions, relations and graphs

In this area of study, students extend their knowledge of functions and graph types by being introduced to trigonometric, exponential and logarithmic functions. The behaviour of the functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2 ~ Algebra, number and structure

This area of study further develops students' knowledge of polynomial functions covered in Unit 1 and the functions learnt in area of study 1 during unit 2.

Area of Study 3 ~ Calculus

In this area of study, students cover differentiation and anti-differentiation of polynomial functions by rule, different notations and related applications including the analysis of graphs.

Area of Study 4 ~ Probability and statistics

In this area of study students cover the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Mathematical Methods

Units 3 and 4

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, relations and graphs

In this area of study, students cover transformations of the plane and the behaviour of some elementary functions of a single real variable. The behaviour of these functions and their graphs is to be linked to applications in practical situations.

Area of Study 2 ~ Algebra, number and structure

In this area of study, students cover the algebra of functions. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. This content is to be incorporated as applicable to the other areas of study.

Area of Study 3 ~ Calculus

In this area of study, students cover differentiation, anti-differentiation and integration of functions. This material is to be linked to applications in practical situations.

Area of Study 4 ~ Data analysis, probability and statistics

In this area of study, students cover discrete and continuous random variables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions.

The assessments for Mathematical Methods may include:

School Assessed Coursework ~ Mathematical Investigations ~ Examination Technology Enabled ~
Examination Technology Free

Specialist Mathematics

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 areas of study outlined below. Students are expected to be able to work with and without the aid of technology.

Unit 1

Area of Study 1 ~ Algebra, number and structure

In this area of study students cover the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.

Area of Study 2 ~ Discrete mathematics

In this area of study students cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Unit 2

Area of Study 1 ~ Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

Area of Study 2 ~ Space and measurement

In this area of study students cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.

Area of Study 3 ~ Algebra, number and structure

In this area of study students cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

Area of Study 4 ~ Functions, relations and graphs

In this area of study, students will be introduced to a variety of functions and graphs and simple transformations of these graphs.

Specialist Mathematics

Units 3 and 4

Students should have studied Mathematical Methods Units 1 and 2 and/or 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 ~ Discrete mathematics

In this area of study, students cover the development of mathematics argument and proof, such as conjectures, connectives, qualifiers, examples and counter-examples, and proof techniques including mathematical induction.

Area of Study 2 ~ Functions, relations and graphs

In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs.

Area of Study 3 ~ Algebra, number and structure

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Area of Study 4 ~ Calculus

In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations.

Area of Study 5 ~ Space and measurement

In this area of study students cover the arithmetic and algebra of vectors.

Area of Study 6 ~ Data analysis, probability and statistics

In this area of study, students will cover statistical inference in relation to the definition and distribution of sample means, simulations and confidence intervals.

The assessments for Specialist Mathematics may include:

School assessed coursework ~ Mathematical Investigations ~ Examination Technology Enabled ~
Examination Technology Free

Languages VCE Studies

Language - French

In this subject, students study a range of topics chosen from within three prescribed themes, the individual, the French-speaking communities, and the world around us.

Unit 1

Social issues – modern youth

Identity for young people in modern France.

Future

What will everyday living in the future look like?

Innovation and Technology

New and changing technologies in Francophone countries.

French Cinema

The importance of French Cinema for French people today.

Unit 2

The Environment

Identifying how actions on environmental problems can avoid them in the future, including climate change and pollution.

Lifestyles and Leisure

Looking at the French cultural connections to sports as well as inclusivity.

Healthy Lifestyles

Expressing personal choices and how they reflect healthy living, including food choices and eating habits.

The World of Work

Occupations, employment in France, job advertisements and the application process.

Unit 3

Relationships with Family and Friends

Close relationships explored through reflective writing.

Francophone

The world of French speaking countries and their cultures.

Gastronomy

French food as part of its culture and identity.

Unit 4

Historical Perspectives

France in the 1960s.

Cultural Perspectives

Important figures and events in France and Francophone countries.

The Changing world

Social, technical and environmental change.

Language - Indonesian

In this subject, students study a range of topics chosen from within three prescribed themes, the individual, the Indonesian-speaking communities, and the world around us.

Unit 1

Career

Career aspirations, jobs opening and how to write a job application letter.

Religion

The various customs, traditions and religions practiced in Indonesia.

Travel

From departing Australia to visiting popular tourist destinations and some more remote locations in Indonesia.

Unit 2

Women

Famous Indonesian women and their contributions to Indonesia.

Youth

Problems and concerns facing young people as they transition into adulthood.

Health

The health system in Indonesia and how Indonesians access healthcare.

Unit 3

Social Inequality

Social gaps between the haves and the poor in a megacity, as well as why people transmigrate.

The Western Influence

The influence of western culture to the Indonesian culture, especially for the teenagers and young adults.

Transmigration

The program of relocating Indonesians from dense areas to rural areas.

Unit 4

Indonesian-Australian relations

The relationship between Indonesia and Australia as well as international study and job opportunities.

Environment

Air and water pollution, greenhouse effects, sustainability and waste recycling in Indonesia.

Language - Italian

In this subject, students study a range of topics chosen from within three prescribed themes, the individual, the Italian-speaking communities and the world around us.

Unit 1

Young people in Italy & Free time

Discovering how young Italians spend their free time and comparing this with young Australians.

Healthy Lifestyles

Italian health and diet today, focusing on similarities and differences with the Australian diet.

Festivals

Italian celebrations across regions and communities.

Unit 2

Past Historical Eras

World War II and post war Italy.

Women and Feminism

Exploring the feminist movement and the role of Women in Italy.

The Brain Exodus

Investigating young people who leave Italy.

Unit 3

Renaissance

Italian Renaissance, its main artists, works of art and its influence.

Social Media in Italy

The use of social media in Italy and its impact in society, especially among young people.

Tourism in Italy

The impact of tourism, Italy's world cultural heritage sites and Italian food influence.

Unit 4

The Environment

The Italian approach to help the environment, the main issues around pollution and sustainability.

Italians

Exploring the experiences of second and third generations Italians, how Italian society is changing and migration to Italy.

The assessments for these Language subjects may include:

Interpersonal communication ~ Interpretive communication ~ Presentational communication ~ Examination

Science VCE Studies

Biology

Unit 1 ~ How do organisms regulate their functions?

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

Unit 2 ~ How does inheritance impact on diversity?

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

Unit 3 ~ How do cells maintain life?

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

Unit 4 ~ How does life change and respond to challenges?

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

The assessments for Biology may include:

Experimental reports ~ Field Work Tasks ~ Research Assignments ~ Tests ~ Examination

Chemistry

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 ~ How do chemical reactions shape the natural world?

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 3 ~ How can design and innovation help to optimise chemical processes?

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems.

Unit 4 ~ How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

The assessments for Chemistry may include:

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

Physics

Unit 1 ~ How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2 ~ How does physics help us to understand the 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 describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures.

Unit 3 ~ How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4 ~ How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

The assessments for Physics may include:

Experimental Reports ~ Extended Practical Investigations ~ Tests ~ Examination

Psychology

Unit 1 ~ How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Unit 4 ~ How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

The assessments for Psychology may include:

Experimental Reports ~ Extended Practical Investigations ~ Tests ~ Examination

Systems Engineering

Unit 1 ~ Mechanical Systems

In this unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Unit 2 ~ Electrotechnological Systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Unit 3 ~ Integrated and Controlled Systems

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

Unit 4 ~ Systems Control

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

The assessments for Systems Engineering may include:

Design Folio ~ Production Work ~ Written Reports ~ Topic Tests ~ Presentations ~ Examination

Accounting

Unit 1 ~ Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

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

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

Unit 3 ~ Financial accounting for a trading business

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

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

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

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

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

The assessments for Accounting may include:

Tests ~ Practical exercises ~ ICT-based Folio pieces ~ Examination

Ancient History

Unit 1 ~ Ancient History – Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Unit 2 ~ Ancient History – Egypt

In this unit, 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 and Unit 4 ~ Greece and Rome

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

The assessments for Ancient History may include:

Analysis of primary sources ~ Analysis of historical interpretations ~ Historical Inquiry ~ Essay ~ Examination

Business Management

Unit 1 ~ Planning a business

In this unit, students focus 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

In this unit, students focus 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

In this unit, students focus on the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4 ~ Transforming a business

In this unit, students focus 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. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

The assessments for Business Management may include:

Case Study ~ Structured Questions ~ Examination

Economics

Unit 1 ~ Behaviour of Consumers and Businesses

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.

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.

Unit 3 ~ Australia's Economic Prosperity

In this unit, 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. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4 ~ Managing the Economy

In this unit, students focus on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

The assessments for Economics may include:

Folio of Applied Economics ~ Exercises ~ Essays ~ Tests ~ Reports ~ Examination

Geography

Unit 1 ~ Hazards and Disasters

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

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 through data analysis and fieldwork.

Unit 3 ~ Changing the Land

In this unit, students focus on two investigations of geographical change: change to land cover and change to land use. Students will investigate these changes through the study of deforestation and melting glaciers & ice sheets. Students will also undertake fieldwork to investigate land use and land cover change on a local scale.

Unit 4 ~ Human Population – Trends and Issues

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

The assessments for Geography may include:

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

Legal Studies

Unit 1 ~ Guilt and Liability

In this unit, students investigate the 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

In this unit, students investigate the 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

In this unit, students investigate 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

In this unit, students study Australia's laws and legal system. This 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 Legal Studies may include:

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

Modern History and Revolutions

Unit 1 ~ Modern History – Change and Conflict (1918-1939)

In this unit, 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 ~ Modern History – The Changing World Order (1945-2000)

In this unit, 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 ~ Revolutions - The Russian Revolution and Unit 4 ~ Revolutions - The Chinese Revolution

Area of Study 1: Causes of revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

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

Area of Study 2: Consequences of revolution

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

The assessments for Modern History may include:

Analysis of primary sources ~ Analysis of historical interpretations ~ Historical Inquiry ~ Essay ~ Examination

Sociology

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

In this unit, students explore 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 this unit, students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced.

Students 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 Sociology may include:

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

Health and Human Development

Unit 1 ~ Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit, students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 ~ Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Health and Human Development

Unit 3 ~ Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4 ~ Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

The assessments for Health and Human Development may include:

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

Outdoor Education and Environmental Studies

Unit 1 ~ Exploring Outdoor Experiences

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

Unit 2 ~ Discovering Outdoor Environments

In this unit, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts 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.

Unit 3 ~ Relationships with Outdoor Environments

In this unit, students focus on 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 will 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.

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

The assessments for Outdoor Education and Environmental Studies may include:

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

Physical Education

Unit 1 ~ The human body in motion

In this unit, students examine the musculoskeletal and cardiorespiratory systems of the human body and how they work together to produce movement. Through practical activities they explore the major components of the musculoskeletal and cardiorespiratory systems and their contributions and interactions during physical activity, sport and exercise. Students 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 ~ Physical Activity, Sport and Society

In this unit, students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students will explore the social, cultural and historical influences on participation in various forms of physical activity, including sport.

Unit 3 ~ Movement skills and energy for physical activity

In this unit, students examine how movement skills can be improved from a biomechanical and coaching perspective, focussing on skill analysis and technique modification. In the second part of this unit students examine how the body creates energy and how this body responds to exercise.

Unit 4 ~ Training to improve performance

In this unit, students investigate the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.

The assessments for Physical Education may include:

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

Product Design and Technology VCE Studies

Food Studies

Unit 1 ~ Food Origins

In this unit, students focus on historical and cultural food perspectives. Students investigate the origins and roles of food throughout time and world-wide. Students explore how humanity has historically sourced food, the progression from hunter-gatherer to rural-based agriculture, to today's urban living and global food trade. Students focus on Australian Indigenous food prior to European settlement and how food patterns have changed, particularly through the influence of food production, processing, manufacturing industries and migration. Students investigate cuisines that are integral parts of Australia's culinary identity and reflect on contemporary Australian cuisine.

Unit 2 ~ Food Makers

In this unit, students investigate food systems in contemporary Australia and commercial food production industries, food production in small-scale domestic settings as a comparison and complement to commercial production. In demonstrating their practical skills, students design new food products and adapt recipes to suit specific needs and circumstances. They consider their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3 ~ Food in Daily Life

In this unit, students investigate the roles and everyday influences of food, exploring the science of food; the physical need for it and how it nourishes and harms the human body. Students investigate the physiology of eating, appreciation of food and the microbiology of digestion. Students explore influences on food choice; how communities, families and individuals change their eating patterns over time, food values and behaviours developed within social environments are studied. The practical course component enables students to understand food science terminology, 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 global and Australian food systems. Focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, the challenges of food security, food safety, food wastage and the management of water and land usage. Students research solutions for food issues and that support sustainable futures. Students investigate food information and misinformation, the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component provides students with opportunities in response to environmental and ethical food issues, and to extend their food production diversity reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

The assessments for Food Studies may include:

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

Product Design and Technology – Wood or Textiles

Students may select to work in either Wood or Textiles. In Wood students construct a furniture item and in Textiles students construct a fashionable garment or costume.

Unit 1 ~ Design Practices

In this unit, students focus on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts.

Unit 2 ~ Positive impacts for end users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user, research and explore the specific needs or opportunities of the end user and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3 ~ Ethical product design and development

In this unit, students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user. Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Unit 4 ~ Production and evaluation of ethical designs

In this unit, students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

The assessments for Product Design and Technology - Wood or Textiles may include:

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

Technology VCE Studies

Applied Computing

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Unit 1 ~ Applied Computing

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

As an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2 ~ Applied Computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Data Analytics

Unit 3 ~ Data analytics

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In this unit, students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In this area of study students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. This study forms the first part of the School-assessed Task (SAT) that is completed in Unit 4.

Unit 4 ~ Data analytics

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, into infographics or dynamic data visualisations, and evaluate the solutions and project plan and this forms the second part of the School-assessed Task (SAT). Students investigate security practices of an organisation. They examine the threats to data and information, evaluate security, strategies and recommend improved strategies for protecting data and information.

Year 12 Data Analytics would be suitable for students who have an interest in Information Technology, Spreadsheets, Databases, Data Analytics, Cyber security, Data Visualisation and Researching ICT Issues.

The assessments for Applied Computing/Data Analytics may include:

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

Software Development

Unit 3 ~ Software development

In this unit, students apply the analysis, design and development stages of the problem-solving methodology to develop working software modules using a programming language, and prepare for the development of a software solution in Unit 4.

In Area of Study 1 students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation programming, validation, testing and documentation in the development stage.

In Area of Study 2, students construct the framework for the development of a software solution that meets a student-identified need or opportunity. Students prepare a project plan, justify the selection of an appropriate development model, produce a Software Requirements Specification and generate detailed designs and evaluation criteria, in preparation for the development of a software solution in Unit 4.

Unit 4 ~ Software development

In this unit, students apply the development and evaluation stages of the problem-solving methodology to develop a software solution, and analyse software development practices to identify security vulnerabilities and recommend approaches to improve security.

In Area of Study 1, students develop the solution designed as part of Unit 3, conduct functionality and usability testing, and evaluate their solution and project plan. Students apply computational thinking skills when developing their design ideas into a software solution.

In Area of Study 2, students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. Students apply systems thinking skills when recommending a risk management plan to improve current practices.

Year 12 Software Development would be suitable for students who have an interest in information technology, programming, software design, automation and cyber security.

The assessments for Software Development may include:

Programming modules ~ written reports ~ project plans ~ designs and evaluation criteria ~ software solution ~ testing plans
~ Examination

Visual Arts VCE Studies

Art Creative Practice (previously Art)

Unit 1 ~ Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

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

Unit 2 ~ Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

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

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

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

Unit 4 ~ Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

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

The assessments for Art Creative Practice may include:

Written Analyses SACs ~ Practical Body of Work SAT ~ Examination

Media

Unit 1 ~ Media Forms, Representations and Australian Stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students will also study Australian Stories through film and print. Students will create their own film and print productions.

Unit 2 ~ Narrative Across Media Forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

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

Unit 3 ~ Media Narratives and Pre-production

Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Unit 4 ~ Media Production and Issues in the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

The assessments for Media may include:

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

Art Making and Exhibiting (previously Studio Arts)

Unit 1 ~ Explore, expand and investigate

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

Unit 2 ~ Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

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

Unit 3 ~ Collect, extend and connect

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

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

Unit 4 ~ Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

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

The assessments for Art Making and Exhibiting may include:

Written analyses SACs ~ Practical Body of Work SAT ~ Examination

Visual Communication Design

Unit 1 ~ Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief. Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. In this unit, students will use human-centred research methods to reframe a design problem and identify a communication need. They will also create visual language for a business or brand using the Develop and Deliver stages of the VCD design process and develop a sustainable object, considering design's influence and factors that influence design.

Unit 2 ~ Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. In this unit, students present an environmental design solution that draws inspiration from its context and a chosen design style. They apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography. Also, students apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3 ~ Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Unit 4 ~ Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. Students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Students refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief. They then produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

The assessments for Visual Communication Design may include:

Folio ~ Report ~ Brief ~ Examination

Performing Arts VCE Studies

Dance

Unit 1 ~ Dance

In this unit, students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices.

Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

Unit 2 ~ Dance

In this unit, students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students describe the movement vocabulary in their own and others' dances by identifying the use of movement categories and ways the elements of movement have been manipulated through the use of choreographic devices.

Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the way's movement has been manipulated and structured.

Dance

Unit 3 ~ Skill Based Solo, Prescribed dance work analysis and Group Dance

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

In this unit, students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers.

Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers. These dance works must be selected from the Prescribed list of dance works for Unit 3. Students analyse how the intentions chosen by choreographers are developed through the use of choreographic devices and arrangement of phrases and sections. They analyse the dance design and use of movement vocabulary in the selected works and consider influences on the choreographers' choices of intention, movement vocabulary and production aspects of the dance works.

Unit 4 ~ Composition solo and Analysis

In this unit, students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work.

Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures (canon, contrast, unison, and asymmetrical and symmetrical groupings and relationships) and spatial organisation (direction, level, focus and dimension) and investigate the influences on choices made by choreographers in these works.

The assessments for Dance 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

Drama

Unit 1 ~ Introducing performance styles

In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2 ~ Australian identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Unit 3 ~ Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

Unit 4 ~ Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts.

Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

The assessments for Drama may include:

Written Analysis ~ Performance ~ Examination

Music Performance

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

In this unit, students focus 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

In this unit, students further develop 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 of styles. This unit also focuses on music language and the practical use of this language.

Unit 3 ~ Music Performance - Repertoire

In this unit, students focus on the preparation and presentation of solo and group 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 ~ Music Performance - Repertoire

In this unit, students focus on the preparation and presentation of solo and ensemble works. They demonstrate through performance an understanding of interpretation. Music performance skills are extended through development of technical work in ensemble and solo performance and by further developing listening skills. Students prepare for an external end of year performance and written examination.

The assessments for Music Performance may include:

Solo Recital ~ Technical Recital focusing on scales and arpeggios ~
Group Performances ~ Theory and Listening ~ Examination

Theatre Studies

Unit 1 ~ Pre-modern theatre styles and conventions

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

Unit 2 ~ Modern theatre styles and conventions

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

Unit 3 ~ Producing theatre

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

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4 ~ Presenting an interpretation

In this unit, students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

The assessments for Theatre Studies may include:

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

VCE Vocational Major (VCE VM)

VCE Vocational Major

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

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

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

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

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

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

Assessment of VCE Vocational Major studies

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

Unlike other VCE studies there are **no external assessments** of VCE VM Unit 3–4 sequences, and **VCE VM studies do not receive a study score.**

Certification

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

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

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE. **Students who enter the VCE VM pathways in the second year will not be eligible to receive the VCE VM certificate.** Students will, however, receive a VCE certificate if they have successfully completed the requirements of the VCE.

GAT

All students studying the VCE VM are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The reformed GAT follows a comprehensive review conducted by the VCAA. It will see Victoria join other jurisdictions who already incorporate literacy and numeracy standards as part of their senior secondary reporting. The GAT will provide specific information on each student's key skills for life beyond school.

The GAT is an essential part of the VCE assessment process.

While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. GAT results may also play a part in determining the final score for a VCE external assessment if a student has a derived examination score approved for that assessment.

No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

VCE Vocational Major Program Outline at Loyola College

Loyola College intends to run the VCE VM program on campus on Mondays, Tuesdays, and Thursdays. On Wednesdays and Fridays, students will attend their chosen VET and Structured Workplace Training (SWL). Confirmation of final program will be sent out to students once timetabling is confirmed, as per normal VCE Subject procedure.

SWL will be organised by the students, but preparation, training and support will be provided by the college.

Although the costs to run the VCE VM are greater than a standard VCE course, school fees will be the same for either program.

There may be additional fees charged by the external VET provider depending on courses chosen.

Vocational Education and Training (VET)

Vocational Education and Training (VET)

Vocational Education and Training (VET) refers to enhanced studies which enables a secondary student to combine their VCE or VCE VM studies with vocational training. 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. 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 three 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 College are subjects that have VCAA prescribed examinations 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.

Students undertaking an external VET course as part of their VCE VM studies will incur additional course fees as determined by the training provider. At the time of printing this handbook, 2024 charges for external VET courses are not available.

Please be aware only VCE VM students are eligible for an external VET subject.

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 VCE VM¹

VET Program Options

Loyola College offers the following option for VET programs:

VCE VET (Internal): Delivered on campus across three industry areas (Hospitality; Screen and Media; 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 on a Wednesday or Friday by VCE VM students.

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

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 2023. These costs will be determined in Term 4.

External VET Courses

External VET courses are available at selected times for VCE VM Loyola students. VCE VM students may select courses that run on Wednesdays or Fridays.

Students undertaking an external VET course, as part of their VCE VM studies will incur additional course fees as determined by the training provider. At the time of printing this handbook, 2024 charges for external VET courses are not available. Loyola College will subsidise the cost of the course fees for external VET courses. The amount of subsidy is reviewed annually, and the amount will be outlined in the tuition fees schedule. The subsidy was capped at \$2000 in 2023. This covered most course costs based on 2023 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 2024 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.

Examples of:

EXTERNAL VET COURSES	INSTITUTION
Certificate II in Building & Construction (Carpentry)	Parade College
Certificate II in Plumbing	Parade College
Certificate II in Retail cosmetics	Macleod College
Certificate II in Automotive Studies	Northern Trade Training Centre
Certificate II in Engineering Studies	Northern College of the Arts & Technology

For further information regarding a VET program students should contact the VET Coordinator.

VET Options

Year 11

Year 12

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

VET Screen and Media
Certificate III

AVAILABLE AS
ACCELERATED STUDY

VET Screen and Media
Certificate III

AVAILABLE AS
ACCELERATED STUDY

VET Sport and Recreation
Certificate II
Unit 1/2

AVAILABLE AS
ACCELERATED STUDY

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

AVAILABLE AS
ACCELERATED STUDY

Dual Program: Certificate II Hospitality & Kitchen Operations (VCE/VET)

SIT20316/SIT20416

VCE VET Units 1/2 (Hospitality) Certificate II in Hospitality

This course is centered on practical classes used to complement the theory taught. Students who select this subject will gain invaluable life skills and will be well equipped to enter the industry or complete further studies in the Hospitality industry.

Students will work in Iggy's Restaurant alongside the Kitchen Operations students serving real customers food and beverages. Students will learn a range of service styles including breakfast buffets, lunches, cocktail evenings and formal dinners.

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
- Use hospitality skills effectively
- Interact with customers
- Receive, store & maintain stock
- Show social and cultural diversity
- Prepare and serve espresso coffee

Pre-requisite units

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

VCE VET Units 3/4 (Kitchen Operations) Certificate II in Hospitality

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

Students have selected this course as a pathway into further hospitality courses and career paths. This course is centered on practical classes in a commercial kitchen environment and it is used to complement the theory taught. Students who select this subject will gain invaluable life skills and will be well equipped to complete further studies or enter the Hospitality industry.

Students will learn a range of service styles including breakfast buffets, lunches, cocktail evenings and formal dinners.

Units of competence

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetable, fruit, egg and farinaceous dishes
- Work effectively in a commercial kitchen

Uniform Requirements

- Waiter's uniform (black pants, white button-up shirt and waiter's apron) required during Units 1 and 2
- Chef's uniform (check trousers, chef jacket, hat, necktie and black work shoes) required during Units 3 and 4

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.

Certificate III in Screen & Media (VCE/VET)

CUA31015

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 webpages, authoring interactive sequences and creating visual design components using Adobe photoshop and illustrator.

Screen and Media would be suitable for students who have an interest in Multimedia, Graphic Design, Information Technology, Web Development and Animation. This course is designed to give students the skills of working in the multimedia, IT web development and creative arts industry.

VCE VET Units 1/2

Units of competence

- Apply critical thinking skills in a team environment
- Apply work health and safety practices
- Work effectively in the creative arts industry

Elective units may include:

- Follow a design process
- Produce and prepare photo images
- Maintain interactive content

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

Certificate III in Sport and Recreation (VCE/VET)

SIS30115

VCE VET Units 1/2

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

Students will learn and undertake a range of Units of Competency which include, but are not limited to, conducting Non-Instructional Sport, Fitness or Recreation sessions, using social media tools for collaboration, conducting sport, fitness or recreation events and participating in conditioning for sport. Students will also acquire an additional first aid qualification.

This course provides excellent experience for those considering a professional pathway in sport and recreation with possible pathways including coaching, personal training, community sports manager or a leisure / recreation officer.

Examples of Units of competence undertaken:

- Conduct non-instructional sport, fitness or recreation sessions
- Use social media tools for collaboration and engagement
- Provide and maintain equipment for activities

VCE VET Units 3/4

In Year 2 of the Sport and recreation certificate, students will build on their knowledge learnt in Year 1 of the sport and recreation certificate. Students will participate in a range of Units of Competency including planning and conducting programs, conducting sport sessions with foundation level participants, work health and safety and facilitating groups.

Students will be given the opportunity to plan and conduct practical session as well as coaching junior students at Loyola College.

As this is a VCE / VET program, students will receive a Certificate III in Sport & Recreation which is a steppingstone into the sport and recreation industry. As this is also a VCE subject, students will complete 3 SACS over the course of the year and also undertake the end of year examination which will contribute to a student's overall study score. As this is a 2 year course, it is not advisable for a student to select this subject in the 2nd year only.

Contributions to the study score

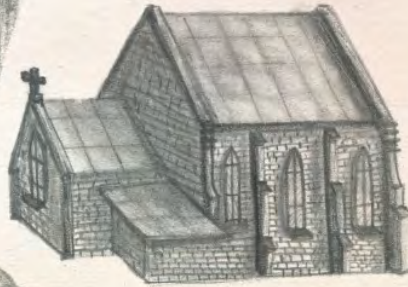
- | | |
|------------------------------|-----|
| • School assessed coursework | 66% |
| • End of year examination | 34% |

Examples of Units of competence undertaken:

- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Educate User groups

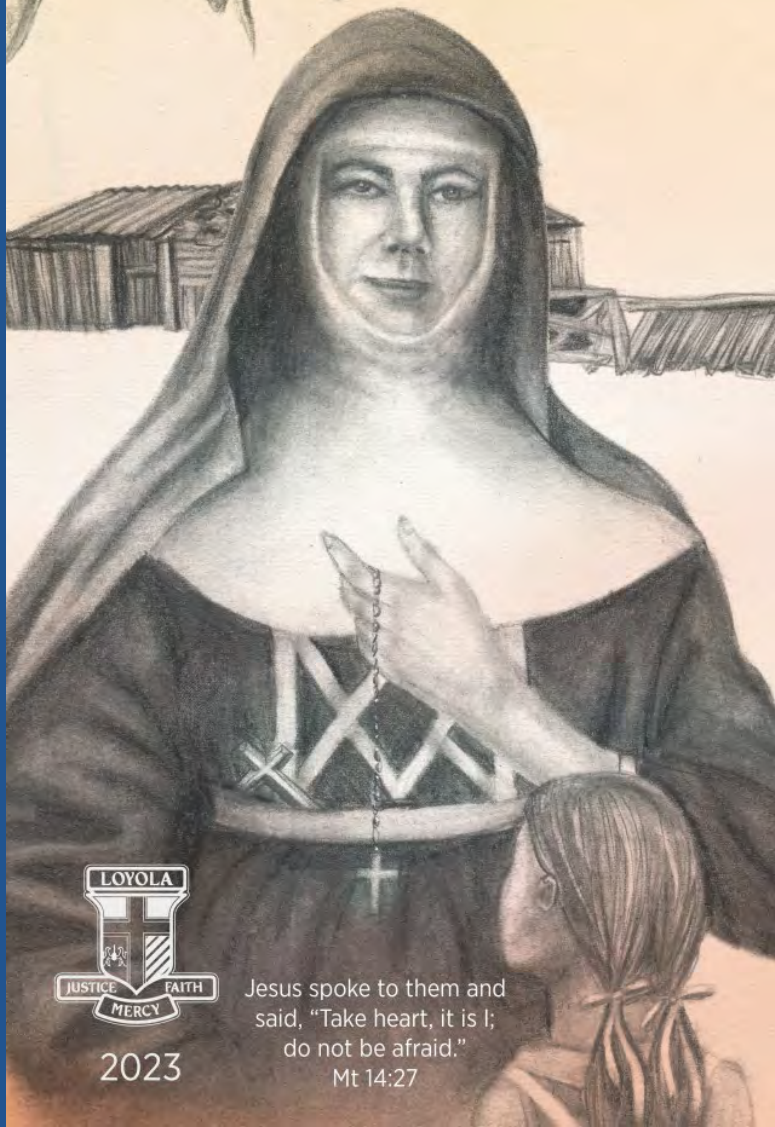
The assessments for VCE/VET Subjects may include:

Portfolio ~ Work Performance ~ Work Product ~ Work Project ~ Examination



Go on with
strength
and courage

- St Mary of the
Cross MacKillop



2023

Jesus spoke to them and
said, "Take heart, it is I;
do not be afraid."
Mt 14:27