

## Senior Program Guide



Camille ALLEN,  
A Tour(L)ist Guide to Melbourne  
Visual Communication and Design



Dear Students, Parents, Guardians and Carers,

Welcome to Fitzroy High School's and Collingwood College's Senior Program Guide. This shared program guide is a symbol of the continued commitment of both schools to provide the best senior school opportunities for our communities. By collaborating in an innovative, responsive and future-oriented senior school environment, the partnership strives to optimise educational outcomes for all students.

In a new exciting chapter for the partnership, in 2022, all classes for all Year 11 and 12 subjects will now be based at our shared senior campus, located at the old Fitzroy Gasworks site, in Queens Parade. The new campus will offer key opportunities for all students. The design of the building showcases specialist learning precincts including Science, Technology, Art, Food, Design, Sport and the Performing Arts. These areas will sit more alongside generalist, flexible learning spaces that will encourage and promote learning throughout the facility.

The new campus will have a strong connection to the indigenous history and culture of our local community and with our existing school sites, building on the history and culture of Collingwood College and Fitzroy High School at the new campus.

We want to provide a range of educational options for all of our students moving into to their senior secondary years. This includes continuing to offer both VCE and VCAL certificates. The Victorian Curriculum Assessment Authority (VCAA) have reviewed VCAL senior school certificate and intend to make changes to the program. Please read carefully on page , which outlines the potential changes in 2023 to this certificate.

VCE, the main secondary school certificate, focuses on developing students academic skills and knowledge to transition to further tertiary study at the end of Year 12. VCAL is another option and ideally suited to students who thrive in practical learning environment. A benefit of VCAL is the flexibility which allows for numerous paths to success. These include going straight into the workforce or further vocational training at TAFE or University following secondary school.

Making choices about pathways and programs is significant for current Year 10 students. During the process of making important decisions for their senior and final years of secondary school students can reflect on their journey through school so far. Our current Year 11 students, also have an opportunity to refine their programs for Year 12; and their final stages of their secondary school journey.

There are a number of factors to be taken into consideration. Importantly, future-focused decisions need to be made. A senior program needs to open up a range of possibilities, which offer opportunities and flexibility. The course and subject choices will be critical to success, leading to a variety of pathways namely higher education, training or employment.

In the time we have been offering VCE and VCAL, we have established a legacy of student success, demonstrated by consistent academic results and transition to tertiary studies. Through our partnership, combined with the connection to the Inner Melbourne VET Cluster (IMVC), students can access an extensive range of VET certificate courses. Many of our former students have gone on to tertiary studies to specialise in the area they studied in VET. In-house VET subjects are offered at Collingwood which have the advantage of access to their VET teacher beyond the face-to-face class time. This is beneficial in a busy senior school schedule.

Next year, will be full of challenges. We wish you well with your decision-making and planning and look forward to working with all our students and families in 2022.

**Sam Luck**  
Principal  
Collingwood College

**Linda Mitchell**  
Principal  
Fitzroy High School

**Christopher Millard**  
Campus Principal  
Fitzroy Gasworks Senior Campus (interim name)

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# Senior Campus

## Educational Statement - Fitzroy Gasworks Senior Campus (interim name)

### Background

The Fitzroy Gasworks Senior Campus (interim name) is a significant priority for both Collingwood College and Fitzroy High School. The campus will build on the successful senior secondary partnership that has been running for nearly a decade between our two dynamic, inner-city state schools.

Collingwood College and Fitzroy High School have been working together to deliver a wide choice of senior secondary programs while maintaining a strong identity and attachment to each of the respective schools by both students and teachers.



The new campus will offer a key opportunity for well-integrated, senior secondary education provision in the City of Yarra. The local community is culturally rich, demographically diverse and growing in population. This offers a unique opportunity for the campus to make links and partnerships with different businesses, services and tertiary institutions.

The campus will meet an increasing demand for secondary education provision in the inner north. The proposed Gasworks campus will offer 650 places for senior secondary students enrolled at Collingwood College and Fitzroy High School.

### Vision

A connected, outward-looking, future-oriented approach that is responsive to the learning of our senior secondary students. The Fitzroy Gasworks Senior Campus (interim name) will transform approaches to senior secondary learning and inspire our students to be innovators whilst building their 21st-century learning skills to equip them for the future.

### Philosophy

Our teaching and learning programs are informed by the latest educational research from across the globe and a futures-thinking ethos.

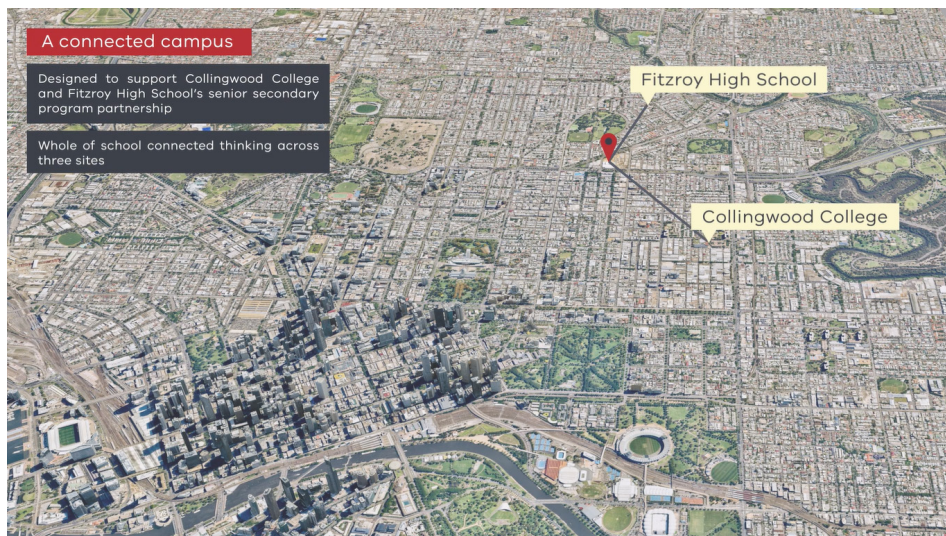
The Fitzroy Gasworks Senior Campus (interim name) provides students with opportunities that promote the acquisition of:

- deep knowledge;
- transferable skills;
- connections with the wider community;
- development of future pathways;
- innovative learning;
- academic excellence.



## Acknowledgement of Country

Located on the traditional land of Wurundjeri Woi wurrung people, Collingwood College and Fitzroy High School acknowledge the traditional owners on which the campus stands. We pay our respect to Wurundjeri elders past, present and emerging. We also respectfully acknowledge the Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors of Collingwood College and Fitzroy High School.



## Values

At the Fitzroy Gasworks Senior Campus (interim name), we are committed to:

The respective values, history and culture of our two schools: Relationships, Creativity, Achievement, Diversity, Innovation at Collingwood College and Trust, Engage, Respect at Fitzroy High School

As a result of this commitment, the pillars of the Fitzroy Gasworks Senior Campus (interim name) will be:

Inspire, Connect, Innovate

## Senior Program at the new campus

Our program will deliver VCE, VCAL, VET and other recognised certificates through innovative programming. The program will focus on the enhancement of learning, certification and pathway opportunities through:

- **Advisory and Tutorial** - the role of these classes is to broaden recognition, expedite student learning and develop the student as a whole. Our ambition is for students to develop a growth mindset and engage fully in their learning program.
- **Development of a Learner Profile** - this will focus on developing student agency, student voice and student leadership in their planning for further study and individual pathways. It will assess their time at the campus is used to explore pathway processes whilst concurrently studying.
- **Co-located and nearby partners:** small business, social enterprises, universities, other schools and community groups.
- A focus on building **21st century skills** across all subjects will be highly valued, including collaboration, communication, critical and creative thinking, citizenship and character.
- **Interdisciplinary Learning - for example STEAM** education, an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

## Day in the life of a student at the new campus

On page 7 and 8, we have tried to imagine some of the opportunities that will be possible for students at the new campus through our "Day in the Life at the New Campus". This will give an idea of wayfinding, of the interaction between students, specialist space and study space and the possibilities for life as a senior secondary student.

# A DAY IN THE LIFE AT THE NEW CAMPUS...

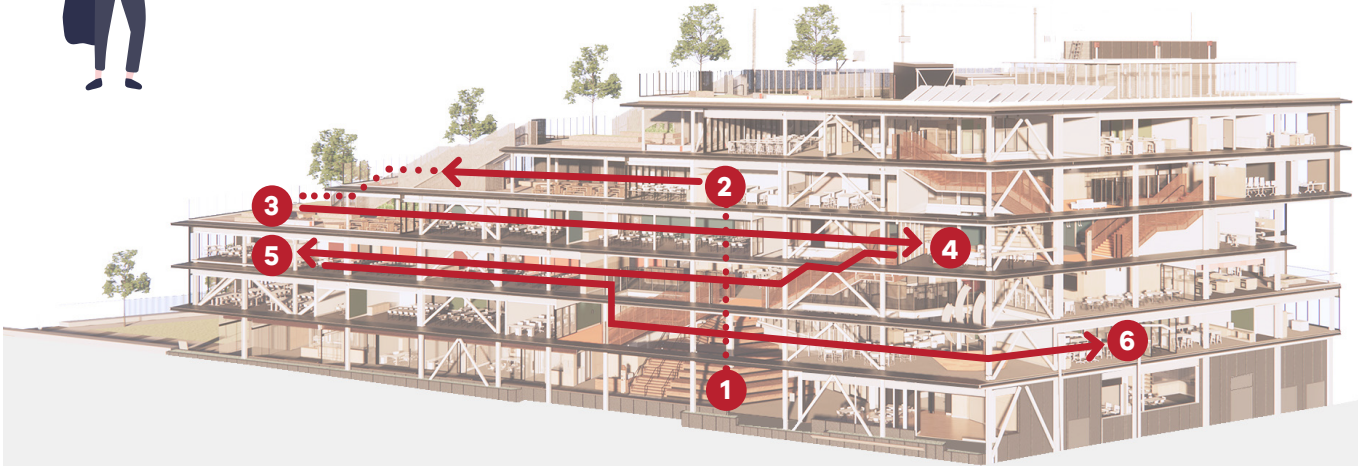


Sam is a Year 11 student enrolled at Collingwood College and attends the senior secondary campus – a partnership between Collingwood College and Fitzroy High School.

Sam is interested in visual arts, fascinated by history and human psychology, loves performing in school productions, and hopes to go to university in Melbourne after completing Year 12.

Sam lives in Collingwood and prefers to cycle to school.

This is a day in Sam's life at the senior secondary campus...



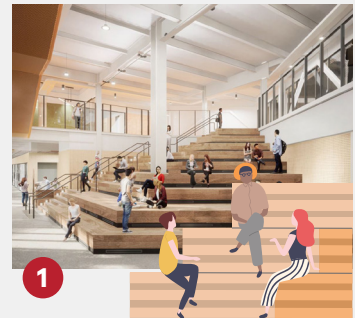
**8.45am**

Cycles to school, and walks bike through the front courtyard to the bike storage hub.

**1**

**9am**

Meets a study group in the amphitheatre to develop a podcast that highlights key understandings of the French revolution for history class. Next stop is the music practice rooms to record and publish the podcast for class.



**2**

**10.30am**

Sam goes up to L4 to work on a sculpture project in the arts precinct for studio arts. Uses the studio, the kiln and the covered outdoor workspace on the L4 terrace.



**3**

**12.30pm**

Travels outside via the terraces to the L3 commons for a discussion with an extended investigation teacher about a research project in one of the breakout spaces. After the meeting, Sam walks to the resource centre for extra research.



**5**

**2.30pm**

Moves to L2 to the seminar space for a collaborative session with psychology students. A guest speaker from a nearby university is explaining some of the latest research around brain development.



**6**

**4pm**

Sam meets a team of parent and student volunteers in the L2 commons space, to talk about staging and props for an upcoming performance.



# A DAY IN THE LIFE AT THE NEW CAMPUS...

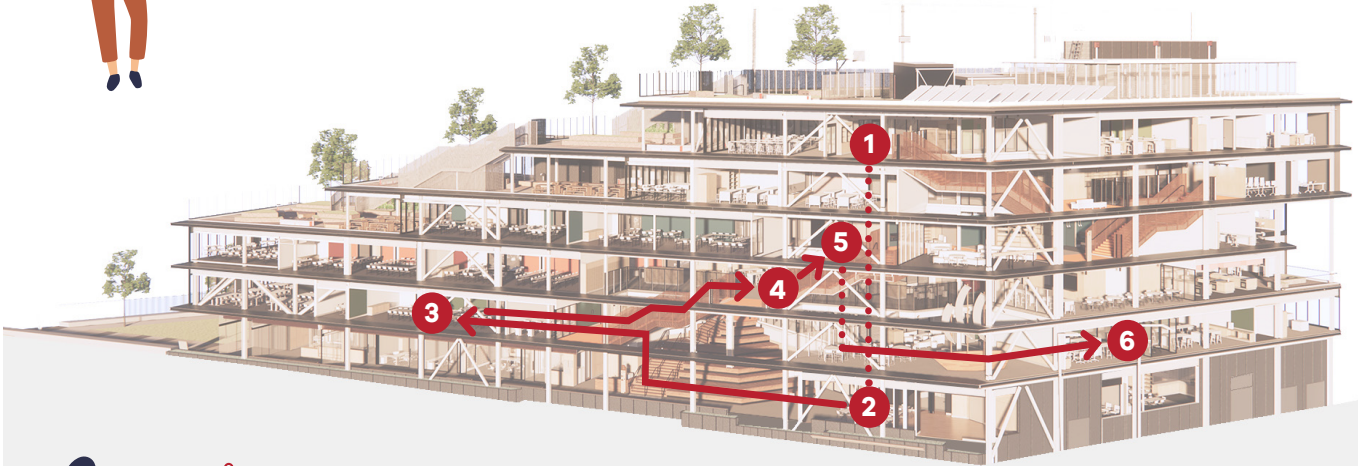


Amal is a Year 12 student enrolled at Fitzroy High School and attends the senior secondary campus – a partnership between Collingwood College and Fitzroy High School.

Amal lives nearby in Fitzroy and catches the Smith Street tram to school. Whenever possible, Amal likes to be outside and active.

Amal is a budding entrepreneur and has started running a small business on the weekend and sees this as a career after finishing school. Amal is interested in new technologies and engineering, as well as music and literature.

This is a day in Amal's life at the senior secondary campus.



**8.45am**

Arrives at school and greets friends in the front courtyard. Lingers for a while on the informal seating and chats about weekend plans.

**1**

**9am**

Attends an engineering class in the science precinct and prepares a project to solve an engineering problem. An expert is invited in from the field and explains that the industry is working to solve similar problems.



**1**

**2**

**10.30am**

Amal heads down to the music practice rooms to meet the instrumental teacher for a performance rehearsal. Some theatre studies students drop in to hear the latest score for the opening sequence of the performance in the amphitheatre.



**2**

**3**

**3**

**12.30pm**

Goes up to L1 double learning studio for an oral analysis of *Picnic at Hanging Rock* with the two literature classes. Students provide constructive feedback on Amal's presentation.



**4**

**5**

**6**

**4**

**2.30pm**

Lunch is prepared and served by the VET kitchen operations class in the student dining area, then Amal goes up to the fitness studio for a physical education class.



**5**

**6**

**4pm**

Amal walks to the fabrication lab to meet with the expert who attended the earlier engineering class. The expert runs a local manufacturing company and offers mentorship to students with an interest in metal fabrication.





# Precincts

The precincts will provide specialist focus points with the necessary equipment and technology that allow for optimal learning experiences within and across subject disciplines. These flexible, specialist and integrated spaces will allow for collaboration and integration within and between precincts. The precincts have been designed to encourage connection, curiosity and creativity across all the curriculum.

## **Humanities, English, Languages and Mathematics - Levels 1, 2 and 3**

This precinct will utilize learning studios and common spaces across three levels. This group of disciplines will form the heart of activity amongst students within the campus, utilizing indoor and outdoor learning spaces; collaborative meeting rooms; the resource centre; seminar, conference and exam as well as common and breakout spaces.

## **Resources Centre - Level 3**

This precinct will support students through a variety of services. It will contain services for information technology, careers, student wellbeing. It will provide students with a variety of study spaces that will encourage collaboration,



## **Performing Arts - Ground floor**

This precinct includes the amphitheatre; drama and music space; adaptable project area; instrumental music room; and green room. The adaptable project area will be able accommodate production preparation, make-up set and props to allow for the drama space to open up for performances to the amphitheatre. Lighting and sound equipment will be available for use during classes and productions.



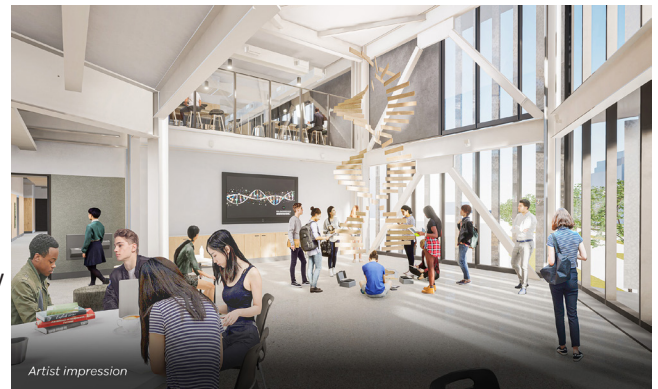
## **Health, Physical Education Sport - Level 1, 3 and rooftop.**

This precinct will encompass two full sized indoor basketball courts, a rooftop court and fitness studio on Level 3. The opportunities to engage in sport and physical activity will be an integral part of life at the campus.



### Technology Precinct - Level 1

This precinct will include a double-height group exhibition space for collaborative, interdisciplinary learning, as well as specialist equipment and facilities for digital design and fabrication. The project space will showcase student learning in every stage from the conceptual beginning to the fully finished product. Design-thinking principles will be embodied in this precinct, providing opportunities to bring together entrepreneurial, interdisciplinary and creative ideas in a collaborative environment. The availability of 3D printing, laser cutting, welding and soldering equipment, among others, will help to bring student creations to life.



### Food Precinct - Level 2

This precinct includes the kitchen; cafe and student dining area; and kitchen garden space. It will provide an important social space for students and an opportunity for work placement, internship and short course opportunities that certify and build student skill in this industry. (This will form a service)



### Arts & Design Precinct - Level 4

This precinct will have specialist equipment and facilities for media, photography, ceramics, textiles, visual arts, visual communication and design. It will showcase student work and allow for collaboration across all the disciplines and various forms of art and design. It will include an outdoor kiln and exhibition space.



### Science Precinct - Level 5

This precinct will contain two wet laboratories for practical activities and multipurpose and collaborative spaces for learning across disciplines. The space will support student inquiry, critical thinking with access to an outdoor terrace for learning, in each of the Sciences.



# Frequently Asked Questions

## What studies/programs can I choose from at my school?

In order to offer a broad, comprehensive VCE and VCAL curriculum, the two schools Fitzroy High and Collingwood College, have combined their senior program offerings. All Year 11 and 12 classes will be based at the shared senior campus in 2022.

Through collaboration and consultation of the two leadership teams, the two principals decide on the VCE, VCAL studies and VET programs that it will be offered for selection in the Senior Program. The final Senior program and studies on offer within this, is determined by student interest each year. We will advise and counsel you on study choice. If a particular study that interests you is not available, it may be possible to do it outside of school, with Principal approval, for example at:

- Virtual School Victoria: [distance.vic.edu.au](http://distance.vic.edu.au)
- Victorian School of Languages: [vsl.vic.edu.au](http://vsl.vic.edu.au)

## What should I consider when choosing my studies?

When making your choice you should consider:

- studies that currently interest you
- what you are good at and enjoy
- the advice and class work that you have completed as part of the careers and decision making process
- what possible career options will be available to you post school or further study
- ensure that meet any prerequisites required by further training or tertiary courses

# VCE

## What is the VCE?

The Victorian Certificate of Education (VCE) is the certificate that many students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

## When can I start my VCE?

The VCE is usually completed in Year 11 and Year 12 but can be started in Year 10. Students in Year 10 can begin a Unit 1 and 2 subject within the Senior Program. If starting early, eligible students will need to display in an interview the qualities and attributes of a student who is ready to accelerate into their chosen study. About half of Victorian Year 10 students take some VCE or VET units.

## How is the VCE organised?

A VCE study is made up of units. A unit often half a year, or one semester, in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two units and within the one year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE. Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are more difficult than Units 1 and 2 and should only be considered if you have already completed those prior units.

### **What must I include in my VCE program to successfully complete the certificate?**

To earn your VCE certificate, you must satisfactorily complete at least 16 units.

As part of those units you must complete three sequences of Unit 3 and 4 studies in addition to at least one Unit 3 and 4 sequence chosen from the English group at a minimum.

VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence. If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

### **How do I comply with the minimum English group requirement for a VCE certificate?**

At least three units from the English group must be successfully attained listed and at least one of these studies needs to be completed at Unit 3 and 4 level:

- Foundation English Units 1 and 2
- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- English Language Units 1 to 4
- Literature Units 1 to 4
- Bridging EAL Units 1 and 2

### **How many subjects do I have to study each year?**

The VCE is normally completed over two years, but students may accumulate units over any number of years. Generally if students are looking to extend the timeframe, students opt to complete over three years. The Senior Programs Academic Policy for the partnership states that all timetables must comprise six subjects in Year 11 (12 units) and five subjects in Year 12 (10 units), generating a total of 22 VCE units.

### **What are the attendance requirements for the VCE?**

All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work. The schools set minimum class time and attendance rules. The Senior Program has set a minimum of 90% attendance to pass in any subject, including Advisory.

### **What is a study score?**

A study score shows how well you have performed in a study at Units 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

Watch more about how a study score is calculated through a series of videos produced by the Victorian Curriculum Assessment Authority (VCAA) - <https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx>

## **What is the GAT?**

The General Achievement Test (GAT) is a test of general knowledge and skills in Written Communication, Mathematics, Science and Technology, Humanities, the Arts and Social Sciences. The GAT is an important part of VCE assessment and plays an important role in checking that your school assessments and external examinations have been accurately assessed.

## **Do I have sit the GAT?**

All students enrolled in one or more Units 3 and 4 VCE sequences or any VCE VET Units 3 and 4 scored sequences, including VCAL students are expected to sit the GAT. Your GAT results will be reported with your Statement of Results at the conclusion of your VCE.

## **How does the GAT support my VCE results?**

The General Achievement Test (GAT) is an important part of the VCE assessment procedures. They play an important role verifying that school assessments and examinations have been accurately assessed. It also can support students who may apply for a derived exam score as a result of unforeseen illness/injury that prevents a student from sitting or doing their best during an exam(s). It is really important for all students to give their best effort to complete the GAT exam so the best possible contingency and verification of student ability takes place.

## **How do I get an ATAR?**

An Australian Tertiary Admission Rank (ATAR) is calculated by VTAC using VCE study scores. VTAC uses the ATAR in the process of offering university places. To get an ATAR you must complete both Units 3 and 4 of an English study (as per page 6) and three additional Units 3 and 4 studies in other learning areas. You must also get a study score for each subject known as your primary four. VTAC places restrictions on certain combinations of VCE and VET studies so if you intend to apply for an ATAR at the end of your VCE, make this known as part of your pathway planning interviews in Year 10 and 11 to ensure you will meet the requirements.

## **How is the ATAR calculated? How are subjects scaled?**

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores. Scaling is a complicated process that looks at assessing the strength of the competition in each individual study before adjusting a final study score for the purpose of calculating an ATAR. You can find out more in depth information from the VTAC website: <http://vtac.edu.au/results-offers/atar-explained/scaling.html>

## **What do I need to satisfy the VCE?**

To get the VCE you need to satisfy the VCE program requirements described earlier. Your school will decide whether or not you have satisfactorily completed the units in your VCE program. Satisfactory completion is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'. Each unit of VCE study has a set of outcomes that must be achieved in order to get an 'S' result for that unit. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Outcomes include key knowledge and skills. Each unit of a VCE study has between two and four outcomes.

## **How will I be assessed in Units 1 and 2?**

Assessment in Units 1 and 2 is school based. Your teachers will set a range of assessment tasks to see how you are progressing. These tasks will have deadlines and you need to have a very good reason for extending a deadline, so you should plan well to get all of your work done on time. If you fail to meet your school's deadlines, you may not satisfactorily complete a unit. For Units 1 and 2, as well as giving you an 'S' or 'N' for units, some schools may also give you a grade for your assessment tasks. These grades will not be reported to the VCAA.

## **How will I be assessed in Units 3 and 4?**

For Units 3 and 4, you will get grades or marks for your assessment tasks as well as the 'S' or 'N' for the satisfactory completion of a unit. In each VCE study there are three Graded Assessments at the Units 3 and 4 level, which consist of two school assessments and one examination or one external assessment (with the exception of Mathematics courses, which have two end-of-year examinations). Every VCE study has at least one examination or external assessment. At the Units 3 and 4 level the VCAA supervises the assessment of all students – both at the school and in the examinations.

## Types of assessment in Units 3 and 4

In the VCE there are two types of assessment in Units 3 and 4. The first type of assessment is completed at school. Your teachers will set assessment tasks that are undertaken mainly in class time. These are often referred to as School Assessed Coursework (SACs) or School Assessed Task (SATs). The second type is the examination/s in each VCE study. These can be written, oral, performance or electronic. Most are held in November, but performance and language studies also have examinations in October. For all forms of assessment, both school assessment and examinations, the VCAA has careful procedures to ensure that all schools throughout the state are marking to the same standard. They involve statistical procedures and multiple checks on each aspect of your assessment. The GAT being part of this process.

## Statement of Results

If you are taking Units 1 and 2 only, you will receive a Statement of Results through your school. If you are taking Units 3 and 4, the Statement of Results will be sent to you by the VCAA in December. The Statement of Results will indicate whether or not you gained an 'S' or 'N' for every unit you enrol in – Units 1, 2, 3 and 4. Your assessments in Units 3 and 4 for School-assessed Coursework, School assessed Tasks, examinations or other external assessments will be reported as a grade from A+ to E or UG (ungraded).

If you achieve two or more graded assessments and receive 'S' for both Units 3 and 4 in a study in the same year, you will receive a study score. The study score is calculated on a scale of 0 to 50 and is a measure of how well you performed in relation to all others who took the study. The study scores calculated by the VCAA will be used by VTAC to calculate your ATAR.

If you have completed VCE VET units, these will be shown on your Statement of Results. If you have completed a full VCE VET program, you will receive a separate certificate from the Registered Training Organisation (RTO) in addition to your VCE. If you have undertaken assessment for a study score in a VCE VET program, your score will be included on the Statement of Results along with VCE studies.

## VCE Certificate

You will receive a certificate if you have satisfied the requirements for completing the VCE.

## Higher Education Studies in the VCE

If you are a high achiever looking for an extra challenge, a Higher Education study may interest you. A Higher Education study can count towards satisfactory completion of your VCE and is equivalent to at least 20 per cent of a full-time first year university course. You may enrol in only one Higher Education study as part of your VCE. If you enrol in a Higher Education study, it will be one of the following:

- Extension Study contains curriculum that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension Study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of 41 or greater.

- Advanced Standing Study contains curriculum that is not available in any current VCE subject and it may not require a prerequisite. For example, a student might start a nursing degree at university while studying VCE Units 3 and 4. Satisfactory completion of a Higher Education study can contribute to your ATAR as a fifth or sixth VCE study. You will usually be able to progress to second year level at university for the particular study, if you are selected for the course to which the study belongs. A summary of the Higher Education studies offered by participating universities can be found at: <http://www.vcaa.vic.edu.au/pages/vce/studies/studiesextension.aspx>

## How can I get into university or TAFE?

VTAC calculates your ATAR using the VCAA study scores for Units 3 and 4. Other studies used in the calculation of your ATAR can include VCE VET programs and a Higher Education study. The ATAR is an overall measure of a student's achievement in relation to that of other students. It allows tertiary institutions to compare students who have completed different combinations of VCE studies and is reported to you as a rank between 0.00 and 99.95 with increments of 0.05.

**Further details about this process and tertiary selection are given in the following VTAC publications:**

- ABC of Scaling - A copy is mailed with the ATAR statement in December on completion of the VCE.
- Choice! Year 10 booklet available through schools.
- VTAC Guide available at newsagents and on the VTAC website.
- Victorian Tertiary Entrance Requirements (VICTER) in newspapers late July and on the VTAC website.
- VTAC website: vtac.edu.au

**VCE Baccalaureate**

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

**The VCE program for the Baccalaureate of study must include:**

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

## VCAL

**What changes are going to be made to the VCAL certificate in 2023?**

Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

Next year students will still be able to enrol in either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE). The following year, in 2023, VCAL students will be enrolled in the new VCE Vocational Specialisation or the new foundation pathways certificate which will be introduced to replace Foundation VCAL.

**What is the VCE Vocational Specialisation?**

The VCE Vocational Specialisation will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE

The new certificates are part of a suite of 38 reforms recommended in the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling (the Firth Review) to lift the quality and perception of vocational education and help more students access high-quality applied learning programs.

## If I select VCAL in 2022, what will happen in regards to course selection in 2023?

We are supporting all students in their course selections for 2022 and are providing the following advice and information to students considering a VCAL pathway.

If students are studying VCAL in 2022 they will transfer into the VCE Vocational Specialisation with credit for completed VCAL subjects in 2023. In 2023, students will continue to study Senior VCAL subjects in the new certificate as part of the implementation process. At the end of 2023, these students will be awarded the VCE Vocational Specialisation if they meet the requirements.

Students who are studying Foundation VCAL over multiple years, including in 2022, will transfer into a new foundation pathways certificate in 2023 with credit for completed subjects. These students will study the new foundation subjects and graduate with the foundation pathways certificate.

This approach provides assurance and clarity to current Year 10 students some of whom will be among the first cohort to receive a VCE Vocational Specialisation certificate in 2023.

\* Note: Students can also move between certificates

The following diagram sets out the senior secondary pathways for students commencing the VCE or VCAL in 2022.

## Enrolment options



## Who can help me at each school with planning my VCAL pathway for 2022 and 2023?

At Collingwood College, Rachel Wood and Robert Redfern. At Fitzroy High School, Lucy Marshall and Louise Speirs-Bridge. These people will be able to talk through some of the program options for the VCAL pathway and how this might best fit your needs.

You should try not to worry about how the detail for credit for completed units will work for the new VCE Vocational Specialisation or Foundation Pathways certificate. If you want to do VCAL in 2022, you should choose it knowing you have excellent pathway options available to you and flexibility to move around in 2023. We know from the assurance that VCAA have provided that you will be working towards an internationally recognised certificate when you finish your studies in 2023.



## **What is the VCAL?**

The VCAL certificate is an alternative to the VCE and with flexibility to provide multiple paths to success for Year 11 and 12 students.

The certificate will give you:

- 21st century skills
- Practical work-related experience
- Literacy and numeracy skills
- Personal skills that is important for life and work.

Increasingly, because of VCAL's flexibility and curriculum design we are seeing students develop 21st Century Skills that will leave them well equipped for success in the modern world of work. This includes focus on communication, collaboration, critical thinking and creativity. With this in mind, graduating VCAL students are in a terrific position to take advantage of this development of thinking and skills and become young entrepreneurs who design their own creative pathway based on their interests and passions.

Students who do the VCAL are likely to be interested in training at TAFE institutes, doing an apprenticeship, or getting a job after completing school. However, it is important to know that VCAL graduates still have the option of gaining entry to university courses via pathway programs should they wish to follow this post compulsory option. Once you have completed your VCAL, you will have knowledge and skills that are a useful preparation for a variety of trade or industry certificates. The VCAL has three levels – Foundation, Intermediate and Senior. The VCAL's flexibility offers you a study program that suits your interests and learning needs.

To successfully acquire your VCAL certificate, you will complete accredited modules and units for each of the following compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

## **When can I do the VCAL?**

You can begin your VCAL program in Year 11 or Year 12 of secondary school. Mid year entry to the program is considered on a case by case basis.

## **Are there any entry requirements?**

No. You begin the VCAL at a level suitable to your capabilities. Your teacher or careers counsellor will be able to help you decide which level is suitable for you.

## **How long will it take me to complete?**

The time it takes depends on how your VCAL program is structured. Generally speaking, a VCAL certificate can be completed in one year as long as all aspects of the certificate requirements are met.

## **What do I get after successfully completing the VCAL?**

You will receive a VCAL certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results from the VCAA, listing all completed VCAL, VCE and VCE VET units, and a Statement of Attainment from the RTO for VET or Further Education training that you have completed.

## **What do I study?**

Your teacher or careers counsellor can help you develop a VCAL program that suits your particular learning needs and interests. You must complete the five VCAL strands. You can choose to complete a VCE subject (as additional and with team leader and panel approval) and enrolment in a VET certificate is compulsory. If you are a Collingwood student, you must also select VET Hospitality as your chosen VET course as part of your VCAL program.

### **Strand 1 & 2 – Literacy and Numeracy Skills**

Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills and VCAL Numeracy Skills units, VCE English and Mathematics.

### **Strand 3 – Industry Specific Skills**

Your VCAL Intermediate or Senior program must include units from VET certificates. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to undertake various units from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive and examples include automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty.

### **Strand 4 – Work Related Skills**

In this strand you study units that will help prepare you for work, for example occupational health and safety or job interview skills. In order to develop employability skills, VCAL also gives you the choice to undertake a structured workplace-learning placement, a school based apprenticeship or traineeship and/or part-time work.

### **Strand 5 – Personal Development Skills**

As part of your VCAL program you will take part in community-based projects and activities that promote health and well-being and develop self-confidence, teamwork and other skills important for life and work.

### **I have already started a VET certificate. Will this count towards my VCAL?**

Yes. You should speak to your teacher or careers counsellor to work out how much of your previous study counts towards your VCAL and to plan the remainder of your VCAL program.

### **I have already done a VCE subject. Will this count towards my VCAL?**

Yes, if you have an 'S' result for the VCE unit it will count towards your VCAL. You should speak to your teacher or careers counsellor to plan the remainder of your VCAL program.

### **Can I swap to the VCE if I change my mind?**

If you decide to take this option, discuss it with your teacher or careers counsellor.

### **Will part-time work count towards my VCAL?**

Part-time work can contribute to your VCAL. Other work activities that might contribute to your VCAL include:

- A school-based apprenticeship or traineeship
- Voluntary work
- Structured workplace learning placements

## Statement of Results

If you are undertaking a VCAL and have not taken any VCE Units 3 and 4 studies you will receive a Statement of Results through your school. If you have taken VCE Units 3 and 4 studies, your Statement of Results will be mailed to you by the VCAA in December. The Statement of Results will list all VCAL units that you completed satisfactorily. It will also list all VCE units studied whether or not you completed them satisfactorily. Satisfactory completion is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'. If you have completed VCE VET units, these will be shown on your Statement of Results and if you have completed a full VCE VET program, you will receive a separate certificate from the RTO in addition to your VCAL.

## VCAL Certificate

You will receive a certificate if you have satisfied the requirements for completing the VCAL program.

## Where can VCAL take me?

The VCAL will give you practical work related experience and a qualification that will be recognised by TAFE institutes, universities and employers. Together these will help you move from school to work, an apprenticeship or traineeship and/or further training at TAFE/university. There are an increasing number of universities that will consider students with a VCAL Senior Certificate for admission. VCAL certificates are the truly flexible option for pathways after school.

## How is VCAL assessed?

All units in your VCAL program are assessed by your teacher and/or RTO. Students who include VCE studies in their VCAL can refer to the VCE section of this book for further information on assessment.

## What are the different VCAL award levels?

The three levels of award are Foundation, Intermediate and Senior. Each of the award levels has a nominal duration of 1000 hours, which is typically a mix of class time and independent learning. The three qualification levels provide flexibility entry and exit points for a range of student abilities and interests and offer a clear progression of knowledge, skills and attributes.

- At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and high level of transferable skills.
- At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

## What must I do to get my VCAL?

To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- Curriculum components that be justified against the purpose statement for the Literacy and Numeracy Strand, if using VCAL units for this they must be completed at award level or above. Eg. Reading and Writing unit at Senior level for a Senior VCAL Certificate.
- Curriculum components to value of at least one credit for Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand.
- A minimum of two VCAL units, one must be VCAL Personal Development unit at level. Eg. Senior Personal Development Skills for Senior VCAL certificate.
- Curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills.
- At the VCAL Intermediate and Senior levels the program must also include VET units totalling at least 90 hours. A VCAL program may also include VCE studies and Further Education units. One credit is awarded for 90 hours of a Further Education unit.

# VET

There are three ways to include VET as part of your VCE. If you complete a VET qualification in any of these ways, you will receive a certificate from the Registered Training Organisation (RTO) as well as credit in the VCE.

## **VCE VET programs**

VCE VET students do vocational training programs as part of their VCE. Currently there are more than 30 VCE VET programs to choose from. A program booklet for each of the VCE VET programs is available on the VCAA website at: [vcaa.vic.edu.au](http://vcaa.vic.edu.au)

VCE VET will contribute towards satisfactory completion of your VCE and also give you a qualification that is recognised around Australia. It can also lead to further training, for example at a TAFE institute. VCE VET programs that have Units 3 and 4 can be included in the calculation of the ATAR by VTAC. If you are interested in a particular area of work, ask your school VCE or VET coordinator how a VCE VET program in this area will contribute to your VCE.

## **Block Credit**

If you are interested in doing a vocational training certificate that is not available as a VCE VET program or a school-based apprenticeship or traineeship, it is possible you may be able to count this training towards satisfactory completion of your VCE. Block credit is the name given to this arrangement. Ask your VET coordinator for more information about this.

## **VET IN THE VCE**

### **VCE VET programs are designed to:**

- Expand vocational opportunities for senior secondary students
- Link schools to industry and training providers
- Help meet the needs of industry
- Prepare young people for the workplace of the future
- Provide opportunities for students to participate in workplace learning.

### **How is the VET qualification translatable?**

*All training qualifications are within the National Training Framework. They are comprised of industry competency standards/modules and are delivered by Registered Training Organisations.*

### **How do certain types of VET course help me?**

All VCE VET units, with a Units 3 and 4 sequence, make a contribution to the ATAR (Australian Tertiary Admissions Rank), either by providing a 10% increment to the ATAR or by inclusion in the primary four subjects for the calculation of their ATAR for those VET programs with scored assessment.

### **What do I get if I finish a VCE VET program?**

- On successful completion of the VCE and a VET program students will receive a:
  - VCE certificate
  - A nationally recognised VET qualification
  - Enhanced training pathways and
  - Enhanced employment opportunities.

### **Scored VET subjects (Units 3 and 4 sequence)**

- Business
- Community Services
- Dance
- Electrotechnology
- Engineering
- Equine
- Financial Services
- Furnishing
- Hospitality
- Information Technology
- Interactive Digital Media
- Laboratory Skills
- Music
- Sport and Recreation

# VET Subjects offered through the IMVC

Certificate III in Acting (Screen)  
Certificate III in Allied Health Assistance  
Certificate II in Animal Studies  
Certificate II in Applied Fashion Design & Technology  
Certificate II in Automotive Studies (General) Prevocational  
Certificate II in Automotive Studies (Paint & Panel) Prevocational  
Diploma in Aviation (Partial Completion) Commercial Pilot License  
Certificate II in Building & Construction (Bricklaying) Pre-apprenticeship  
Certificate II in Building & Construction (Carpentry) Pre-apprenticeship  
Certificate II in Business & selected units from BSB30112 Certificate III in Business  
Certificate II in Civil Construction  
Certificate III Community Services & selected units from Certificate II in Community Services  
Certificate II in Dance and selected units from Certificate III in Dance  
Certificate II in Design Fundamentals  
Certificate III in Early Childhood Education and Care  
Certificate II in Electrotechnology Studies (Career Start)  
Certificate II in Electrotechnology Studies (Pre-Vocational)  
Certificate II in Engineering Studies  
Certificate II in Equine Studies  
Certificate III in Events  
Certificate II in Furniture Making Pathways  
Certificate II in Horticulture  
Certificate II in Hospitality and SIT20312 Certificate II in Kitchen Operations - Partial Completion  
Certificate II in Kitchen Operations  
Certificate III in Information Digital Media and Technology (Partial Completion)  
Certificate II in Integrated Technologies  
Certificate III in Interior Decoration (Partial Completion)  
Certificate IV in Justice (Partial Completion)  
Certificate III in Laboratory Skills  
Certificate III in Make Up  
Certificate III in Music Industry (Performance Specialisation)  
Certificate III in Music Industry (Sound Production Specialisation)  
Certificate III in Musical Instrument Making and Maintenance  
Certificate II in Plumbing (Pre-apprenticeship)  
Certificate II in Retail Cosmetics  
Certificate II in Salon Assistant  
Certificate III in Screen and Media (Broadcasting)  
Certificate III in Screen and Media (Creative and Digital Media)  
Certificate III in Screen and Media (Game Design and Animation)  
Certificate II in Small Business  
Certificate III in Sport & Recreation  
Certificate III in Tourism  
Certificate II in Visual Arts  
Certificate II in Workplace Skills

## **Customised VET Programs for Students with Disability**

Selected units from AUR20716 - Certificate II in Automotive  
Selected units from AUR20316 - Certificate II in Bicycle Mechanical Technology  
Selected units from SIT20316 - Certificate II in Hospitality  
Selected units from SIT20416 - Certificate II in Kitchen Operations  
Selected units from SHB20216 - Certificate II in Salon Assistant and SHB20116 - Certificate II in Retail Cosmetics  
Transitions on Track - Animate your Life

Please find a link to the [2022 IMVC VET Handbook](#). You will find out more about each of the above courses in this publication.

If you are interested in having a VET subject as part of your studies in 2022, you need to read this handbook and pay careful attention to the application process outlined on p11. You should bring your endorsement form (p77) to your senior school panel interview. Please talk to Rob Redfern (Collingwood College) and Louise Speirs-Bridge (Fitzroy High School) for more information in regard to VET courses.

# Glossary

## **Australian Tertiary Admission Rank (ATAR)**

The overall ranking on a scale of 0.00 to 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called an ENTER.

## **Department of Education and Training (DET)**

The government department that administers apprenticeships and traineeships.

## **General Achievement Test (GAT)**

The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.

## **Outcomes**

What you are expected to know and be able to do by the time you have finished a VCE unit.

## **Registered Training Organisation (RTO)**

An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.

## **Satisfactory completion**

This means you have achieved the outcomes for the unit. You get an 'S' for the satisfactory completion of a unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

## **Semester**

Half of the academic year. Most units last for one semester.

## **Sequence**

The order in which you do your VCE units, for example a Units 3 and 4 sequence.

## **Statement of Attainment**

A record of recognised learning that may contribute towards a qualification in the VET sector.

## **Statement of Results**

A set of documents that formally state the results you achieved in the VCE and/or VCAL, and whether or not you have graduated.

## **Studies**

The subjects available in the VCE.

## **Study score**

A score with a maximum of 50, which shows how you performed in a VCE study or scored VCE VET program, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

## **Technical and Further Education (TAFE)**

TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of advanced diploma.

## **Units (VCAL)**

Accredited units in Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills that contribute as credits towards the VCAL.

## **Units (VCE)**

The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

## **Victorian Curriculum and Assessment Authority (VCAA)**

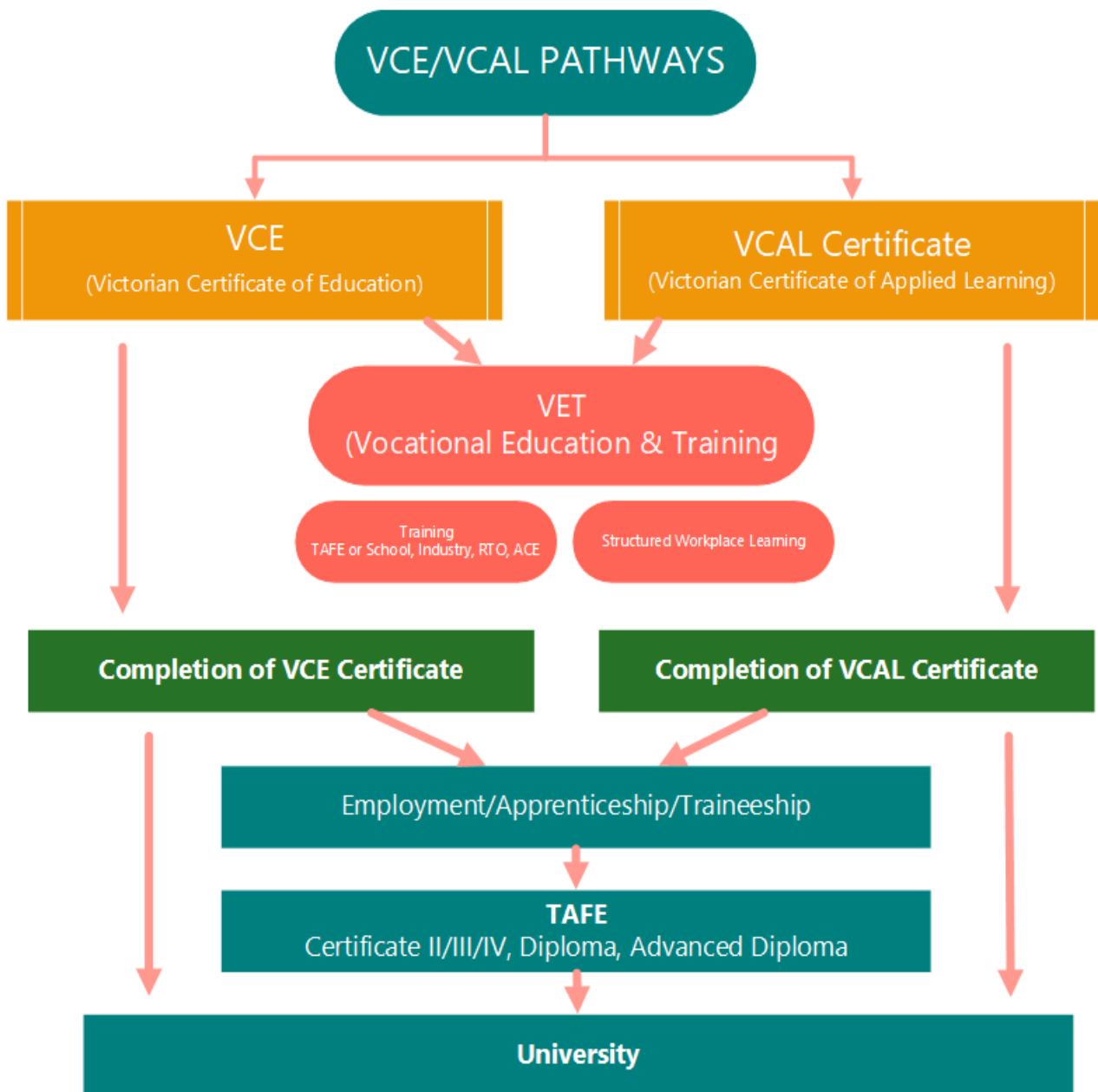
The State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.

## **Vocational Education and Training (VET)**

This refers to nationally recognised vocational certificates.

## **Victorian Tertiary Admissions Centre (VTAC)**

VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other further education colleges.



# Who can I ask for help?

At each school there is a dedicated team of people working to help you with your selection of subjects program for 2022.

## Fitzroy

Who to ask	Role	How can they help	Email address
Lucy Marshall	Senior Team Leader	VCE, VCAL subject selection, special provision, timetable questions	<a href="mailto:Lucy.Marshall@education.vic.gov.au">Lucy.Marshall@education.vic.gov.au</a>
Vanessa Paciocco	VCE Leader	VCE subject selection, special provision	<a href="mailto:Vanessa.Paciocco@education.vic.gov.au">Vanessa.Paciocco@education.vic.gov.au</a>
Louise Speirs Bridge	VCAL & VET Leader	VCAL & VET subject selection, unit constraints	<a href="mailto:Louise.Speirs-Bridge@education.vic.gov.au">Louise.Speirs-Bridge@education.vic.gov.au</a>
Paul Cahill	Year 9 & 10 Team Leader	Subject selection	<a href="mailto:Paul.Cahill@education.vic.gov.au">Paul.Cahill@education.vic.gov.au</a>
Tyson Day	Careers Counsellor	Subject selection and interview preparation	<a href="mailto:tysond@fitzroyhs.vic.edu.au">tysond@fitzroyhs.vic.edu.au</a>
Peter Bennet	Data Learning Specialist	Specific timetable questions	<a href="mailto:Peter.Bennet@education.vic.gov.au">Peter.Bennet@education.vic.gov.au</a>

## Collingwood

Jennifer Campbell	Senior School Education and Programs Leader	VCE, VCAL subject selection, special provision, timetable questions	<a href="mailto:Jennifer.Campbell@education.vic.gov.au">Jennifer.Campbell@education.vic.gov.au</a>
Victoria DeRome	Senior School Support	Subject selection	<a href="mailto:Victoria.DeRome@education.vic.gov.au">Victoria.DeRome@education.vic.gov.au</a>
Judith Clelland	Secondary Principal	Subject Selection and general information	<a href="mailto:Judith.Clelland@education.vic.gov.au">Judith.Clelland@education.vic.gov.au</a>
Melanie Singleton	Year 9 & 10 Team Leader	Subject Selection	<a href="mailto:Melanie.Singleton@education.vic.gov.au">Melanie.Singleton@education.vic.gov.au</a>
Robert Redfern	VCAL & VET Leader	VCAL & VET subject selection	<a href="mailto:Robert.Redfern@education.vic.gov.au">Robert.Redfern@education.vic.gov.au</a>
Rhonda Cadman	Career Counsellor	Subject Selection and interview preparation	<a href="mailto:rhondac@collingwood.vic.edu.au">rhondac@collingwood.vic.edu.au</a>
Vince Vignuoli	Timetable Organisation	Specific timetable questions	<a href="mailto:Vincent.Vignuoli@education.vic.gov.au">Vincent.Vignuoli@education.vic.gov.au</a>



# What are my choices?

There are two broad senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education and Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

## Choosing your program

When choosing your program it is important to consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce, a VCAL program is likely to be more suited to your pathway needs.

It is important to:

- Identify your interests and strengths and link these with appropriate work/career choices
- Refer to your Career Action Plan
- Ensure your program of study leaves your options open for university or TAFE
- Check prerequisite subjects you may need for university
- Choose courses that interest you
- Read information related to a VCAL program.

## Assistance with your program choices

When making choices about your program for next year, you should seek advice and information from your advisor, teachers, your year level leader and careers counsellor.

## Choosing a Year 12 subject when completing Year 11

Students may choose a Year 12 (Unit 3 and 4) subject for completion in Year 11. This option is best suited to students who are:

- well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 subject; and have completed a Unit 1 and 2 subject in Year 10.
- this is subject to a written application and approval from the Team Leader at each school.

## Course restrictions

Units offered throughout this Program and Subject Selection Guide will only run if minimum class sizes are met. Students should note that some subjects have specific requirements or prerequisites. These are clearly indicated on subject pages where applicable.

# How do I select my subjects?

## Applying for senior school subjects:

The application process will run through the Advisory program. The Advisor will assist you to complete your application. You will be informed of your interview date before the senior school panel by Week 7, Term 3, 2020. Due to COVID-19 Pandemic this interview is likely to take place online but we will let you know if this is in person. You will be informed of the nature of the interview closer to the time. You should prepare of folio evidence to bring to the interview to prove to the panel you are ready for the certificate and subjects that you intend to complete in your senior years.

**If you have any questions, see your Advisor as soon as possible.**

## Fitzroy Advisors - 2021

Advisory	Teacher	Email
12W	Chris Millard	<a href="mailto:Christopher.Millard@education.vic.gov.au">Christopher.Millard@education.vic.gov.au</a>
12X	Lucy Marshall	<a href="mailto:Lucy.Marshall@education.vic.gov.au">Lucy.Marshall@education.vic.gov.au</a>
12Z	Jitske Wiersma	<a href="mailto:Jitske.Wiersma@education.vic.gov.au">Jitske.Wiersma@education.vic.gov.au</a>
VADV.BB	Bianca Merkel	<a href="mailto:Bianca.Merkel@education.vic.gov.au">Bianca.Merkel@education.vic.gov.au</a>
VADV.HH	Hanna Yammouni	<a href="mailto:Hanna.Yammouni@education.vic.gov.au">Hanna.Yammouni@education.vic.gov.au</a>
VADV.LL	Leon Bennett	<a href="mailto:Leon.Bennett@education.vic.gov.au">Leon.Bennett@education.vic.gov.au</a>
11W	Alicia Easteal	<a href="mailto:Alicia.Easteal@education.vic.gov.au">Alicia.Easteal@education.vic.gov.au</a>
11X	Emma Bleazby	<a href="mailto:Emma.Bleazby@education.vic.gov.au">Emma.Bleazby@education.vic.gov.au</a>
11Y	Tegan McCarthy	<a href="mailto:Tegan.McCarthy@education.vic.gov.au">Tegan.McCarthy@education.vic.gov.au</a>
11Z	Peter Bennet	<a href="mailto:Peter.Bennet@education.vic.gov.au">Peter.Bennet@education.vic.gov.au</a>
10V	Mitchell Anderson	<a href="mailto:Mitchell.Anderson@education.vic.gov.au">Mitchell.Anderson@education.vic.gov.au</a>
10W	Clare Muston	<a href="mailto:Clare.Muston@education.vic.gov.au">Clare.Muston@education.vic.gov.au</a>
10X	Nellie Morales	<a href="mailto:Daniella.Morales@education.vic.gov.au">Daniella.Morales@education.vic.gov.au</a>
10Y	Min Xu	<a href="mailto:Min.Xu@education.vic.gov.au">Min.Xu@education.vic.gov.au</a>
10Z	Linda Ekman	<a href="mailto:Linda.Ekman@education.vic.gov.au">Linda.Ekman@education.vic.gov.au</a>

## Collingwood Advisors – 2021

12A	Kristyn Martin	<a href="mailto:Kristyn.Martin@education.vic.gov.au">Kristyn.Martin@education.vic.gov.au</a>
12B	Ana Kailis	<a href="mailto:Anastasia.Kailis@education.vic.gov.au">Anastasia.Kailis@education.vic.gov.au</a>
12C	Tim Webster	<a href="mailto:Timothy.Webster@education.vic.gov.au">Timothy.Webster@education.vic.gov.au</a>
11A	Vicky DeRome	<a href="mailto:Victoria.Derome@education.vic.gov.au">Victoria.Derome@education.vic.gov.au</a>
11B	Ana Kailis	<a href="mailto:Anastasia.Kailis@education.vic.gov.au">Anastasia.Kailis@education.vic.gov.au</a>
11C	Travis Marke	<a href="mailto:Travis.Marke@education.vic.gov.au">Travis.Marke@education.vic.gov.au</a>
11D	Jeremy Pietsch	<a href="mailto:Jeremy.Pietsch@education.vic.gov.au">Jeremy.Pietsch@education.vic.gov.au</a>
10A	Vince Vignuoli	<a href="mailto:Vincent.Vignuoli@education.vic.gov.au">Vincent.Vignuoli@education.vic.gov.au</a>
10B	Lisa Owens	<a href="mailto:Lisa.Owens@education.vic.gov.au">Lisa.Owens@education.vic.gov.au</a>
10C	Sarah Alexander	<a href="mailto:Sarah.Alexander@education.vic.gov.au">Sarah.Alexander@education.vic.gov.au</a>
10D	Lisa Bianchi	<a href="mailto:Lisa.Bianchi@education.vic.gov.au">Lisa.Bianchi@education.vic.gov.au</a>

# Planning and Submission of Application

Planning your subject choices will depend on the certificate you intend to undertake. You can use the planning document for each certificate to support you in your preparation for interview. This information about your preliminary choices will need to be submitted **before** the interview. The date of this submission will be posted on Compass by Week 5, Term 3.

## VCE Subject Choices Planning

**Year 11:** Fill in your planned 2-year course.

**Year 12:** Insert the subjects you did in year 11 and your planned course for year 12.

A normal course is 6 subjects in Year 11 and 5 subjects in Year 12. Variations from this pattern require Team Leader approval. See the Senior Programs Academic Policy for details.

It's very important that you have a full set of 8 preferences even though you will end up with only 6 in Year 11 and 5 in Year 12. If one of your higher preference subjects doesn't run (eg. not enough students) or there is a clash, one of these back-up subjects will be selected. Thinking carefully about these back ups.

If you are in Year 11 and planning on completing a Year 12 subject during this year please indicate this in your planning document. Ensure that you have followed the guidelines around this (page 5).

Please note that completing this in preference order (1 the most important, 8 least important) is essential as the timetable will be constructed based on this information.

Preference	Year 11	Year 12
Main English Subject (Preference 1)**	Select one of <ul style="list-style-type: none"><li>English</li><li>English as an Additional Language</li><li>English Language</li><li>Literature</li></ul>	Select one of <ul style="list-style-type: none"><li>English</li><li>English as an Additional Language</li><li>English Language</li><li>Literature</li></ul>
Preference 2		
Preference 3		
Preference 4		
Preference 5		
Preference 6		
Preference 7		
Preference 8		

\*\*You can also do more than one English subject, use another preference box to indicate this if you would like to do a second English subject.

## VET Subject Choices Planning

These can be included as part of your VCE or VCAL certificate. Include them as part of your preferences. For example - Certificate II in Hospitality. Additionally, you will need to submit to your school's VET co-ordinator a separate application form. This can be brought along to your interview. Further to this you will need to complete an online application.

### Key Steps in the VET application process

- Register your application for VET by submitting an expression of interest at - [www.imvcportal.com.au](http://www.imvcportal.com.au)
- Review the VET handbook at course requirements. Select your program and complete the Parental Endorsement Form (back of handbook) and give to your VET Coordinator (due date will be communicated - usually late August)
- Attend compulsory parent & student information sessions (dates for sessions will be published on the IMVC website in late August)
- Pay course fees

YOUR VET COORDINATOR AT YOUR SCHOOL CAN ASSIST WITH EACH OF THESE STEPS

## VCAL Subject Choice Planning

When choosing a VCAL certificate there are compulsory parts to this certificate. Please find the planning document below which will help you see the compulsory subjects and the places you can place preferences. Please note: We may include VCAL: Skills for Further Study as part of the a general credit for a Senior VCAL certificate.

Preference	Year 11	Year 12
Subject 1	VCAL Literacy	VCAL Literacy
Subject 2	VCAL Numeracy*	VCAL Numeracy*
Subject 3	VCAL Work Related Skills	VCAL Work Related Skills
Subject 4	VCAL Personal Development Skills	VCAL Personal Development Skills
Subject 5 (VET 1)	Nominate your preferred VET  _____	Nominate your preferred VET  _____
Subject 6 (VET 2, VCE**)	Nominate a second VET or a VCE subject**  1. _____ 2. _____ 3. _____	Nominate a second VET or a VCE subject**  1. _____ 2. _____ 3. _____

\*a different Numeracy/Mathematics subject (eg. VCE General Maths) can be accommodated within the VCAL program, you must prove your capability in the panel interview.

\*\*VCE subject options may be available to VCAL students but dependent on timetable, student aptitude and panel recommendations.

## Planning for your interview

You will be informed of your interview date before the senior school panel by Week 7, Term 3, 2020. Due to COVID-19 Pandemic this interview is likely to take place online but we will let you know if this is in person.

You can prepare for your interview by preparing a folio of evidence that would support your application and show the panel members that you are ready to successfully begin your certificate and chosen subjects.

The following questions will be asked.

- Which senior secondary certificate are you applying for and why?
- What's motivating you to select these subjects?
- Talk us through any passions, research, conversations with family, experts, careers advisors that have helped you to decide upon this path? If there are prerequisite subjects tell us about this?
- What evidence do you have to show us that you are likely to be successful in your chosen senior program?
- What habits, skills, strengths do you already possess that will support?
- What aspects of your learning approach do you need to work on, improve?

Students who have successfully completed this process in the past have shown creativity, thoughtfulness and preparation. It would be important to prepare a folio with evidence that you can show the panel. This might be school reports or a piece of work that you have done that you are proud of. Don't limit this to just school, showing the panel what you are passionate about and what motivates you is a big part of the process. The more we know about you the more likely we can support to help match with subjects and certificate that fits well. Don't forget to use all the expertise available list on page 17 and 19 at your school.

# Enrolment

Students of Collingwood College and Fitzroy High School are automatically eligible to attend Fitzroy Gasworks Senior Campus (interim name) in Year 11 and 12. Year 10 students are also eligible to apply to study subjects at the Fitzroy Gasworks Senior Campus (interim name). Students select subjects by going through the panel process outlined on page 25 - 28 of the Senior Program Guide.

Any student who would like to enrol at Year 11 and 12 will need to follow our enrolment procedure and enrol at the closest school to their home address. Enrolment is subject to availability.

## Procedure for enrolment

### 1. Submit a enrolment inquiry form with the closest school to your permanent residence with the following details

- evidence of permanent residence according to Department of Education Enrolment policy
- reports from previous school
- contact details including email and mobile phone

Please find expression of interest for enrolment at each school below:

Collingwood College - <https://www.collingwood.vic.edu.au/enrolments/expression-of-interest/>

Fitzroy High School - <https://fitzroyhs.vic.edu.au/future-enrolments/>

### 2. Attend an enrolment interview with preferences of subjects.

- You must attend the enrolment interview with an adult who is responsible for you if you are under 18 years of age. eg. parent/guardian or carer.
- It is preferable that all parent/guardian/carers are part of the enrolment process.
- It is recommended that all students over 18 years of age bring a responsible parent/guardian/carers to enrol.
- Application for VCE and VCAL on page 27 and 28 should be used as a guide to the information that we require and will discuss in this enrolment interview.

### 3. Key documents for enrolment interview

- Your birth certificate if born in Australia
- Your passport and visa if born outside Australia
- Your last two school reports
- Your Medicare card
- The name, address and phone number of a contact person other than your parent or guardian e.g. grandparent, aunt, uncle, close family friend who could be contacted should we be unable to contact your parent / guardian in an emergency
- Information from a medical practitioner regarding any medical condition and medication required. Medical conditions may include (this is not an exhaustive list) allergies, epilepsy, psychological or other conditions or any other condition that may manifest at school
- Information regarding any diagnosed learning needs including assessments.
- Your immunisation certificate or evidence you have been immunised.

# Subjects on offer

Please be advised that whilst many subjects are offered, demand dictates which subjects will actually run.

## **A**

- Algorithmics
- Applied Computing
  - Units 3&4 - Data Analytics

## **B**

- Biology
- Business Management

## **C**

- Chemistry
- Chinese First Language
- Chinese Second Language
- Chinese Second Language Advanced

## **D**

- Drama

## **E**

- English
- English as an Additional Language (EAL)
- English Language
- Literature
- Environmental Science
- Extended Investigation

## **F**

- Food Studies

## **G**

- Geography
- Global Politics
  - Units 1&2: Australian & Global Politics
  - Units 3&4: Global Politics

## **H**

- Health and Human Development
- History
  - Units 1&2: 20th Century History
  - Units 1&2: Global Empires
  - Units 3&4: Revolutions

## **I**

- Italian

## **L**

- Legal Studies

## **M**

- Mathematics
  - Further Mathematics
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Media
- Music
  - Performance
  - Styles and Composition

## **O**

- Outdoor and Environmental Studies

## **P**

- Philosophy
- Physical Education
- Physics
- Product Design and Technology
- Psychology

## **S**

- Studio Arts
- Sociology

## **T**

- Theatre Studies

## **V**

- Visual Communication Design
- VCAL: Literacy
- VCAL: Numeracy
- VCAL Personal Development Skills
- VCAL: Work Related Skills

# VCE Subject Learning Attributes / Skills

The table below provides you with a quick guide to the subjects offered at Fitzroy High School and Collingwood College and the preferred learning attributes and skills of the student who intends to undertake the course.

Subject Offered	Analytic or Scientific	Creative or Artistic	Helping or Advising	Nature or Recreation	Organising or Clerical	Persuading or Service
Algorithmics						
Australian & Global Politics						
Biology						
Business Management						
Chemistry						
Chinese						
Classical Studies						
Drama						
EAL						
English						
English Language						
Literature						
Environmental Science						
Extended Investigation						
Global Politics						
Global Empires - History						
Health & Human Development						
Twentieth Century History						
Italian						
Legal Studies						
Further Mathematics						
General Mathematics						
Mathematical Methods						
Specialist Mathematics						
Media						
Music Performance						
Music Styles and Composition						
Outdoor & Environmental Studies						
Philosophy						
Physical Education						
Physics						
Psychology						
Product Design & Technology						
Studio Arts						
Theatre Studies						
Visual Communication						



# Transport

The distance to Senior Campus from Collingwood College is 2.13km. The distance to the Senior Campus from Fitzroy High is 1.03km.



## Transport options to the campus

- Walking
- Cycling
- Train to Clifton Hill Station
- #86 Tram on Smith St
- #11 Tram on Nicholson Street
- 456 Bus route along Queens Parade

With all classes intended to be hosted at the new campus, travel will only be required to access any special equipment, rooms or for timetable reasons. VET subjects will also require travel from the campus. This needs to be worked out independently by the student to get to the location of that subject or course.

## Bike Storage at the new campus

Many students and staff will be able to ride their bikes and secure them in the bike hub, adjacent to the entrance on the ground floor. This secure storage area is undercover, secure and will promote this form of transport to the campus.



Refer to <http://ptv.vic.gov.au/> for public transport options:

# Information Services and Technology

Within the Senior Program, access to technology is crucial for students to be able to participate, develop creative, organisational and digital technology skills.

## Senior Program Expectations for Access to Technology

It is expected that all students will have their own personal device to bring to class. A laptop with the capacity to access the internet and purchased within the 5 years will be able to perform the minimum requirements.

## Use of Technology in the Senior Program

Compass is a learning platform that is used as a way of tracking attendance, recording academic progress and communicating with families. Students use this to be able to check their timetable, read feedback on learning tasks and send emails to their classroom teachers.

The use of google products (classroom, spreadsheets, forms, etc) form the basis to the online environment that all of our senior classes operate in. Our teachers across both schools use these to collaborate between each other too. Access to these tools are crucial for students so that they can keep up to date with the latest announcements related to their class and develop their digital technology skills in collaboration and creation.

Another important support mechanism is our use of an online video and exam simulation resource for the VCE. This is called Edrolo.



## What is Edrolo?

Edrolo is a comprehensive, premium, interactive online video and exam simulation resource for the VCE, providing our students with the best opportunity to perform to their potential throughout the year. We have extensively assessed the resource and are confident it is an extremely valuable investment for our teaching and learning culture.

You can see Edrolo in action by visiting this link: [edrolo.com.au/parents/](https://edrolo.com.au/parents/)

## How do students use Edrolo?

Edrolo is currently used by over 500 schools and 60,000 students. Crafted by outstanding VCE teachers (including exam assessors and textbook authors) and built in accordance with VCAA Study Designs, its curriculum-specific and engaging content will provide our students with a differentiated and targeted level of support as they prepare for their most important examinations.

## How will our students and teachers use Edrolo?

We will use Edrolo as a tool to further enhance what our teachers are doing day-to-day.

Our teachers are provided with training on how to best utilise the resource, and you should expect them to guide students to make full use of Edrolo in a range of ways across the year, including:

- holiday homework;
- pre-class work;
- post-class consolidation;
- assessment preparation; and
- exam revision.

Families need to secure the resource by paying for this via the booklist. The booklist lists subjects that require Edrolo as a resource.

# Algorithmics

## Units 3-4

For students who have completed Units 1 and 2 in Mathematical Methods, this subject provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed this study. The study also provides a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

### UNIT 3

In this unit, students focus on how algorithms are used for solving complex problems. Students will be involved in data modelling for abstract data types, design algorithms and apply algorithms to solve real world problems.

#### LEARNING ACTIVITIES

In this subject, student will be analysing algorithms and writing about their impact on the real world problems they attempt to solve or influence through the design of the algorithm.

#### KEY SKILLS REQUIRED

Problem solving skills, high level analytical skills, identify, write and correct errors in pseudocode, represent complex information as abstract data types (ADT's), implement algorithms as computer programs in very high level programming language.

#### ASSESSED TASKS

A folio, a written report and a project (15%)

### UNIT 4

In this unit, students focus on the performance of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently and effectively.

#### LEARNING ACTIVITIES

In this unit students will concentrate on the design of the algorithm and how it can best solve a real world problem.

#### KEY SKILLS REQUIRED

Problem solving skills, high level analytical skills, comparing algorithms based on complexity, recognise and apply the divide and conquer, backtracking and dynamic programming design patterns.

#### ASSESSED TASKS

A written report, a design of an algorithm, an oral or visual presentation (15%) and an end of year examination (60%)

# Applied Computing

## Units 1-2

VCE Applied Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

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

### UNIT 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

#### LEARNING ACTIVITIES

In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

#### KEY SKILLS

Students will be able to select and apply appropriate methods and techniques to acquire and reference data and information. They will also select appropriate design tools and represent the appearance and functionality of solutions, taking into account user interactions. Finally, students will evaluate cloud computing as a data storage solution.

#### ASSESSMENT

Visual presentation, oral presentation, written report, mid year exam.

### UNIT 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

#### LEARNING ACTIVITIES

In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

#### KEY SKILLS

Students will be able to interpret solution requirements, select and use appropriate methods for expressing solution designs, including user interfaces apply techniques for manipulating data and information and students will also be able to use a programming or scripting language.

#### ASSESSMENT

Visual presentation, oral presentation, written report, end of year exam.

# Applied Computing

## Units 3-4 (Data Analytics)

### UNIT 3

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.

#### LEARNING ACTIVITIES

In Area of Study 1 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 Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

#### KEY SKILLS

- interpret solution requirements and designs to develop data visualisations
- identify, select and extract relevant data from large repositories
- use a standard referencing system to acknowledge intellectual property
- organise, manipulate and cleanse data using database and spreadsheet software
- select, justify and apply functions, formats and conventions to create effective data visualisations
- develop and apply suitable validation and testing techniques to software tools used

### UNIT 4

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.

#### LEARNING ACTIVITIES

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 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.

#### KEY SKILLS

- monitor, modify and annotate project plans as necessary
- propose and implement procedures for managing files
- select and apply software functions, conventions, formats, methods and techniques to develop infographics or dynamic data visualisations
- select and apply data validation and testing techniques, making any necessary modifications
- apply evaluation criteria to evaluate the efficiency and effectiveness of infographics or dynamic data visualisation solutions
- assess the effectiveness of the project plan in managing the project

#### VCAA ASSESSMENT - the overall study score will consist of:

Unit 3 school assessed coursework (SACs) 10%, Unit 3 & 4 School Assessed Task (SAT) (30%), unit 4 school assessed coursework (SACs) 10%, Final written examination - 50%.

# Australian & Global Politics

## Units 1-2

Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues and events. Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests and considers global ethical issues.

### UNIT 1

#### Ideas, actors and power

Political Actor and Power. This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy. Students explore the characteristics of the Australian political system and investigate a case study of an alternative system.

#### LEARNING ACTIVITIES

Case study research, short answer questions, essays

#### KEY SKILLS REQUIRED

Analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions, close reading, and note taking and participation in class discussion.

#### ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses.

### UNIT 2

#### Global Connections

Global Cooperation and Conflict. This unit introduces students to the global community and the global actors that are part of this community. Students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. Students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict, and consider the extent to which cosmopolitanism can effectively deal with global challenges.

#### LEARNING ACTIVITIES

Case study research, short answer questions, essays

#### KEY SKILLS REQUIRED

Close reading and note taking, participation in class discussion, analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions.

#### ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

# Global Politics

## Units 3-4

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

### UNIT 3

#### Global Actors

Power in the Pacific. In this area of study students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and a Transnational Corporation (TNC). Students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last ten years.

#### LEARNING ACTIVITIES

Case study research, internet investigations and oral presentations.

#### KEY SKILLS REQUIRED

Analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions, close reading and note taking and participation in class discussion.

#### ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses.

### UNIT 4

#### Ethical Issues and Debates

Global Crises. In this area of study students examine debates about two global ethical issues. They use the concepts of realism and cosmopolitanism as a framework for analysing these issues and debates. Students investigate the causes of two global crises. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution.

#### LEARNING ACTIVITIES

Case study research, internet investigations and oral presentations.

#### KEY SKILLS REQUIRED

Close reading and note taking, participation in class discussion, analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions.

#### ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

# Biology

## Units 1-2

Biology explores the dynamic relationships that exist between organisms and their interactions with the non-living world. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research to examine how our knowledge has evolved in response to new evidence and discoveries.

**Students need to have studied Units 1 and 2 Biology before attempting Units 3 and 4 Biology.**

### UNIT 1

How do living things stay alive? This unit focuses on the structure of cells and the processes that maintain life. Students will examine the adaptations organisms require for survival.

#### LEARNING ACTIVITIES

Practical reports, completion of worksheets, problem solving tasks, text reading and questions, maintaining class notes and summaries. Plant and animal dissections are a part of Unit 1. An excursion to the Melbourne Zoo or Melbourne Museum may be included.

#### KEY SKILLS REQUIRED

Multimedia skills, data analysis, problem solving, laboratory techniques, microscope use and dissection skills.

#### ASSESSED TASKS

SACs based on practical activities and class work.

### UNIT 2

How does reproduction maintain the continuity of life? Students compare the advantages and disadvantages of asexual and sexual reproduction, explain how cells reproduce and describe the medical research currently being undertaken in reproduction of organisms. Students will examine DNA and genetic inheritance. An investigation of genetic and reproductive technologies and the issues associated with these technologies will be undertaken.

#### LEARNING ACTIVITIES

Practical reports, research, completion of worksheets, problem solving tasks, text reading, text questions, maintenance of class notes and summaries and fieldwork excursions to a local bushland and coastal area.

#### KEY SKILLS REQUIRED

Data analysis, problem solving, laboratory techniques, microscope use, multimedia skills and an ability to prepare for tests and an examination.

#### ASSESSED TASKS

Field study report, SACs based on practical activities, class work and end of semester examination.



# Biology

## Units 3-4

Biology is a dynamic scientific discipline where it impacts on everyday life at the individual level. It can inform choices at the personal and at the societal level. It includes fields of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology including studies of genomics and proteomics.

### UNIT 3

Students investigate the activities of cells at the molecular level; the synthesis of biomacromolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in photosynthesis and respiration, the role of DNA in the production of proteins and applications of molecular biology in medical diagnosis. Students will also investigate the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

#### LEARNING ACTIVITIES

Practical investigations, research, drawing and labelling diagrams, constructing tables and concept maps, text reading and answering questions

#### KEY SKILLS REQUIRED

Listening, reading biological texts, investigating and inquiring scientifically, applying biological information and understandings and communicating understanding (orally or in written form).

#### ASSESSED TASKS

Reports of three practical activities, a report of an investigation of an organism's response to a specific chemical or physical signal and a response to an issue or aspect related to the human immune response.

### UNIT 4

Students investigate molecular genetics and patterns of inheritance, the genome of individuals and species, tools and techniques used in the manipulation of DNA and study of inherited traits and cell reproduction. Students analyse and evaluate evidence for evolution and evolutionary relationships, and describe mechanisms for change, including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology

#### LEARNING ACTIVITIES

Practical investigations, research, modeling, concept maps, posters, text reading and answering questions.

#### KEY SKILLS REQUIRED

Investigating and inquiring scientifically, applying biological understandings to familiar and new contexts, analysing issues and implications relating to scientific and technological developments and communicating biological information and understanding.

#### ASSESSED TASKS

Reports of three practical activities, a report on evolutionary relationships and a response to an issue related to human intervention in evolutionary processes.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%) and 26 hour written examination in November (60%).

# Business Management

## Units 1-2

Students who wish to learn about and have contact with the world of business and some local businesses should consider Business Management. Units 1 and 2 specifically deal with the establishment and management of small business. Business Management also provides an introduction to Units 3 and 4 assisting with developing skills and concepts associated with the course.

### UNIT 1

The business idea. In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

#### LEARNING ACTIVITIES

Research projects, online activities, worksheets, quizzes, crosswords, interactive “TurningPoint” and interactive decision making challenges, business plan to establish a business.

#### KEY SKILLS REQUIRED

Data interpretation, creativity and imagination with developing their own business, report writing and case study investigations.

#### ASSESSED TASKS

Topic tests, reports, projects, development of a business plan and an end of semester written examination.

### UNIT 2

This unit looks at how effective communication and marketing assists in the achievement of business objectives. Key topics include effective communication in small business, marketing your small business and public relations, and staffing and legal matters.

#### LEARNING ACTIVITIES

Research projects, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

#### KEY SKILLS REQUIRED

Awareness of current issues relating to small business, ability to work with others, ability to draw on own workplace experiences, creativity and imagination and case study investigations.

#### ASSESSED TASKS

Topic tests, case studies, business report and end of semester written examination.

# Business Management

## Units 3-4

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

### **UNIT 3: Managing a Business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve 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.

#### **LEARNING ACTIVITIES**

Case studies, online activities, worksheets and class discussions.

#### **KEY SKILLS REQUIRED**

Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

#### **ASSESSED TASKS**

Topic tests, learning activities and case studies.

### **UNIT 4: Transforming a Business**

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

#### **LEARNING ACTIVITIES**

Case studies, online activities, worksheets, class discussion and application tasks.

#### **KEY SKILLS REQUIRED**

Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

#### **ASSESSED TASKS**

Topic tests using case study material and an end-of-year written examination.

#### **ASSESSED TASKS**

School Assessed Coursework Unit 3 (25%); School Assessed Coursework Unit 4 (25%); 2 hour written examination in November (50%).

# Chemistry

## Units 1-2

The chemistry undertaken in this study provides students with the skills to pursue further studies and is representative of the major ideas of Chemistry. Students become responsible decision-making citizens able to use chemical knowledge in their everyday lives. Students are led to evaluate and debate important issues such as the future of our environment and its management.

**Students need to have studied Units 1 and 2 Chemistry before attempting Units 3 and 4 Chemistry.**

### UNIT 1

Students will consider: 'How can the diversity of materials be explained?'

This will be achieved by studying atomic theory, bonding in matter, the periodic table, organic chemistry and the nature, properties and uses of many materials. Current theory and latest research will be investigated against a backdrop of the historical development of chemistry dating back to the Greek philosophers. This unit is designed for students who are intending to undertake future studies of Chemistry or who are interested in the structures and properties of materials - how is the world put together?

### LEARNING ACTIVITIES

Laboratory investigations are a major focus.

### KEY SKILLS REQUIRED

Equation writing and numerical calculations require well-developed numeracy and literacy skills.

### ASSESSED TASKS

Research, experimental work, topic tests, review questions, independent investigation report and an end of semester examination.

### UNIT 2

Students will consider: 'What makes water such a unique chemical?' Its remarkable properties allow life to exist on Earth.

Students will study how different substances interact with water, and how substances in water are measured and analysed. This will be achieved by studying the properties of water, water as a solvent, acid and base reactions, and redox reactions.

### LEARNING ACTIVITIES

Laboratory work, research, online investigations.

### KEY SKILLS REQUIRED

Prospective students should possess well-developed numeracy and literacy skills. Stoichiometry provides a numerical means of quantifying the many chemical processes studied.

### ASSESSED TASKS

Research, experimental work, topic tests, review questions, independent investigation report and an end of semester examination.

# Chemistry

## Units 3-4

This subject will provide students with the skills to pursue further studies. All students should become more informed, responsible decision-making citizens able to use chemical knowledge in their everyday lives and to evaluate and debate important issues such as the future of our environment and its management.

**Students need to have satisfactorily completed Units 1 and 2 Chemistry prior to studying Units 3 and 4.**

### UNIT 3

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

#### LEARNING ACTIVITIES

Practical activities and reports, research, text reading and responding and undertaking experiments.

#### KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete basic numerical calculations.

#### ASSESSED TASKS

Two different types of assessment chosen from a range of options including a report, media analysis and a reflective learning journal.

### UNIT 4

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

#### LEARNING ACTIVITIES

Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

#### KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

#### ASSESSED TASKS

Two different types of assessment chosen from a range of options including a report, media analysis and a reflective learning journal as well as a structured scientific poster according to the VCAA standard template.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework 40% (Unit 3: 16% & Unit 4: 24%), end of year written examination 60%.

# Classical Studies

## Units 1-2

Classical Studies is a subject that provides a coherent and chronological course that encompasses a thorough history by contextualising the Medieval period.

### UNIT 1

This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Plato reveal about Ancient Greek society? How does Thucydides portray Athens during the Peloponnesian War? How does Augustine represent the demise of the Roman Empire? What do classical works reveal about the societies in which they were produced?

The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

In this unit, teachers select the classical works and secondary sources to be used by the students.

### UNIT 2

Challenge and change are fundamental processes in human history. Discontent and desire to change grow until an established idea or society is challenged by one person or by a group of formally organised people. A struggle ensues resulting in 'old' and 'new' battles for supremacy. Eventually a new balance emerges, but to what extent is there continuity and change between the 'old' and the 'new'?

An established authority over time develops various mechanisms to reinforce and defend its beliefs. Ideas are codified, creeds and manifestoes written, even art and architecture are used to perpetuate the system. A hierarchy is established and often force is used to defend and extend the system. For example, by the twelfth century, the Christian church had spread across Europe as the established authority of the Middle Ages.

The unit will look into the power structures of the Middle Ages and how these were challenged and eventually changed over time.

In this unit, teachers select the classical works and secondary sources to be used by the students.

# Classical Studies

## Units 3-4

Classical Studies assists students to understand the universality of human experience and the origin of the culture that now defines the Western World. By engaging with a variety of texts, sculpture and architecture students develop an understanding of the ideas explored in classical works, comparing them to discover how different writers and artists portray and develop those universal ideas. Units 3 and 4 have identical areas of study and outcomes but students study different works for each unit.

### UNIT 3

Students engage with the intellectual and material culture of Classical Greece and/or Rome. They examine a range of prescribed texts including epic poetry, dramatic plays, comedies, architectural works and sculptural works. Students explore an individual work and a pair of comparative works, evaluating the techniques used to present ideas and values of ancient Greece or Rome. The socio-historical context of the works is also investigated.

#### LEARNING ACTIVITIES

Reading and analysis tasks, researching archaeological sites, short written reports, mapping exercises, short essays, group work.

#### KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation and synthesis.

#### ASSESSED TASKS

A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report of essay, comparing ideas and techniques in two classical works, that includes a discussion of their socio-historical contexts.

### UNIT 4

As with Unit 3, students will engage with the intellectual and material culture of Classical Greece. Students examine a range of prescribed texts that are different from those in Unit 3.

#### LEARNING ACTIVITIES

Reading and analysis tasks, researching archaeological sites, short written reports, mapping exercises, short essays, group work.

#### KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation and synthesis.

#### ASSESSED TASKS

A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report of essay, comparing ideas and techniques in two classical works that includes a discussion of their socio-historical contexts.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).

# Chinese First Language

## Units 1-2

The study of Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including in banking and international finance, commerce, diplomacy, and translating and interpreting.

### UNIT 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

#### Outcome 1

Students establish and maintain a written exchange related to an issue of interest or concern.

#### Outcome 2

Students listen to, read and obtain information from spoken and written texts.

#### Outcome 3

Students produce a personal response to a text focusing on real experience of information.

### UNIT 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

#### Outcome 1

Students produce an imaginative piece in written form.

#### Outcome 2

Students listen to, read, and extract and compare information and ideas from spoken and written texts.

#### Outcome 3

Students participate in a spoken exchange focusing on the resolution of an issue.



# Chinese First Language

## Units 3-4

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

### UNIT 3

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

#### Outcome 1

Students express ideas through the production of original texts.

#### Outcome 2

Students analyse and use information from spoken texts.

#### Outcome 3

Students exchange information, opinions and experiences.

### UNIT 4

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

#### Outcome 1

Students analyse and use information from written texts.

#### Outcome 2A

Students respond critically to spoken and written texts which reflect aspects of the language and culture.

#### Outcome 2B

Students respond critically to spoken and written texts which reflect aspects of the language and culture.

### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%)

# Chinese Second Language

## Units 1-2

The study of Chinese develops student's abilities to understand and use a language spoken by about a quarter of the world's population. It is the major language in China, Taiwan, Singapore and overseas Chinese communities. China's economy has been booming over recent decades and links between Australia and China have been strengthened, particularly in business, tourism, education, commerce and investment. The study of Chinese promotes the strengthening of these links.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. Knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

### UNIT 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

#### Outcome 1

Students establish and maintain a written exchange related to personal areas of experience.

#### Outcome 2

Students listen to, read and maintain a written exchange related to personal areas of experience.

#### Outcome 3

Students produce a personal response to a text focusing on real experience of information.

### UNIT 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

#### Outcome 1

Students produce an imaginative piece in written form.

#### Outcome 2

Students listen to, read, and extract and use information and ideas from spoken and written texts.

#### Outcome 3

Students participate in a spoken exchange.

# Chinese Second Language

## Units 3-4

### UNIT 3

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

#### Outcome 1

Students express ideas through the production of original texts.

**Outcome 2** Students analyse and use information from spoken texts.

#### Outcome 3

Students exchange information, opinions and experiences.

### UNIT 4

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

#### Outcome 1

Students analyse and use information from written texts and translate part of the text(s) into English.

#### Outcome 2

Students respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).

# Drama

## Units 1-2

Drama is about imagining, creating and presenting ideas through dramatic expression. Drama helps students to gain an awareness of how performance is shaped and given meaning through analysis of a their own work and of a performance by professional drama practitioners. Drama provides opportunities for students to learn about dramatic art through the development of expressive and performance skills and the experience of making and being in a role, both collaboratively and as a soloist.

**Drama can be taken with Theatre Studies or as a separate subject.**

### UNIT 1

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

#### LEARNING ACTIVITIES

Creating, sustaining and performing roles and characters, creating ensemble and/or solo performances, evaluating own performances through written and oral tasks, analysing and evaluating a professional performance and maintaining a folio of research, notes, and homework.

#### KEY SKILLS REQUIRED

Interest in and ability to explore the dramatic potential of a stimulus, organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaborate cooperatively in small groups and an ability to analyse and evaluate performances of others.

#### ASSESSED TASKS

Ensemble and solo performances, folio, written and/or oral reports analysing own performance work, a professional performance and an end of semester written examination.

### UNIT 2

Students will investigate processes used in constructing a devised ensemble and/or solo performance based on a contemporary or historical Australian context.

#### LEARNING ACTIVITIES

Exploring techniques to construct performance, exploring ways of using different theatrical conventions, stagecraft and dramatic elements, documenting and recording processes used in devising a performance, performance presentation and analysis of both their own performance work and an Australian drama performance.

#### KEY SKILLS REQUIRED

Interest in and ability to explore the dramatic potential of a given stimulus, organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaboration in small groups and an ability to analyse and evaluate performances of others.

#### ASSESSED TASKS

Ensemble performance, e-folio and blog, written analysis and evaluation of own performance work, written analysis of a professional production and an end of semester written examination.

# Drama

## Units 3-4

Drama is about imagining, creating and performing ideas through dramatic expression.

**Students are advised to complete Units 1 and 2 Drama or have significant previous drama experience prior to studying Units 3 and 4.**

### UNIT 3

Students will develop skills in constructing and presenting a non-naturalistic ensemble performance to an audience, applying specific performance styles based on a prescribed task.

#### LEARNING ACTIVITIES

Research to develop characters specific to ensemble tasks, exploration of different performance styles and how to apply theatrical performance conventions, stagecraft and dramatic elements; techniques to document and record the processes used to construct a performance, analysing own performance as well as a performance from the prescribed VCAA play list.

#### KEY SKILLS REQUIRED

The ability to create and perform characters confidently in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama, the ability to collaborate successfully in a group and an ability to meet deadlines within a production schedule.

#### ASSESSED TASKS

Contribution to a group devised performance and presentation of this performance to an audience. A written analysis of the group devised performance process, attendance at a prescribed production and subsequent written analysis of this production.

### UNIT 4

Students will develop the skills for creating and developing characters for a solo performance.

#### LEARNING ACTIVITIES

Research to develop characters specific to a solo task; exploration and application of theatrical conventions, stagecraft and dramatic elements; document and record the stages and processes used to construct a solo performance and written analysis of own performance.

#### KEY SKILLS REQUIRED

The ability to create and perform characters confidently as a solo performer in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama and an ability to meet deadlines within a production schedule. Also the ability to study and prepare for a written exam based on the Outcomes from Units 3 and 4.

#### ASSESSED TASKS

Short solo performance and written evaluation; development and presentation of a solo performance selected from a prescribed VCAA list of characters; a written report and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), 7 minute solo performance examination in October (35%), 1 ½ hour written examination in November (25%).

## English Overview

### INTRODUCTION

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of social contexts. The study of an English will help students to develop a level of competence to meet the demands of post-school employment, further education and participation in an open democratic society.

### WHICH ENGLISH UNITS SHOULD STUDENTS CHOOSE?

English remains a compulsory study and all students who wish to complete their VCE must pass a minimum of three units. To meet the English requirement of the VCE, students must select their FOUR English units from the English group consisting of English Units 1-4, English as an Additional Language (EAL) Units 1-4, English Language Units 1-4 and Literature Units 1-4. Students must satisfactorily complete at least three units from the English group above. No more than two units of Units 1 and 2 may count toward the English requirement. For ATAR purposes, up to two of these sequences can be counted. All Units 3 and 4 studies must be taken as a sequence.

### ENGLISH PATHWAYS

#### Standard English pathway

Year 11	Year 12
English Units 1 and 2 or EAL Unit 1 and 2	English Units 3 and 4 or EAL Units 3 and 4
English Language Units 1 and 2	English Language Units 3 and 4

#### English Language Pathway

Year 11	Year 12
English Language Units 1 and 2 <b>and</b> English Units 1 and 2	English Language Units 3 and 4

OR

AND/OR

English Language Unit 1 and English Unit 2	English Units 3 and 4
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#### English Literature Pathway

Year 11	Year 12
Literature Units 1 and 2 <b>or</b> English Units 1 and 2	Literature Units 3 and 4

OR

AND/OR

Literature Unit 1 and English Unit 2	English Units 3 and 4
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An ATAR score may include up to **two** English studies as part of the primary four overall for tertiary admission.

## ENGLISH (EAL)

English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

### Who is eligible to enrol in English (EAL)?

A student is eligible for EAL status if:

- He or she has been resident in Australia or New Zealand for a cumulative period of no more than seven calendar years.
- English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.
- The student meets the requirement for classification as a hearing impaired student.

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must speak to the VCE Leader and provide supporting documentation to be accepted into this subject.

# English

## Units 1-2

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of situations. The study of English will help to develop the skills to meet the demands of employment, further education and participation in an open democratic society. English consists of three areas of study: Reading and the Study of Texts, the Craft of Writing and Using Language to Persuade.

### UNIT 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts. Students will develop competence and confidence in creating written and oral responses.

#### LEARNING ACTIVITIES

Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a play, novel and/or short stories. The subject promotes the integration of the skills of reading, writing, speaking and listening.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

#### ASSESSED TASKS

Analytical essay on the first set text, creative response to the second set text, spoken persuasive presentation on an issue in the media with a written justification and an end of semester examination consisting of an extended text response or language analysis essay.

### UNIT 2

The three main focuses of this unit is using language orally to persuade an audience with a written justification to accompany it, a language analysis essay outlining their understanding of how an author positions an audience as well as analysing comparative texts. This analysis includes the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

#### LEARNING ACTIVITIES

Students will compare the ideas, issues and themes presented in texts and the ways authors convey these. They will also identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view in writing.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 there is a stronger emphasis on constructing and analysing arguments, and developing skills to compare texts.

#### ASSESSED TASKS

A comparative, analytical essay on texts in the media, a persuasive text that presents an argument or viewpoint whilst comparing two of the set texts, an analysis of the use of argument and persuasive language in texts and an end of semester examination consisting of an analysis of text, a persuasive writing piece and language analysis.



# English

## Units 3-4

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts and justifying their decisions by exploring ideas suggested by their reading.

### UNIT 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Two texts are selected from list for Area of Study 1. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year

### LEARNING ACTIVITIES

In this area of study, students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They present sustained analytical and creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. They produce and share drafts, practising the skills of revision, editing and refining for analytical, stylistic and imaginative effect.

### KEY SKILLS REQUIRED

Close reading and listening, effective writing and using language expressively and accurately.

### ASSESSED TASKS

An analytical essay in response to one Unit 3 text, a creative response to the second text, and an analytical response to an issue in the media and an extended written response to the selected context.

### UNIT 4

The two main foci of this unit are using oral language to persuade an audience with a written justification to accompany it, as well as analysing comparative texts. This analysis includes the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

### LEARNING ACTIVITIES

Students will create and present an oral presentation along with an author's statement. They will also read a range of texts, write analytical essays, personal and argumentative responses. They will work individually and in groups.

### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

### ASSESSED TASKS

A comparative essay in response to the Unit 4 texts and a persuasive oral presentation. The final examination consists of an essay on one of the set texts, a comparative essay, and an analysis of a piece of persuasive writing.

### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 3 hour written examination in November (50%).

# English Language

## Units 1-2

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively. It is based on linguistics and involves an exploration of the nature of the English Language. A knowledge of how language functions helps to develop skills that are useful in any field in which communication is a focus.

### UNIT 1

This unit introduces students to the nature of language and the functions that we perform using language. Students are introduced to terminology to name the many features of language. These are explored through a range of texts, from transcripts of conversations to email and literary extracts. Students will also study how and when children learn language.

#### LEARNING ACTIVITIES

Students will write analytical responses, and read a range of different types of texts. The subject promotes class-room activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

#### KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

#### ASSESSED TASKS

Short answer tests, an extended analytical task, essay and examinations.

### UNIT 2

Students will investigate the history of English, different Englishes used around the world and the future of English. A range of texts from the four periods of English will be analysed and discussed.

#### LEARNING ACTIVITIES

Students will analyse and annotate texts from different periods in the history of English, research the different varieties of modern English and write essays on the future of English and associated issues. Class work will take a range of forms and involve individual and group-based activities.

#### KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

#### ASSESSED TASKS

Short answer tests, an extended analytical task, an essay, and an end of semester exam.

# English Language

## Units 3-4

### UNIT 3

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.

#### LEARNING ACTIVITIES

Students will write analytical responses, and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

#### KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

#### ASSESSED TASKS

Short answer tests, an extended analytical task, oral presentation, essay and examinations.

### UNIT 4

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

#### LEARNING ACTIVITIES

Students will analyse and annotate texts from the varieties of contemporary Australian English, research the different varieties of Australian English and will look at novels, films and poetry. Class work will take a range of forms and involve individual and group-based activities.

#### KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

#### ASSESSED TASKS

Short answer tests, an extended analytical task, an essay, and an end of year 2 hour exam.

**VCAA ASSESSMENT - The overall Study Score will consist of:** School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

## English as an Additional Language

### Units 1-2

English as an Additional Language (EAL) recognises the particular English learning needs of those students for whom English is not their first language. EAL is similar in structure to the English course and will help students to develop understanding and control of the English language through reading critically, writing in a wide range of styles and oral communication. The teaching of skills described in the areas of study will target the particular language learning needs of students with a non-English speaking background.

#### **UNIT 1**

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts. Students will develop competence and confidence in creating written and oral responses.

#### **LEARNING ACTIVITIES**

Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a novel, film and/or short stories. The subject promotes classroom activities that integrate the skills of reading, writing, speaking and listening.

#### **KEY SKILLS REQUIRED**

Close reading and listening, effective writing and speaking and using language expressively and accurately are all developed in this unit.

#### **ASSESSED TASKS**

Analytical essay, written response to the prescribed Context and spoken presentation on an issue. An end of semester written examination consisting of an extended text response and shorter persuasive and creative responses.

#### **UNIT 2**

The focus of this unit is on reading and responding to a wider range of types of texts and developing the skills to analyse their ideas and structures.

#### **LEARNING ACTIVITIES**

Students will study a text, film, newspaper articles and other texts such as plays and short stories. Class work will involve a range of individual and group-based activities.

#### **KEY SKILLS REQUIRED**

Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 there is a stronger emphasis on constructing and analysing language and arguments.

#### **ASSESSED TASKS**

Analytical essay on the set text, creative response to the context and analysis of an issue in the media. An end of semester written examination consisting of an extended text response and shorter creative and analysis responses.

# English as an Additional Language

## Units 3-4

These units help students develop understanding and control of the English language through reading critically, writing in a wide range of styles and oral communication. The study of English will help to develop the skills to meet the demands of post-school employment and further education. The course covers three areas of study: Reading and Creating/Comparing Texts, Analysing/Presenting Argument and Listening to Texts.

**There are special rules of eligibility for these units. These are outlined in the introduction section for the English subjects.**

### UNIT 3

The focus of this unit is on reading and responding, both orally and in writing. Students analyse how the authors of texts, written and spoken, create meaning in different ways. This unit has a strong emphasis on the role of language in argument and persuasion.

#### LEARNING ACTIVITIES

Students will read a range of texts, complete note-taking tasks, write analytical essays, personal and argumentative responses and give spoken presentations. They will work individually and in groups.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

#### ASSESSED TASKS

An analytical interpretation of a set task, a creative response with written explanation, short-answer responses and an analysis and comparison of argument on the use of persuasive language in two to three media texts, and comprehension of an unfamiliar spoken text (listening task).

### UNIT 4

The focus of this unit is on analysing comparative texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

#### LEARNING ACTIVITIES

Students will read a range of texts, complete note-taking tasks, write analytical essays, personal and argumentative responses, and give spoken presentations.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

#### ASSESSED TASKS

A detailed comparison in written form of how two selected texts present ideas, issues and themes, a point of view presented in oral form using sound argument and persuasive language with a written statement of intention.

**VCAA ASSESSMENT – The overall Study Score will consist of:** School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 3 hour written examination in November (50%).

# Literature

## Units 1-2

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

### UNIT 1

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

#### LEARNING ACTIVITIES

Students will write analytical and imaginative responses, give spoken presentations and read a range of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately.

**ASSESSED TASKS** An essay discussing how personal responses to literature are developed OR an in-depth study of a genre and an artefact response, a creative response to a set text, an essay considering the views and values of a text, and an examination consisting of analyses of some of the texts studied.

### UNIT 2

In this unit students explore the ways literary texts connect with each other and with the world. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

#### LEARNING ACTIVITIES

Students will explore the features of different writing styles, the effect of adapting literature to film and the significance of social context on a writer's work. The set reading includes novels, plays, short stories and poetry.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing, speaking, and analysis, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

#### ASSESSED TASKS

A critical examination of the relationship of ideas in texts from past and present eras OR a text in translation, a and an essay considering the views and values of at least two texts, and an end of semester written examination of two critical essays from the whole year.

# Literature

## Units 3-4

The study of Literature is based on the belief that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the text. The study of Literature encourages independent and critical thinking, which will assist students in the workforce and in future academic study.

### UNIT 3

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

#### LEARNING ACTIVITIES

Students write analytical and imaginative responses, give spoken presentations and read a range of texts.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

#### ASSESSED TASKS

Analytical comparison of print and non-print versions of a text, analysis of the views and values of a set text and an evaluation of a review.

### UNIT 4

In this unit students develop critical and analytical responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

#### LEARNING ACTIVITIES

Students write analytical responses, give spoken presentations and read a range of texts.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn to use literary and analytical terms.

#### ASSESSED TASKS

Extended creative response to one of the set texts, an extended interpretation of a set text and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

# Environmental Science

## Units 1-2

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet's natural environment. Unit 1 focuses on the characteristics of a typical ecosystem and how we can measure and monitor changes within an environment. While in Unit 2 In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives.

### UNIT 1

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems.

#### LEARNING ACTIVITIES

Research projects, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

#### KEY SKILLS REQUIRED

Collecting data from fieldwork and practical work, research and problem solving.

#### ASSESSED TASKS

Topic test, a survey project and a structured scientific poster according to the VCAA standard template..

### UNIT 2

In this Unit, students explore how pollutants can be produced through natural and human activities and how pollutants can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options

#### LEARNING ACTIVITIES

Research reports, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

#### KEY SKILLS REQUIRED

Collecting data from fieldwork and practical work, research tasks and problem solving.

#### ASSESSED TASKS

Topic tests, research projects and an end of semester written examination.



# Environmental Science

## Units 3-4

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet's natural environment. Unit 3 tries to answer the question '**How can biodiversity and development be sustained?**' Students will analyse the processes that threaten biodiversity and learn to apply scientific principles in evaluating biodiversity management strategies. Unit 4 investigates the question '**How can the impacts of human energy use be reduced?**' by looking at the social and environmental impacts of energy production and use on society and the environment. Students continue to explore the complexities of interacting systems of water, air, land and living organisms that influence climate.

### UNIT 3

Students will need to analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

**LEARNING ACTIVITIES** Research projects, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

#### KEY SKILLS REQUIRED

Collecting and analysing data from fieldwork and practical work, research and problem solving.

#### ASSESSED TASKS

A presentation undertaken using a specified format and an account presented in the form of a report or written response to structured questions.

### UNIT 4

Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

#### LEARNING ACTIVITIES

Research reports, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

#### KEY SKILLS REQUIRED

Collecting and analysing data from fieldwork and practical work, research and problem solving.

#### ASSESSED TASKS

An evaluation of data in a given format, an explanation of an environmental process and a structured scientific poster according to the VCAA template.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3: 20%, School Assessed Coursework Unit 4: 30%, written examination in November: 50%.

# Extended Investigation

## Units 3-4

Extended Investigation is an exciting new VCE Unit 3-4. The study involves students designing, investigating and presenting a research project that is based on their own specialised interests. The Extended Investigation is based on a research question that students design and a research focus can come from any discipline area. Classroom teaching focuses on building skills and an understanding of the research process including designing research questions, planning approaches to research and applying critical thinking skills. Students conduct their research independently with the ongoing support of a teacher and specialist mentor. The results of the investigation are presented in a written report together with an oral presentation. This is an ideal subject for students interested in building the skills needed to undertake tertiary study.

### UNIT 3

This unit focuses on developing an understanding of the skills of critical thinking and research. Students will design a research question that requires critical inquiry and develop a detailed proposal and implementation plan, justify appropriate research methods and undertake research. Students will consider research ethics, relevant selected literature and the conventions of academic writing including referencing systems and acknowledging sources.

#### LEARNING ACTIVITIES

Analysis of critical thinking, a written rationale and proposal for investigation, and an oral presentation.

#### KEY SKILLS

High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

#### ASSESSED TASKS

Designing a research question and a written rationale, critical thinking exercises, research plan and an oral task, as well as an external critical thinking test.

### UNIT 4

This unit focuses on completing the independent investigation and producing a written report that critically evaluates the results of the investigation. The study concludes with the presentation of research findings to an audience.

#### LEARNING ACTIVITIES

Written and oral report.

#### KEY SKILLS

High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

#### ASSESSED TASKS

Written report of 4000 words and an oral presentation requiring students to respond to questions and challenges from a panel. There is no end of year examination.

**VCAA ASSESSMENT – The overall Study Score will consist of:** School Assessed Coursework (40%) and externally assessed tasks including the final research report and oral presentation (60%).

# Example Investigations

On this page are some examples of student investigations in 2021. This is to give you an idea of the scope and size of an investigation.



## **To what extent, if any, has American jazz music influenced Brazil's Bossa Nova?**

American jazz and blues have long been at the forefront of musicianship, pushing western musical language conventions and searching for new sounds through creative experimentation. This has given birth to many musical conventions that are now considered standard, from common structural forms to contemporary harmonies and chord progressions. The long history of jazz and blues' virtuosic musicianship, combined with reinventions and iterations of both genres, mean that their influences can be seen in most styles of music today. Bossa Nova is no exception; often viewed as a subgenre of jazz and blues music rather than a genre of its own (Tremura, 2017). Bossa Nova separates itself from other jazz and blues subgenres such as swing or bebop, however, through clear cultural links. My question aims to explore if there is a link between the musical elements of American Jazz and Brazilian Bossa Nova. - Elijah SP



## **For what reasons did individuals born into the Children of God cult make the decision to leave?**

Limited research into the experiences of former Children of God (CoG) members exists. Of this existing research, analysis of the reasons given by ex-cult members for deciding to leave the cult they were born into is still limited. Both print and digital interviews with second-generation, ex-CoG cult members provide a wealth of information on the reasons they decided to leave the CoG cult. However, no formal analysis of these interviews exists. The findings from my research will fill the gap in our understanding of why second-generation Children of God members made the decision to leave the cultic group and what, if any, the implications are. - Freya VG

## **To what extent will the Big Housing Build (BHB) reduce the risk of homelessness amongst the asylum seeker and refugee community in Victoria?**

The Australian Human Rights Commission as well as the (2003) AHURI Final Report No. 48 Housing need and provision for recently arrived refugees in Australia, demonstrate the difficulties refugees and asylum seekers face due to language barriers, lack of any safety net, visa conditions and mental health issues which can be both a cause of and a reaction to being homeless. Therefore, refugees and asylum seekers are particularly vulnerable to homelessness. My research aims to identify how the Victorian government can better support this vulnerable group as young people from refugee backgrounds are six to ten times more likely to become homeless than other young people. - Hattie B



## **To what extent has the assimilation of the language of the New York and Washington DC ballroom subcultures into the mainstream lexicon led to its loss of meaning?**

The recent increase in queer representation, particularly the language of ballroom culture, within popular media and on online platforms marks a significant departure from the often isolated development of queer subcultures in the past. While the study of 'Lavender Linguistics' in particular has examined the effects cisnormative and heteronormative societies have had on the language of non-hetero and non-cis groups, analysis of the influence of these groups back onto mainstream society is still discursively emerging. My research aims to establish if the modern use of the Ballroom language as a result of mainstream representation in TV Shows such as Ru Paul's Drag Race, have led to its loss of meaning. - Fin C



## **How do superhero films from popular culture represent female characters from ancient greek mythology?**

My question aims to understand how the personification of Women in culturally significant stories has changed over time. I aim to explore the ideals that a woman holds as a strong figure in a story has become more appropriate to equality of men, or less than it was during the times of the ancient greeks. I wish to explore if Marvel and DC take the ideas of females from Ancient Greek mythology and transform them into a character/s that is acceptable in modern times. - Jackson K

# Food Studies

## Units 1-2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### UNIT 1

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

#### LEARNING ACTIVITIES

This subject is practical and you are required to demonstrate practical skills including organisational and technical, in relation to the preparation, cooking and presentation of food. You will also be required research and explain key historical factors and developments in global food production systems. You will be also asked to identify foods that can be traced back to early cultures and demonstrate contemporary uses and recipes through practical activities

#### KEY SKILLS REQUIRED

Organisation, creativity, ability to follow instructions carefully, practical cooking knowledge.

#### ASSESSED TASKS

Folio of work, written reports.

### UNIT 2

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

#### LEARNING ACTIVITIES

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

#### KEY SKILLS REQUIRED

Identify major sectors and explain current developments in the Australian food system, analyse opportunities and challenges within the Australian food service and food retailing industries and use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.

#### ASSESSED TASKS

Folio of Work, written reports.

# Food Studies

## Units 3-4

### UNIT 3

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

#### LEARNING ACTIVITIES

By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

#### KEY SKILLS REQUIRED

- explain appetite, satiety and the sensory appreciation of food
- explain the physiology of eating and digesting, and the absorption and utilisation of macronutrients
- apply the principles of the Australian Dietary Guidelines and Australian Guide to Healthy Eating to the planning of daily food intake and demonstrate a range of practical food skills to create healthy meals
- evaluate the nutritional quality of foods and meals
- explain and justify the substitution of ingredients in the management of food allergies and intolerances
- use appropriate food science terminology and techniques to describe and demonstrate chemical and physical changes to food during preparation and cooking
- use equipment and techniques appropriately, justify and apply principles of safe and hygienic food handling practices in the prevention of food poisoning, and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of nutritious meals in a range of practical activities.

#### ASSESSED TASKS

Practical activity records, written report, structured questions.

### UNIT 4

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions.

#### LEARNING ACTIVITIES

Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures

#### KEY SKILLS REQUIRED

- identify environmental and ethical questions and issues affecting food systems
- define global food security and explain possible pathways to achieving food security
- identify and explain diverse points of view in a range of food systems debates
- examine an array of issues and identify opportunities for further research
- apply research principles to clarify, analyse and draw conclusions on a selected topic
- apply a range of practical food skills to demonstrate understanding of sustainable and ethical food choice and preparation

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3: 30%, School Assessed Coursework Unit 4: 30%, written examination in November: 40%.

# Geography

## Units 1-2

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different? This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

### UNIT 1

This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro- meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards.

### LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

### KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

### ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and a mid-year examination.

### UNIT 2

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialise in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism.

### LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a tourism site and a report about the impact of tourism.

### KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

### ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.

# Geography

## Units 3-4

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

### UNIT 3

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

#### LEARNING ACTIVITIES

Students will engage in activities that student should be able to analyse, describe and explain land use change and assess its impacts. Students will undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process.

#### KEY SKILLS REQUIRED

Be able to analyse maps, data and other geographic information to develop descriptions and explanations. Be able to interpret and analyse maps and other geographical data and information explain the processes of change, the reasons for change and the resulting land use change in the selected area.

#### ASSESSED TASKS

Structured questions (20%), Fieldwork Report (30%), Analysis of Geographic data (50%).

### UNIT 4

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

#### LEARNING ACTIVITIES

Students will engage in activities that analyse, describe and explain population dynamics on a global scale. They will undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

#### KEY SKILLS REQUIRED

To be able to use appropriate criteria to evaluate the effectiveness of strategies developed in response to specific issues. To explain the role and effectiveness of spatial technologies for the development and implementation of strategies developed in response to population issues

#### ASSESSED TASKS

Analysis of geographic data (40%), Structured questions (60%)

**VCAA ASSESSMENT - The overall Study Score will consist of:** School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

# Health & Human Development

## Units 1-2

This subject will provide students with an excellent background for a career in nursing or other health areas – dietitian, occupational therapy, speech pathology, health promotion, social welfare, youth work, education – kindergarten and early childhood, childcare or hospitality.

### UNIT 1

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.

#### LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, readings and activities.

#### KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT.

#### ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations, mid year examination.

### UNIT 2

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.

#### LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

#### KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT.

#### ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations and an end of year written examination.



# Health & Human Development

## Units 3-4

This subject will provide students with an excellent background for a career in nursing or other health related areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, international aid work, education – kindergarten and early childhood, childcare.

### UNIT 3

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.

### LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

**KEY SKILLS REQUIRED** Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies and a range of ICT skills.

### ASSESSED TASKS

Case study and data analysis tasks, short answer responses, and tests.

### UNIT 4

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.

### LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

### KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies, and a range of ICT skills.

### ASSESSED TASKS

Case study and data analysis tasks, short answer responses, and tests. Students will also complete an end of year examination.

### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

# History: 20th Century

## Units 1-2

Twentieth Century History involves the study of the radical changes, upheavals and wars that have shaped the modern world. The first half of the century was marked by world wars, revolution, economic collapse and the horror of the Holocaust. The USA and USSR emerged from World War Two as the new world superpowers in a new age of atomic weapons. The relationship between these allies soon dissolved into distrust and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. These units provide the skills required for all Unit 3 and 4 History subjects.

### UNIT 1

#### 1918-1939

Students will examine specific events between the world wars, exploring the nature of political, social and cultural change. Students will learn to think like historians enabling them to critically analyse and explain the development of crises and conflict and evaluate the validity of different historical perspectives.

#### LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

#### KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

#### ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

### UNIT 2

#### 1945-2000

Students will consider how individuals and communities responded to the political, economic, social and technological developments of the period. They will examine Cold War fear and suspicion and discuss how societies used ideologies to legitimise their worldview. They will study the way grassroots social movements for change such as the Civil Rights movement challenged traditional power structures. The course concludes with case studies of the complexities of refugee experiences of different ethnic groups through the Twentieth Century. Finally, they will draw conclusions about the concept of progress in the 20th Century.

#### LEARNING ACTIVITIES

Case study research, oral presentations, internet investigations and group activities.

#### KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

#### ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

# History: Revolutions

## Units 3-4

This subject will help students understand the causes, processes and patterns in violent and radical change in societies. Students explore revolutions and evaluate the causes of tension and conflicts and the role played by ideas, movements and leaders in revolutionary struggles. Students will also evaluate the role of ideas such as Marxism, liberty, equality and nationalism, as well as significant leaders and movements in shaping the revolutionary struggles.

Two of the following revolutions will be selected to study in detail in Unit 3 and 4. This will be made known to students before final selections are due. Student voice and teacher expertise will be considered in the final decision.

**The American Revolution of 1776**

**The French Revolution of 1789**

**The Russian Revolution of October 1917**

**The Chinese Revolution of 1949**

### UNIT 3

Students will examine the role and significance of ideas, leaders, movements and events in the chosen revolution. An analysis of the challenges facing the emerging new order, and the way in which attempts were made to create a new society will be conducted. A second revolution will be explored in Unit 4.

#### LEARNING ACTIVITIES

Study of paintings, drawings and cartoons, film analysis, role plays, group tasks, research activities and historiography exercises.

#### KEY SKILLS REQUIRED

Reading, group and class discussions, formal writing and ICT activities.

#### ASSESSED TASKS

Analysis of visual and/or written documents and a research report.

### UNIT 4

Students will refine, apply and improve the same set of skills to a second selected revolution.

#### LEARNING ACTIVITIES

Group tasks, analysis of propaganda posters, documentaries and research activities, historiography exercises.

#### KEY SKILLS REQUIRED

Reading, analysis and synthesis, essay writing, research, analysis of historical sources and historians' interpretations.

#### ASSESSED TASKS

SACs, Historiography exercise, essay and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

# History: Global Empires

## Units 1-2

The Early Modern era was a time of transition between medieval feudalism and the modern, secular nation-state. International trade developed as European countries became emerging powers. New knowledge and technology allowed them to expand as they launched voyages of discovery. The early stages of capitalism saw the extraction of profit from new colonial possessions and the creation of empires.

### UNIT 1

#### Exploration and expansion

Students will examine the world dominated by the Ottoman Empire, the Ming dynasty and the Venetian Empire as well as the challenges posed by the emerging sea-faring countries of Western Europe. Students examine the motivations of new globally oriented empires.

#### LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, Internet investigations and group activities.

#### KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

#### ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and examinations.

### UNIT 2

#### Disruptive ideas

Students will examine how new ideas of the Early Modern period challenged old certainties and assisted in the expansion of empires. The Age of Exploration was made possible by discoveries that made for easier travel and navigation. Students investigate how the bringing together of science, technology and new economic and political ideas enabled Western European empires to entrench themselves as global superpowers.

#### LEARNING ACTIVITIES

Case study research, oral presentations, Internet investigations and group activities.

#### KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

#### ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

# Hospitality (VET)

## Certificate II in Hospitality

### COURSE AIMS

The program provides participants with an overview of the hospitality industry as well as the necessary training and skills development for the achievement of competence in:

- Food Preparation; and
- Some of aspects of Food and Beverage service.

Upon successful completion students have the opportunity to continue further studies (Unit 3 & 4) in Hospitality streams.

### VENUE

Collingwood College

### CONTRIBUTION to VCAL/VCE

**VCAL:** This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

**VCE:** Students will be eligible for up to two Units of credit. Two units for Unit 1 & 2.

**ATAR:** Students wishing to receive an ATAR contribution will need to complete the Unit 3 & 4 sequence or second year and undertake scored assessment for the purposes of gaining a study score. This study score can contribute to the primary four or as a fifth or sixth study.

### ADDITIONAL REQUIREMENTS/INFORMATION

There is an additional fee associated with this certificate. This will be advised by the end of Term 3. This fee will cover the course workbook, uniform, knives and all other associated materials necessary for the completion of this course.

### PROGRAM CONTENT

Sample competencies include:

- Prepare simple dishes
- Produce dishes using basic methods of cookery

### PATHWAYS

- Certificate II in Kitchen Operations (Unit 3 and 4)
- Certificate III in Hospitality
- Certificate IV in Hospitality

### POSSIBLE FUTURE CAREER OPTIONS

- Chef
- Cook
- Food Production
- Catering Manager
- Kitchen Hand

# Italian

## Units 1-2

The study of Italian develops students' ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

### Unit 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience. They will also gain the ability to be able to listen to, read and obtain information from spoken and written texts. In conjunction with this, students should be able to produce a personal response to a text focusing on real or imaginary experience.

#### LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

#### KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

#### ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

### Unit 2

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions. They will also develop competency in listening to, reading, and extracting information and ideas from spoken and written texts. With guidance, students will develop the capacity to give expression to real or imaginary experience in spoken or written form.

#### LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

#### KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

#### ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.

# Italian

## Units 3-4

The study of Italian develops students' ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

### Unit 3

On completion of this unit the student should be able to express ideas through the production of original texts, analyse and use information from spoken texts. In conjunction with this students are expected to develop skill at being able to exchange information, opinions and experiences.

#### LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, roleplays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

#### KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

#### ASSESSED TASKS

Essay: 250 word personal or imaginative written piece

Listening and Responding: Analyse and use information from spoken texts

Role-play: A three to four minute role-play focusing on the resolution of an issue.

### Unit 4

On completion of this unit the student should be able to analyse and use information from written texts as well as respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

#### LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, roleplays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

#### KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

#### STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

#### ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: A 250-300 word informative, persuasive or evaluative written response.

Oral Interview: A three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

# Legal Studies

## Units 1 & 2

Students who undertake VCE Legal Studies will have the opportunity to examine the institutions and principles which are essential to Australia's legal system in everyday life. Students will also develop an understanding of the rule of law and its connection to people in society, law-makers, key legal institutions, the protection of human rights in Australia, and the justice system.

### **UNIT 1: Guilt and Liability**

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### **UNIT 2: Sanctions, Remedies and Rights**

In this unit students focus 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 will 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.

### **LEARNING ACTIVITIES**

Students will have the opportunity to engage in a range of learning activities. This includes learning from different case studies, report writing and class discussions. Students will also hear guest speakers; participate in excursions including a visit to Parliament, the County Court, the Supreme Court and a prison.

### **KEY SKILLS**

Students should have an interest in and awareness of current legal issues and a willingness to unpack recent and relevant cases and laws during classroom discussion. Students will move towards employing high level thinking, synthesis and analysis skills. Students will argue their points and apply their knowledge of the law to legal cases. Writing skills will also be developed with a specific focus on writing under a legal framework.

### **ASSESSED TASKS**

Students undertake a range of assessments throughout units 1 and 2 and these may include: Structured questions, tests, essays, case study reports, classroom presentations and an end of semester written examination.



# Legal Studies

## Units 3 & 4

Students who undertake VCE Legal Studies will have the opportunity to examine the criminal and civil justice system in Victoria, learn about the Commonwealth Constitution and evaluate how individual rights are protected in the process of law-making through parliament and courts.

### UNIT 3: Rights and Justice

In this unit student will develop an understanding of the Victorian justice system, which includes the criminal and civil justice systems and ways in which individual rights are exercised. Students will explore the principles of justice: fairness, equality and access and how they are upheld in the justice system. The outcomes in this unit will also examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students will explore the roles of the judge, jury, legal practitioners in both criminal and civil cases and will evaluate the ability of sanctions and remedies to achieve their purposes. Students 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 are expected to apply legal reasoning and information to actual and/or hypothetical scenarios and cases. They will provide advice to parties, using direct examples from the case and key content knowledge to support their ideas.

### UNIT 4: People and the Law

In this unit students focus on the Australian Constitution and how it establishes Australia's parliamentary system Constitution and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area of study students examine the relationship between the Australian people and the and the ways in which the Constitution acts as a check on parliament in law-making. Students investigate the process of referendum, the role of the High Court and the division of legislative power between the parliament and courts. Students also explore the doctrine of precedent, statutory interpretation and influences on law reform.

### LEARNING ACTIVITIES

Students will have the opportunity to engage in a range of learning activities, including learning from different case studies, report writing, class discussions, use of Edrolo, plus individual and group work. Students will also hear from guest speakers; participate in excursions including a visit to Parliament, the County Court, the Supreme Court and visit Barwon and Loddon prisons.

### KEY SKILLS REQUIRED

Define key terms and use proper legal terminology in their writing. Discuss, interpret and analyse legal principles and information. Explain and evaluate features of the legal system. Provide examples from key cases to justify their responses. Synthesise and apply legal principles to actual scenarios. Engage in discussion and debate.

### ASSESSED TASKS

Students undertake assessments throughout units 3 and 4 which are designed to prepare them for the end of year exam (worth 50% of the study score). Task include Structured questions in long and short answer form, case study reports and extended written responses.

Course work for this unit is worth 50% of the overall study score.

**VCAA ASSESSMENT - The overall Study Score will consist of:** School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

### NOTE

Students do not have to have completed Units 1/2 Legal Studies as a pre-requisite, however it is advised that they look over this content in preparation for the commencement of the class to have an understanding of the need for law, legal foundations and the difference between civil and criminal law.

## Mathematics Overview

### WHAT IS VCE MATHEMATICS ABOUT?

Mathematics is the study of patterns in number and space. It provides us with a means of symbolic communication that is powerful, logical, concise and unambiguous. Mathematics is a means by which people can understand and manage their environment. In VCE Mathematics, students have access to worthwhile and challenging mathematical learning activities. Students learn, practice and apply mathematical routines and techniques by undertaking application tasks, solving problems set in both unfamiliar and real life situations and finding solutions to standard problems. All courses involve the use of technology and most utilise sophisticated graphic calculators. Fitzroy High School and Collingwood College offers a range of Mathematics courses to suit different abilities and all career paths.

Students should carefully read the course descriptions and the possible pathways on the next few pages and discuss these with their current Mathematics teacher, Careers counsellor and parents. They should consider their past performance in Mathematics subjects and the level of Mathematics they studied at Year 10. A possible career path is important to consider as many tertiary colleges have requirements for certain Mathematics units to be studied. Students should be careful not to select the minimum level of prerequisite as decisions about their future career pathway may change over time. VCE Mathematics units may also be used for credit transfer for some TAFE courses.

### WHICH MATHS STUDIES SHOULD STUDENTS CHOOSE?

#### SELECTING UNITS 1-2

##### **Pathway 1: Mathematical Methods 1 and 2 with Specialist Mathematics 1 and 2**

To have the widest choice and the strongest background for Units 3 and 4 Mathematics, students should consider studying four units of Mathematics at the Units 1 and 2 level. This path opens up all Units 3 and 4 Mathematics courses and therefore satisfies any tertiary entrance requirement for Mathematics. Studying Mathematical Methods with Specialist Mathematics allows coverage of all material to a greater depth which promotes better understanding. The Specialist Mathematics Units 1 and 2 also introduces topics that are needed for Specialist Mathematics Units 3 and 4. It is stipulated that all students who choose the subject Specialist Mathematics 1 and 2 must choose the study of Mathematical Method Units 1 and 2 as well.

##### **Pathway 2: Mathematical Methods \***

It is possible to do Mathematical Methods Units 1 and 2 alone as a prerequisite for Mathematical Methods Units 3 and 4, Algorithmics Units 3 and 4 and Further Mathematics Units 3 and 4. It is not, however, a recommended pathway for a sound background in these subjects. Students wishing to study Mathematical Methods Units 1 and 2 must discuss their choice carefully with their Year 10 Mathematics teacher or the VCE Leader.

\* For this combination of units students will need to undertake some supplementary study (determined by school) with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4).

##### **Pathway 3: General Mathematics**

If students do not have a strong background in Mathematics but wish to study some Mathematics for career requirements, then this is the appropriate Study. It can lead onto Further Mathematics.

## SELECTING YOUR UNITS 3-4

Students must consider their performance in Units 1 and 2 and have a clear understanding of their mathematical abilities and the requirements of possible career pathways. It is recommended that students leave the widest possible options open even at this stage.

Students may choose:

### **Further Mathematics Units 3 and 4**

This is an ideal choice for students who do not have a strong background in Mathematics but wish to keep their options open for their future career pathway. It is also a suitable subject for students with strong mathematical abilities who require one or more Mathematics subjects.

### **Mathematical Methods Units 3 and 4**

This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering. Students should carefully consider pairing Specialist Mathematics with this choice.

### **Algorithmics Units 3 and 4**

This choice provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed this study. The study also provides a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

### **Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4**

This is an interesting combination for students who enjoy Mathematics. They will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. They will study calculus along with the more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

### **Specialist Mathematics Units 3 and 4 with Mathematical Methods Units 3 and 4**

Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps students understand the 'Methods' course by giving them more practice in similar concepts.

# Mathematics: General

## Units 1-2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Further Mathematics at the Unit 3 and 4 level. This subject provides a pathway for students that require mathematics as entry for future study and career paths.

**Students in this course must have an approved CAS calculator.**

### UNIT 1

Students will study Computation and Practical Arithmetic, Investigating and Comparing Data Distributions, Linear Relations and Equations, Linear Graphs and Modelling, and Matrices.

#### LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests, online activities, an application task and an end of semester written examination.

### UNIT 2

Students will study Investigating relationships between two numerical variables, Number Patterns & Recursion, Shape and Measurement, Applications of Trigonometry.

#### LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests, online activities, an application task and an end of semester written examination.

# Mathematics: Specialist

## Units 1-2

All students who study Specialist Units 1 and 2 must also study Mathematical Methods Units 1 and 2. Students need to have satisfactorily completed Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 prior to studying Specialist Mathematics Units 3 and 4.

**Students in this course must have an approved CAS calculator.**

### UNIT 1

Students study techniques in the simplification and solution of a range of algebraic expressions and equations, graphing techniques, matrices and transformations of linear and non-linear relations and complex numbers. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

#### LEARNING ACTIVITIES

Textbook exercises, worksheets, revision activities, application tasks.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests, application tasks and a mid-year written examination.

### UNIT 2

Students extend their knowledge of geometry, apply their understanding from Unit 1 to develop techniques in working with vectors, kinematics and explore simulation and sampling techniques in statistics.

Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

#### LEARNING ACTIVITIES

Textbook exercises, worksheets, revision activities and application tasks.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests, application tasks and two end of semester written examinations.

# Mathematics Methods

## Units 1-2

Students taking this subject should have a good mathematical background and have achieved strong results in Year 10 Mathematics. Mathematical Methods and Specialist Mathematics taken together form the best possible preparation for the study of Mathematical Methods Units 3 and 4.

**Students in this course must have an approved CAS calculator.**

### UNIT 1

Students will study simple algebraic functions in relation to the following areas of study: Functions and Graphs, Algebra, Rates of Change, and Probability and Counting Methods. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

#### LEARNING ACTIVITIES

Textbook exercises, online revision activities, tests and an application task.

#### KEY SKILLS REQUIRED

Well-developed mathematical skills and understanding, graphing calculator (CAS) technology.

Ability to apply mathematical skills and knowledge to solve application problems.

#### ASSESSED TASKS

Topic tests, application task and a mid-year examination.

### UNIT 2

In this unit, students will focus on the following areas of study: circular, exponential and logarithmic functions and graphs, algebra, Differentiation and Integration. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

#### LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

#### KEY SKILLS REQUIRED

Well-developed mathematical skills and understanding, graphing calculator (CAS) technology.

Ability to apply mathematical skills and knowledge to solve application problems.

#### ASSESSED TASKS

Topic tests, application task and two end of semester written examinations.

# Further Mathematics

## Units 3-4

Further Mathematics can be taken on its own or with Mathematics Methods Units 3 and 4.

Students undertaking Further Mathematics should have successfully completed either Specialist, General Mathematics or Mathematical Methods Units 1 and 2. Students in this course must have an approved CAS calculator.

**Note: Foundation Mathematics does not provide a basis for undertaking Further Mathematics.**

### UNIT 3

In this unit students will study Data Analysis including describing and summarising data, investigate associations between variable, data transformations and modelling time series. Students will also study Recursion and Financial Modelling including modelling growth and decay using recursion and modelling and analysing reducing balance loans and annuities. Students use CAS calculators to explore skills and concepts.

#### LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests, analysis task, application task.

### UNIT 4

In this unit students will study a module on Networks and Decision Mathematics including the use of networks to model and solve problems involving connection, flow, allocation and scheduling and a module on Matrices. Students use CAS calculators to explore skills and concepts.

#### LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests, analysis task, application task. Students will also complete two end of year examinations.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 ½ hour written Examination 1 in November (33%), 1 ½ hour written Examination 2 in November (33%).

# Mathematics Methods

## Units 3-4

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in General Mathematics and Mathematical Methods Units 1 and 2, or alternatively, in Mathematical Methods Units 1 and 2 when only one subject of Mathematics was undertaken.

### UNIT 3

The focus of this unit will be a selection of content that would typically include Functions and Graphs, Algebra and applications of derivatives and differentiation. This also includes identifying and analysing key features of functions and their graphs with Calculus as a focal point. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

#### LEARNING ACTIVITIES

Textbook exercises, revision activities and application task.

#### KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

#### ASSESSED TASKS

Topic tests and application task.

### UNIT 4

Students will continue to study Algebra and Functions and Graphs as well as Calculus including anti-differentiation, integration, the relationship between integration and the area of regions specified by lines or curves with a focus on real world applications of Calculus. Students will also study random variables and discrete and continuous probability distributions and the distribution of sample proportions. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

#### LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

**KEY SKILLS REQUIRED** Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge

#### ASSESSED TASKS

Two analysis tasks and two end of year written examinations.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1-hour written Examination 1 (technology free) in November (22%), 2-hour written Examination 2 (technology active) in November (44%).



# Specialist Mathematics

## Units 3-4

Specialist Mathematics is recommended for students intending to study mathematics, science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world. Students enrolled in this course must also be enrolled in Mathematical Methods Units 3 and 4. Successful completion of both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 is highly recommended to undertake Specialist Mathematics Units 3 and 4.

### UNIT 3

Students will study vectors, complex numbers, coordinate geometry, trigonometry and calculus.

#### LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

#### KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Year 11 Advanced General Mathematics and Maths Methods CAS is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

#### ASSESSED TASKS

Two school assessed analysis tasks.

### UNIT 4

Students will study calculus techniques and applications, particularly integral calculus. This leads to the study of the mathematics of movement and motion, with topics include differential equations, kinematics, vector calculus, statics and dynamics. The study of probability and statistics includes statistical inference related to the definition and distribution sample means, simulations and confidence intervals.

#### LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

#### KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics Units 1 and 2 and Maths Methods Units 1 and 2 is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

#### ASSESSED TASKS

Application SAC, topic test SACs and two end of year written examinations.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 hour written examination (technology free) in November (22%), and 2 hours written examination (technology active) in November (44%).

# Media

## Units 1-2

In Units 1 and 2, you will study all forms of modern media, from the impact of social media, to the study of how film, television, photography, print and online media create representations through which 'stories' are told and meanings created. Media graduates are highly sought after. Pathways may include careers in Film-Making, Journalism, Television, Photography, Print Media, Strategic Marketing, and/or Production Roles involving lighting, camera, sound and editing. Past Fitzroy High and Collingwood College Media students have gone on to secure work within the film and television industry, print media.

### UNIT 1

Students will learn how the media constructs meaning and represents realism. The (changing) nature of audience and their interaction with texts is explored. Media technologies such as video production, print, photography, soundscapes & social media are used by students to demonstrate their understanding of narrative construction. This unit also includes a focus on Australian stories.

### LEARNING ACTIVITIES

Students will analyse representations in selected on-line, television or film texts, and use a range of media technologies to create their own media representations.

### KEY SKILLS REQUIRED

Research, analysis and media production skills.

### ASSESSED TASKS

Test SAC and/or class presentation, individual media production and an end of semester written examination.

### UNIT 2

Students will learn how narrative is structured across fictional and nonfiction texts. Traditional and newer forms of media are studied. Students will also produce media texts that demonstrate an understanding of the codes and conventions of the particular media form, genre and context.

### LEARNING ACTIVITIES

Students will learn about the media production process and how media has changed. The creative stages of conceptualisation, development, pre-production, production and post-production/exhibition stages will be explored and a media production created.

### KEY SKILLS REQUIRED

Research, analysis and media production skills.

### ASSESSED TASKS

Collaborative media production, test SAC and/or class presentation and an end of semester written examination.

# Media

## Units 3-4

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

### UNIT 3

Students will study how fictional narrative films are constructed and distributed with a focus on the relationship with its audiences and how the ideologies in society frame the nature and form of narratives. Students will also prepare for a major assessment task – a media production to be completed in Unit 4. This will involve designing and implementing media production exercises to develop students' production skills and develop a become part of the School Assessed Task (SAT), completed in Unit 4.

#### LEARNING ACTIVITIES

Viewing then analysing two fictional narrative films; designing and completing two short production exercises in a range of media formats and completing a design plan for a major media production.

**KEY SKILLS REQUIRED** Analysis and research skills, media production skills, time management skills and creative ability.

#### ASSESSED TASKS

A test SAC based on Outcome 1, Narrative.

(NOTE: Outcomes 2 and 3 are awarded an S or N only in Unit 3 but assessed in Unit 4 as part of the SAT)

### UNIT 4

Students complete the Media Production SAT planned in Unit 3. Students also learn how films are influenced by the social values and discourses of their time. Students then investigate the extent to which the Media is said to influence groups and individuals in our society, both positively and negatively.

#### LEARNING ACTIVITIES

The completion of a Media Production SAT; the analysis of a film and other media texts focusing on the social, political and cultural discourses that may have existed at the time; an investigation of the debate surrounding the claim that media can influence our behaviour.

#### KEY SKILLS REQUIRED

Analysis and research skills, media production skills, time management skills and creative ability.

#### ASSESSED TASKS

A production SAT; two test SACs and an end-of-year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (18%), School Assessed Task (37%), and 2 hour written examination in November (45%).

# Music Performance

## Units 1-2

This study is heavily focused on solo and group rehearsal and performance. Other areas of this study are designed to enhance musicianship. There is a balance of class work including theory, research, creative work, aural comprehension and practical performance work. Participation in a number of weekly group or solo rehearsals is a compulsory component of the course. Some of these rehearsals will occur outside of normal class time. The ability to read music is assumed. Some performances take place out of normal school hours. Previous studies in classroom music are strongly encouraged and at least three years instrumental tuition is assumed.

### UNIT 1

Students develop performance skills, knowledge of music theory and a critical understanding of pieces being studied. Students develop their listening, aural, theoretical and analytical musicianship skills, and apply this knowledge when preparing and presenting performances.

#### LEARNING ACTIVITIES

Weekly theory activities, aural work and individual instrumental lessons; analyses of a variety of compositions, rehearsals and performances, as well as a daily practice of scales, pieces and exercises.

**KEY SKILLS REQUIRED** Ability to read music, school performance experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

#### ASSESSED TASKS

Theory and aural examinations, group participation, assessed performance exams; completion of a record of techniques, exercises and rehearsal practices.

### UNIT 2

Students develop performance skills, knowledge of music theory and a critical understanding of pieces being studied. Students develop their listening, aural, theoretical and analytical musicianship skills, and apply this knowledge when preparing and presenting performances.

#### LEARNING ACTIVITIES

Weekly theory activities, aural work and individual instrumental lessons; analyses of a variety of compositions, rehearsals and performances, as well as a daily practice of scales, pieces and exercises.

#### KEY SKILLS REQUIRED

Ability to read music, school performance experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

#### ASSESSED TASKS

Theory and aural examinations, group participation, assessed performance exams; completion of a record of techniques, exercises and rehearsal practices. Students create a simple composition based on the analysis of their program works.

# Music Performance

## Units 3-4

This subject is for students who are interested in music performance. Participation in weekly ensemble rehearsals is a compulsory component. A significant number of rehearsals and performances will take place outside of class time. It is recommended that students have studied Units 1 and 2 Music Performance and have satisfactorily completed Unit 2 Music Performance prior to studying Units 3 and 4. Students must have an Instrumental Music Teacher in order to complete these units. The school allocates teachers for students studying some instruments but not all. If the school cannot supply an Instrumental Music Teacher the student is responsible for engaging a teacher.

### UNIT 3

Students will develop their solo and ensemble performance skills. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

#### KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble skills and a minimum of four years instrumental tuition.

#### ASSESSED TASKS

Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets. School assessed coursework (20%).

### UNIT 4

Students will mainly focus on either solo or ensemble performance as commenced in Unit 3.

#### LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

#### KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble and solo performance skills, a minimum of four years instrumental tuition.

#### ASSESSED TASKS

Performance assessment of solo pieces, scales, exercises and unprepared performance. Performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets. End of year performance and written examinations.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (30%), A group or solo performance of variable length, in front of a panel. (50%), End of year theory and aural exam (20%).

## Music: Styles and Composition

### Units 1-2

In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions.

#### UNIT 1

Students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

#### LEARNING ACTIVITIES

Listening analysis, research, musical vocabulary development, composition

#### KEY SKILLS REQUIRED

Use of musical analysis vocabulary to identify and describe music.

Demonstrate understanding of the cultural context of selected pieces of music.

Create pieces of music that reflect an understanding an exploration of devices and methods employed in works studied.

#### ASSESSED TASKS

Analysis assignments, creative comparison presentations, composition.

#### UNIT 2

In Music Style and Composition Unit 2 students extend their understanding of the diverse practices of music through a study of music created for works in multi-disciplinary forms. They improve their familiarity with elements of music and ways composers/music creators treat these elements.

#### LEARNING ACTIVITIES

Students compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

#### KEY SKILLS REQUIRED

Use of musical analysis vocabulary to identify and describe music.

Demonstrate understanding of the cultural context of selected pieces of music.

Create pieces of music that reflect an understanding an exploration of devices and methods employed in works studied.

#### ASSESSED TASKS

Analysis assignments, creative comparison presentations, composition.

#### VCAA ASSESSMENT

Assessment for units 1 & 2 is school based, whereas units 3 & 4 include external assessment exams and the submission of a creative folio including original compositions.

# Music: Styles and Composition

## Units 3-4

In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions.

### UNIT 3

Students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

#### LEARNING ACTIVITIES

Listening analysis, research, musical vocabulary development, composition

#### KEY SKILLS REQUIRED

Use of musical analysis vocabulary to identify and describe music.

Demonstrate understanding of the cultural context of selected pieces of music.

Create pieces of music that reflect an understanding an exploration of devices and methods employed in works studied.

#### ASSESSED TASKS

Analysis assignments, creative comparison presentations, composition.

### UNIT 4

In Music Style and Composition Unit 4 students extend their understanding of the diverse practices of music through a study of music created for works in multi-disciplinary forms. They improve their familiarity with elements of music and ways composers/music creators treat these elements.

#### LEARNING ACTIVITIES

Students compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

#### KEY SKILLS REQUIRED

Use of musical analysis vocabulary to identify and describe music.

Demonstrate understanding of the cultural context of selected pieces of music.

Create pieces of music that reflect an understanding an exploration of devices and methods employed in works studied.

#### ASSESSED TASKS

Analysis assignments, creative comparison presentations, composition.

#### VCAA ASSESSMENT

Assessment for units 1 & 2 is school based, whereas units 3 & 4 include external assessment exams and the submission of a creative folio including original compositions.

## Outdoor & Environmental Studies

### Units 1-2

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

#### UNIT 1

This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

#### LEARNING ACTIVITIES

Practical experiences are linked with theoretical investigation so students can gain insight into a variety of responses to and relationships with nature.

**KEY SKILLS REQUIRED** Plan, participate and reflect upon outdoor experiences, analysis and group work.

#### ASSESSED TASKS

Reflective journal of outdoor experiences, short reports/survey, written responses, practical reports, oral presentations, tests and an end of semester written examination.

#### UNIT 2

This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply.

#### LEARNING ACTIVITIES

Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

#### KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis, identify strategies, apply practices and codes and group work.

#### ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses, case studies, surveys, practical reports, oral presentations, tests and an end of semester written examination.



# Outdoor & Environmental Studies

## Units 3-4

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

### UNIT 3

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

#### LEARNING ACTIVITIES

Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

#### KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis, research and application of information.

#### ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses and tests.

### UNIT 4

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

#### LEARNING ACTIVITIES

Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

#### KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis and application of information.

#### ASSESSED TASKS

Reflective journal of outdoor experiences, test, case study, written report, and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%),  
2 hour written examination in November (50%).

# Philosophy

## Units 1-2

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

### UNIT 1

Through the study of philosophical texts, students will cover an introduction in basic philosophical enquiry in metaphysics and epistemology. The selected texts explore what is meant when we say we have a mind and body, and how we use them. Epistemology addresses the study of how we attain knowledge and the importance of knowledge and justification. It also includes an introduction to logic and reasoning.

### LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

### KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts and formal writing.

### ASSESSED TASKS

Close reading with note taking, analysis, essays, short answer responses and a mid-year written examination.

### UNIT 2

This unit begins with a study of ethics. Through key philosophical texts students explore questions such as: What should I do? What is right? Philosophy of religion then addresses questions such as: What does the term God mean? Can a coherent account of God be given? Students will also study a selected area of value theory such as aesthetics or political theory. Students will also cover an area of logic and reasoning.

### LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

### KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts, formal writing.

### ASSESSED TASKS

Close reading with note taking, analysis, short answer responses and an end of semester written examination.

# Philosophy

## Units 3-4

Unit 3 and 4 Philosophy takes the central philosophical questions surrounding humanity and applies them to key texts throughout history. Students apply skills of analysis and close reading to texts by Plato, Descartes, Armstrong, Hume, Locke, Aristotle, Nietzsche, Singer and Buddhist scripture. These units allow students to explore the questions in light of specific writers over time. There is also a focus on students relating the ideas found in the texts to their lives as individuals in a modern world.

### UNIT 3

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments in set texts from the history of philosophy to their own views on these questions and contemporary debates.

#### LEARNING ACTIVITIES

Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, essays.

#### KEY SKILLS REQUIRED

Analytical reading, summarizing, analyzing, evaluating and comparing ideas in texts and formal writing.

#### ASSESSED TASKS

Essay and short answer responses.

### UNIT 4

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

#### LEARNING ACTIVITIES

Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, and essays.

#### KEY SKILLS REQUIRED

Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

#### ASSESSED TASKS

Essay, short answer responses and end of year written examination.

#### VCAA ASSESSMENT –The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

# Physical Education

## Units 1-2

This subject introduces students to an understanding of physical activity involving the relationship between body systems, analysis of factors that influence physical performance and involvement in physical activity. This subject is 60% theory and 40% practical work.

### UNIT 1

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

#### LEARNING ACTIVITIES

Practical laboratory reports, practical activity classes, written reports, data analysis exercises and participation in and evaluation of practical classes via a reflective folio/diary.

#### KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

#### ASSESSED TASKS

Practical laboratory reports, written reports, tests, case study analysis and a mid-year examination.

### UNIT 2

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

#### LEARNING ACTIVITIES

Laboratory classes and reports, data analysis exercises and participation in and evaluation of practical classes via a critically reflective folio/diary.

#### KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

#### ASSESSED TASKS

Test, case study analysis, practical laboratory report, written reports and an end of semester written examination.

# Physical Education

## Units 3-4

This subject introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students analyse data in relation to the National Physical Activity Guidelines and apply the social-ecological model to a range of physical activities. Students study physical fitness, the definitions, components and the relationship to energy systems and recognise how fitness components are used in various sports. This subject is 60% theory and 40% practical.

### UNIT 3

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

#### LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

#### KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

#### ASSESSED TASKS

Written reports, practical laboratory report and tests.

### UNIT 4

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

#### LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

#### KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, report on, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

#### ASSESSED TASKS

Written reports, practical laboratory report, tests and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), a 2 hour written examination in November (50%).

# Physics

## Units 1-2

In Physics, students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, that of the entire universe. The focus is on being able to understand and meaningfully describe the physical world. Physics provides an excellent grounding for a large number of fulfilling careers and is a very suitable subject for inquisitive students who have sound capabilities in analysis.

**Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.**

### UNIT 1

The focus of Unit 1 is on heat, energy and the natural effects caused in their transfer. Students will study the laws of thermodynamics and their application to real life situations, including how energy transfers affect long term patterns in climate. Students will also study electricity and their real world applications through the construction of electrical circuits. This will then lead into nuclear physics, including atomic energy, its application in modern society and the formation of the universe.

### LEARNING ACTIVITIES

Discussions of physical phenomena, worksheets, group activities, text questions, practical activities and participation in an astronomy evening.

### KEY SKILLS REQUIRED

The ability to predict, observe and explain physical events from evidence is most important. This may be expressed through mathematic equations, so mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data is beneficial.

### ASSESSED TASKS

Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.

### UNIT 2

The focus of this Unit is the use of experiments and what they reveal about the physical world. We firstly will focus on how motion can be described and explained, in terms of momentum, energy and kinematics. Students then have a choice of studying the physics involved with two separate observations from the physical world. These include studies in the fields of flight, astronomy, nuclear physics, sound, biomechanics and motion.

### LEARNING ACTIVITIES

Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

### KEY SKILLS REQUIRED

The ability to predict, observe and explain physical events from evidence is most important. This may be expressed through mathematic equations, so mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data in beneficial.

### ASSESSED TASKS

Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.

# Physics

## Units 3-4

Students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, the entire universe. Students learn through experimenting, observing, debating and developing theoretical models that describe the phenomena we see. The study of Physics underpins much of the technology found in areas such as commerce, communications, engineering and industry.

**Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.**

### UNIT 3

Students study motion, electronics, photonics and materials and their use in structures. Motion covers basic descriptions on movement, forces, momentum and energy, projectile motion, circular motion and gravity. Electronics covers basic circuits as well as diodes and amplifier characteristics, with photonics introducing students to opto-electrical devices such as those used in fibre optic communications. Characteristics of construction materials and the effects of forces in and on structures are also covered.

#### LEARNING ACTIVITIES

Experimental work including interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers are used when available and relevant to topics or career paths.

#### KEY SKILLS REQUIRED

Motion and electric circuit skills and knowledge from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae and enquiry based skills.

#### ASSESSED TASKS

Extended practical investigation, report based on practical work and tests.

### UNIT 4

Students study electric power and ideas about light and matter. Electric power covers the connection between magnetic fields and electric currents involved in the operation of electric motors, generators and the transmission of electric power. Based on experimental observations, models for light and for matter are discussed and applied, in particular the wave model, particle model and wave-particle duality.

#### LEARNING ACTIVITIES

Experimental work including interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers are used when available and relevant to topics or career paths.

#### KEY SKILLS REQUIRED

Knowledge and skills of electric circuits, waves and motion from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae and enquiry based skills.

#### ASSESSED TASKS

Tasks could include: a report based on a given scenario, a report based on practical work, test done under test conditions. Students will also complete an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), 2 ½ hour written examination in November (60%).

# Product Design & Technology

## Units 1-2

Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

### UNIT 1

This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer.

#### LEARNING ACTIVITIES

The analysis, modification and improvement of a product's design - students will be required to modify a project for an outlined or given situation.

#### KEY SKILLS REQUIRED

Understanding of design elements and principles, redesigning existing products, listening and responding to a design scenario, developing criteria for design, researching existing and possible design solutions, building the redesigned product and the evaluation of the finished product.

#### ASSESSED TASKS

Production modification folio, production processes and product evaluation. Students will also complete an end of semester written examination.

### UNIT 2

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

#### LEARNING ACTIVITIES

Students work together as a team to design and develop a product range. Team members contribute their expertise, share research findings and develop viable solutions.

#### KEY SKILLS REQUIRED

Working with a design team, developing skills in processes and techniques, listening and responding to design scenarios, developing design evaluation criteria, producing valid design options, production of the product and evaluation of the product against developed criteria.

#### ASSESSED TASKS

Production folio, production processes and product evaluation. Students will also complete an end of semester written examination.



# Product Design & Technology

## Units 3-4

Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

### UNIT 3

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

#### LEARNING ACTIVITIES

Detailed design folio for an end user produced together with mock-ups, construction samples or processes and note taking, various research activities, developmental sketches and a detailed working drawing to finalise the design solution.

#### KEY SKILLS REQUIRED

Developing a valid design brief, research and design interpretation, effective communication between designer and end user, design development and implementation and design folio development and construction.

#### ASSESSED TASKS

Written test on the role of the designer, written report on manufacturing of products within industries and development of a production folio on a chosen product.

### UNIT 4

Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product.

#### LEARNING ACTIVITIES

Examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Safe and correct use of specialised tools, equipment and machines (relevant to the chosen foci).

#### KEY SKILLS REQUIRED

Product construction, production skill development, evaluation of the product, the design process and promotion of the product.

#### ASSESSED TASKS

Written report on product analysis, ongoing folio development and production of client's end user product, evaluation and marketing of client's end user product. Students will also complete an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), 1 ½ hour written examination in November (30%).

# Psychology

## Units 1-2

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in analytical and critical thinking. Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations.

### UNIT 1

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

### LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

### KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

### ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

### UNIT 2

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

### LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

### KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

### ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

# Psychology

## Units 3-4

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods students will be able to develop skills in analytical and critical thinking.

### **UNIT 3**

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

### **LEARNING ACTIVITIES**

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

### **KEY SKILLS REQUIRED**

Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

### **ASSESSED TASKS**

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

### **UNIT 4**

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

### **LEARNING ACTIVITIES**

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

### **KEY SKILLS REQUIRED**

Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

### **ASSESSED TASKS**

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

### **VCAA ASSESSMENT –The overall Study Score will consist of:**

School Assessed Coursework (40%) and 2 ½ hour written examination in November (60%).

# Sociology

## Units 1-2

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

### UNIT 1

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

### LEARNING ACTIVITIES

Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations, experiments and data analysis.

### KEY SKILLS REQUIRED

Gather a wide range of relevant source materials, evaluate sources and critical reflect on own and others' approach, describe the nature of sociological inquiry, explain functionalist and feminist views of family, analyse key developments and issues that influenced the experience of family.

### ASSESSED TASKS

The assessment tasks can range from a representation analysis, an essay, a report, a media report, a research report, a multimedia presentation, an extended response and a film analysis.

### UNIT 2

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing 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 gender and ethnicity.

### LEARNING ACTIVITIES

Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations and experiments and data analysis.

### KEY SKILLS REQUIRED

Gather and use a variety of relevant source materials, evaluate sources and critical reflect on own and others' approach to the social world, explain and apply the functionalist, social control, interactionist and positive theories of deviance, analyse the impact of moral panic on individuals and groups considered deviant, examine the various ways other nations deal with crime, evaluate the effectiveness of sentencing.

### ASSESSED TASKS

The assessment tasks can range from a representation analysis, an essay, a report, a media report, a research report, a multimedia presentation, an extended response and a film analysis.

# Sociology

## Units 3-4

### UNIT 3

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

#### LEARNING ACTIVITIES

Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations, experiments and data analysis.

#### KEY SKILLS REQUIRED

Explain and apply sociological concepts, apply ethical methodology, evaluate sources and critically reflect on their own and others's approaches to understanding the social world, synthesise evidence to draw conclusions.

#### ASSESSED TASKS

An extended response (50%), a report (50%).

### UNIT 4

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. Students investigate changes to the concept of community over time by exploring the theory of Ferdinand Tonnies, the impact of information and communications technology and a range of sociocultural factors. The study of the experience of community includes an exploration of economic, social and political changes as well as relevant geographical characteristics. Students investigate the concept of power used by sociologist Max Weber. Students undertake a general exploration of the meaning, nature and purpose of social movements and how they influence social change. They learn about four types of social movements: alternative, redemptive, reformative and revolutionary, and their characteristics. They investigate theories about why social movements arise, including the deprivation theory, which asserts that social movements seeking change arise among people who feel unjustly treated, particularly in economic conditions.

#### LEARNING ACTIVITIES

Class and group discussions, group work, research and investigations, individual presentations, note-taking and literature review, analysis of case studies, theoretical inquiry, social observations, experiments and data analysis.

#### KEY SKILLS REQUIRED

Explain and apply sociological concepts, analyse the nature and purpose of social movements, evaluate the influence of social movements on social change, source and use a range of relevant evidence to support observations and analysis.

#### ASSESSED TASKS

A research report (50%), an essay (50%).

#### VCAA ASSESSMENT - the overall study score will consist of:

School Assessed Coursework (50%) and 2 hour written exam in November (50%).

# Studio Arts

## Units 1-2

Studio Arts is about the development and use of specialist skills in the production of artworks. Students explore varied materials and techniques to create artwork. Artists from different historical and cultural contexts are studied and students learn about the arts industry, how artworks are conserved and how they are prepared and presented for display.

### UNIT 1

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

#### LEARNING ACTIVITIES

Development of a folio of artworks, written tasks that show how artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks, analysis of artworks focusing on the use of materials, techniques and influences.

#### KEY SKILLS REQUIRED

Generating ideas, using visual references, exploring techniques, practical skills and materials related to the chosen art form, research and analysis and reflection on own artworks.

#### ASSESSED TASKS

Three practical tasks, folio development, two written tasks based on artists studied and an end of semester written examination.

### UNIT 2

In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

#### LEARNING ACTIVITIES

A folio of artworks using a design process and written reports based on the visual analysis of artworks.

#### KEY SKILLS REQUIRED

Use of materials and techniques related to the chosen art form, research of artists and analysis of artwork focusing on materials and techniques, aesthetic qualities and ideas.

#### ASSESSED TASKS

Three practical tasks and related design development in folio form, two written tasks based on artists studied and an end of semester written examination.

# Studio Arts

## Units 3-4

Studio Arts is about the development and use of specialist skills in the production of artworks. Units 3 and 4 consist of 66% studio production and 34% theory.

### UNIT 3

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4

#### LEARNING ACTIVITIES

Design process folio, exploration proposal to define the folio theme, written tasks exploring professional art practices and styles used by artists.

#### KEY SKILLS REQUIRED

Research, practical skills in the medium chosen, analysis of artworks focusing on materials and techniques, aesthetic qualities, communication of ideas and styles.

**ASSESSED TASKS** Design process folio and three written tasks.

### UNIT 4

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks

#### LEARNING ACTIVITIES

Selecting potential directions for the completion of a cohesive folio of finished artworks; reflection and documentation on the completion of the folio; written tasks based on the art industry, exhibition spaces, conservation, presentation and promotion of art.

#### KEY SKILLS REQUIRED

Practical skills in the chosen medium, analytical skills and terminology knowledge.

#### ASSESSED TASKS

Folio, research tasks and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Task Unit 3 (30%), School Assessed Coursework Unit 3 (5%) School Assessed Task Unit 4 (30%), School Assessed Coursework (5%), 1 ½ hour written examination in November (30%).

# Theatre Studies

## Units 1-2

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

### UNIT 1

This unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1880s. Students study the production process and related stagecraft such as set design, sound, lighting, costume and makeup.

#### LEARNING ACTIVITIES

Read and investigate play scripts, keep a production journal, research reports and present performances applying different theatrical styles.

#### KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

#### ASSESSED TASKS

Research report, production journal, written analysis of a professional production and an end of semester written examination.

### UNIT 2

This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era.

#### LEARNING ACTIVITIES

Read and investigate play scripts, production journal, research reports and an ensemble performance.

#### KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

#### ASSESSED TASKS

Research reports, production folio about a professional production, ensemble performance and an end of semester written examination.



# Theatre Studies

## Units 3-4

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

### UNIT 3

This unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, and production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script.

#### LEARNING ACTIVITIES

Investigation and analysis of play scripts, creation of a production folio, an ensemble performance, application of two areas of stagecraft, analysis of a performance prescribed by VCAA.

#### KEY SKILLS REQUIRED

Being organised and maintaining a production folio throughout the semester, collaborating in group work, meeting production schedule deadlines, researching, script analysis, performance analysis and skills in applying selected aspects of stage craft in a performance.

#### ASSESSED TASKS

Production folio and a written analysis of a professional production.

### UNIT 4

In this unit students study a scene and associated monologue from the prescribed text list. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

#### LEARNING ACTIVITIES

Investigation and analysis of a set play script, interpretation of script into performance brief, development and presentation of a monologue performance and analysis of acting skills.

#### KEY SKILLS REQUIRED

Being organised, following a production schedule, researching, script interpretation, use of rehearsal time and analysis skills.

#### ASSESSED TASKS

Written scene interpretation brief, production analysis, end of year monologue performance examination and an end of year written examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (45%), 7 minutes monologue performance examination (25%), 1 ½ hour written examination in November (30%).

# Visual Communication & Design

## Units 1-2

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create innovative solutions to a wide range of design problems.

Visual Communication and Design has a career focus directed towards Communication Design (graphic design, digital and web design, advertising, book illustration, typographic design, package design, logo design and brand identity), Environmental (architectural design, interior design, landscape design, set design and exhibition design) and Industrial Design (product design and furniture design).

### UNIT 1

Students are introduced to the diversity of Visual Communication to develop an understanding of the design elements and principles and technical, freehand, observational and computer generated drawing. Students will explore concepts using both freehand drawing and digital applications. Through an investigation of design styles, students will develop an understanding and appreciation of visual communications by professionals.

#### LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the elements and principles of design, media, materials and methods.

#### KEY SKILLS REQUIRED

Manual and/or digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

#### ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors, and an end of semester written examination.

### UNIT 2

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. They use the design process and apply skills learnt in Unit 1 to further develop their understanding of how typography and imagery are used in Communication Design. Students explore concepts, work with type and images and develop final presentations using both freehand drawing and computer programs.

#### LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, digital presentations, model making and the application of the design process from design brief through to final presentations.

#### KEY SKILLS REQUIRED

Technical drawing to complete final presentations through the use of two and three dimensional methods; techniques to create final presentations using computer programs; use of type and imagery and the design process to complete creative visual communications.

#### ASSESSED TASKS

Practical folio including tasks based on Environmental, Industrial or Communication Design, including final presentations using type, imagery and technical drawing methods and an end of Semester written exam.

# Visual Communication Design

## Units 3-4

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of Visual Communication Design, students will gain an understanding of the process of professional design and will use and create their own visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication has a career focus directed towards Communication, Environmental and Industrial Design. Please check prerequisites subjects for specific career pathways.

### UNIT 3

In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

#### LEARNING ACTIVITIES

Folio tasks of freehand, technical and digital drawing; written reports based on the analysis of visual communications within the design industry and design brief, research and generation of ideas.

#### KEY SKILLS REQUIRED

Analysis; understanding of the design industry and design brief, freehand and digital drawing.

#### ASSESSED TASKS

Visualisation, development drawings and final presentations from different design fields. A design brief, research and generation of ideas and written reports.

### UNIT 4

In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that ideas for each communication need are discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

#### LEARNING ACTIVITIES

Design folio containing a range of drawings, development and refinement of concepts and two final visual communication presentations.

#### KEY SKILLS REQUIRED

Understanding of the design process, design thinking techniques, manual and digital methods, and trialling media and materials using a range of design elements and principles.

#### ASSESSED TASKS

A folio containing concepts, refinement and the production of final visual communication presentations, evaluation and delivery of final presentations and an end of year examination.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), Unit 3 & 4 School Assessed Task (40%), written examination in November (35%).

# VCAL: Literacy

## Purpose

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

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

Literacy Skills Reading and Writing Unit

Literacy Skills Oral Communication Unit

The Oral Communication Unit focuses on enabling learners to use and respond to spoken language including some unfamiliar material within a variety of contexts. **Each unit has a nominal duration of 100 hours**

## Learning Outcomes

### Reading and Writing

Outcome 1 - Writing For Self- Expression

Outcome 2 - Writing for Practical Purposes

Outcome 3 - Writing for Knowledge

Outcome 4 - Writing for Public Debate

Outcome 5 - Reading for Self-Expression

Outcome 6 - Reading for Practical Purposes

Outcome 7 - Reading for Knowledge

Outcome 8 - Reaching for Public Debate

### Oral Communication

Outcome 1 - Oracy for Self-Expression

Outcome 2 - Oracy for Knowledge

Outcome 3 - Oracy for Practical Purposes

Outcome 4 - Oracy for Exploring Issues and Problem Solving

The outcomes sequentially build in complexity through each level of certificate - Foundation, Intermediate and Senior. For example, a student demonstrating writing for self expression at the senior level will show a sophistication of language, expanded and specialised vocabulary and consistent sentence structure when compared to a student completing this outcome at the foundation level.

# VCAL: Numeracy

## Purpose:

The purpose of the numeracy curriculum is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields. **Each unit has a nominal duration of 100 hours.**

## Unit 1

At the end of the unit, students will be able to attempt a series of both single and multi-step operations or tasks with some confidence, select the appropriate method or approach required, and communicate their ideas both verbally and in writing.

### Learning Outcomes

Outcome 1 - Numerical Skills and Processes

Outcome 2 - Financial Literacy

Outcome 3 - Planning and Organising

Outcome 4 - Measurement, Representation and Design

Outcome 5 - Preparing for Work

## Unit 2

In this unit, students develop an understanding of the practical components of planning and undertaking an in-depth numeracy based project, linked to a familiar industry area. Students will develop key project management skills in a numeracy context, such as stating aims, setting specific tasks, establishing timelines and milestones, identifying and managing risk, and communicating results.

### Learning Outcomes

Outcome 1 - Design a Numeracy-based Project Plan in a Familiar Industry Area

Outcome 2 - Apply Numerical Skills in an Industry Context

Outcome 3 - Use Appropriate Software Tools and Devices to Represent Data

Outcome 4 - Communicate the Results of the Project

The outcomes sequentially build in complexity through each level of certificate - Foundation, Intermediate and Senior. For example, a student demonstrating the Numeracy based Project Plan will do this in a familiar industry area for intermediate level as compared to a senior student who will complete this outcome in an unfamiliar industry area.

# VCAL: Personal Development Skills

## Purpose

The purpose of the Personal Development Skills strand is to develop knowledge, skills and attributes that lead to:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self esteem
- valuing civic participation in a democratic society.

## Rationale

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

## Gaining credits towards the award of the VCAL

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

### Personal Development Skills units

Two PDS units exist in each level.

In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Personal development (self)
- Health and wellbeing
- Education

In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

## Learning Outcomes

### Unit 1

Outcome 1 - Plan and organise a complex project or activity

Outcome 2 - Demonstrate knowledge and skills in the context of a complex project

Outcome 3 - Demonstrate self management skills

Outcome 4 - Describe leadership skills and responsibilities

Outcome 5 - Demonstrate interpersonal skills to communicate ideas

### Unit 2

Outcome 1 - Research and analyse roles of citizens in the community

Outcome 2 - Plan and organise a complex community project

Outcome 3 - Use a range of communication strategies

Outcome 4 - Manage problems related to complex social issue or community activity

Outcome 5 - Actively contribute to group cohesion

The outcomes sequentially build in complexity through each level of certificate - Foundation, Intermediate and Senior.

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

# VCAL: Work Related Skills

## Purpose:

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

## Aims

The Work Related Skills units are designed to:

- integrate learning about work skills with
- prior knowledge and experiences enhance the development of employability skills through work related contexts.
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts.

## Employability Skills

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:

- communication
- team work
- problem solving
- initiative & Enterprise
- planning & organising
- learning
- self-management
- technology

## Learning Outcomes

### Unit 1

Outcome 1 - Learn about conditions and entitlements of a specific industry

Outcome 2 - Obtain and communicate information in response to a work related OHS issue

Outcome 3 - Develop knowledge and understanding of OHS in a work related context

Outcome 4 - Identify work place safety hazards

Outcome 5 - Work in a team to follow safe work procedures

Outcome 6 - Use information and communication technology and other technology in relation to work related activity.

### Unit 2

Outcome 1 - Research information for a work related activity

Outcome 2 - Communicate information and ideas for a work related activity

Outcome 3 - Plan, manage and organise a work related activity

Outcome 4 - Identify, solve common work related problems

Outcome 5 - Work in teams to undertake a work related activity

Outcome 6 - Use information and communication technology in a work related activity.

The outcomes sequentially build in complexity through each level of certificate - Foundation, Intermediate and Senior. For example at senior level, 2 extra outcomes in each unit are completed.

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

# VCAL: Skills for Further Study

## **Purpose**

The purpose of the Skills for Further Study – Senior unit is to enable students to develop knowledge, skills and attributes for further learning that will prepare and assist them to actively pursue diverse further education and training pathways.

## **Rationale**

The Skills for Further Study – Senior unit is consistent with the aims of the VCAL and the development of knowledge, skills and attributes that assist students to make informed vocational choices and to facilitate pathways to further learning.

## **Aims**

The Skills for Further Study – Senior unit aims to develop knowledge and skills in the following areas:

- strategies for learning
- time management
- research skills
- pathway planning
- preparation of a portfolio and/or application for further education and training
- oral presentations
- digital literacy.

## **Gaining credits towards the award of the VCAL**

The Skills for Further Study – Senior unit is a single unit at the Senior level of the VCAL. The unit contains six learning outcomes.

This unit will contribute to the VCAL as a general credit.

## **Skills For Further Study**

To be credited with the Skills for Further Study – Senior unit, students must demonstrate achievement in all the learning outcomes of this unit.

Wherever possible, all elements within a learning outcome should be achieved in the one assessment task.

## **Learning Outcomes**

Outcome 1 - Develop, implement and evaluate strategies that support further study.

Outcome 2 - Demonstrate an appropriate range of research skills that support further study.

Outcome 3 - Demonstrate a range of digital literacy skills to support further learning.

Outcome 4 - Develop a career action plan to inform further education and training.

Outcome 5 - Prepare a portfolio and/or application for selected further education and training.

Outcome 6 - Plan and deliver a sustained oral presentation on further education and training to a relevant audience.

**This unit has a nominal duration of 100 hours – 1 credit.**



