

# Senior Pathways Handbook



# 2024

## Pillars of OLSH Education

The four pillars of OLSH education encapsulate how to live the OLSH Spirit for members of school communities:

**We are Heart People who are Faith-filled.** We believe in God's personal love for us. This gives us meaning and purpose in our lives and enables us to help others find meaning in their lives too.



**We are Heart people who Reverence Relationships.** We believe in the integrity of every human person. Our OLSH family is both local and international and we make an effort to build and support community.



**We are Heart people who Pursue Excellence.** We believe in Jesus' words, "I have come that you may have life and have it to the full" (John 10:10) We pursue excellence in everything we do.



**We are Heart people who Touch the Hearts of Others.** We believe in our call to be united with the mission of Jesus. Together we seek to build the Kingdom of truth and life, of holiness and grace, of justice, love and peace. Our tradition of service and outreach and our option for the poor are vital aspects of our OLSH identity.



## Contents

Introduction .....	6
Satisfactory Completion of the VCE .....	6
VCE Baccalaureate.....	6
Prerequisites for Unit 3 & 4 Studies.....	7
Examinations.....	7
Study Scores.....	7
University Extension .....	7
The Victorian Certificate of Education (Vocational Major).....	8
VCE VM Example Program .....	9
VET in VCE VM.....	9
Bullseye Career Information .....	9
Language of the VCE.....	10
<b>Religion .....</b>	<b>11</b>
Year 11: Texts and Traditions.....	12
Year 11: Religious Education .....	14
Year 12: Religious Education .....	15
<b>The Arts .....</b>	<b>17</b>
Art Creative Practice Unit 1 & 2 .....	18
Art Creative Practice Unit 3 & 4.....	19
Art Making and Exhibiting Unit 1 & 2 .....	20
Art Making and Exhibiting Unit 3 & 4 .....	21
Drama Unit 1 & 2 .....	22
Drama Unit 3 & 4 .....	23
Music Unit 1 & 2.....	24
Music Unit 3 & 4.....	25
Visual Communication Design Unit 1 & 2.....	26
Visual Communication Design Unit 3 & 4.....	27
<b>English.....</b>	<b>28</b>
English Unit 1 & 2 .....	29
English Unit 3 & 4 .....	30
Literature Unit 1 & 2.....	32
Literature Unit 3 & 4.....	33

<b>Health/Physical Education</b> .....	34
Health and Human Development Unit 1 & 2.....	35
Health and Human Development Unit 3 & 4.....	36
Physical Education Unit 1 & 2.....	37
Physical Education Unit 3 & 4.....	38
<b>Humanities</b> .....	39
Australian and Global Politics Unit 1 & 2.....	40
Business Management Unit 1 & 2 .....	41
Business Management Unit 3 & 4 .....	42
Geography Unit 1 & 2 .....	43
Geography Unit 3 & 4 .....	44
History: Australian History Unit 3 & 4 .....	45
History: Modern History Unit 1 & 2 .....	46
Legal Studies Unit 1 & 2 .....	47
Legal Studies Unit 3 & 4 .....	48
<b>Languages</b> .....	49
Chinese Language, Culture and Society Unit 1 & 2.....	50
Chinese Language, Culture and Society Unit 3 & 4.....	51
Italian Units 1 & 2.....	52
Italian Units 3 & 4.....	53
<b>Mathematics</b> .....	54
General Mathematics Unit 1 & 2.....	56
General Mathematics Unit 3 & 4.....	57
Mathematical Methods Unit 1 & 2.....	58
Mathematical Methods Unit 3 & 4.....	59
Specialist Mathematics Unit 1 & 2 .....	60
Specialist Mathematics Unit 3 & 4 .....	61
<b>Science</b> .....	62
Biology Unit 1 & 2 .....	63
Biology Unit 3 & 4 .....	64
Chemistry Unit 1 & 2.....	65
Chemistry Unit 3 & 4.....	66
Physics Unit 1 & 2.....	67
Physics Unit 3 & 4.....	68

Psychology Unit 1 & 2.....	69
Psychology Unit 3 & 4.....	70
<b>Technologies</b> .....	<b>71</b>
Food Studies Unit 1 & 2.....	72
Food Studies Unit 3 & 4.....	73
<b>Vocational Education and Training (VET) at School</b> .....	<b>74</b>
VET IN THE VCE.....	75
VET Certificate II in Apparel, Fashion and Textiles.....	77
VET Certificate III Business .....	78
VET Certificate II in Community Services (Year 1 in Year 11).....	79
VET Certificate III in Community Services (Year 2 in Year 12).....	79
VET Certificate II in Dance .....	80
VET Certificate III in Sport & Recreation .....	81

## Introduction

The information in this handbook will assist you with planning your pathway through the senior school, Year 10 to Year 12.

At OLSH the senior school curriculum has been developed on the basis of two important principles:

- that we value and celebrate the unique gifts of all our students, and
- that we aim to provide a comprehensive curriculum that nurtures and challenges these gifts.

Should you need any further assistance please do not hesitate to contact:

- **Mr Joshua Di Pietro:** Deputy Principal, Learning and Teaching
- **Ms Amanda Nelson:** Director of Curriculum
- **Mrs Carmel Girolami:** Careers and Pathways Coordinator

## Satisfactory Completion of the VCE

### What is the VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

A VCE program is usually 24 – 25 units. All VCE students at OLSH will be undertaking:

- **Religious Education**
- **An English (either mainstream English or Literature).**

To obtain your VCE, you must satisfactorily complete at least 16 units. The 16 units can include VET.

Regardless of how many units you do altogether, each student must satisfactorily complete:

- At least three units of an English
- Three sequences of Unit 3 & 4 studies in addition to an English
- These sequences can be from VCE studies and/or VET programs.

### VCE Bacalaureate

The VCE Bacalaureate is aimed at encouraging more students to include languages and higher-level mathematics in their senior secondary program of study.

To be eligible for the award of the VCE Bacalaureate, students will be required to meet the requirements of satisfactory completion of the VCE and:

- satisfactorily complete a Unit 3 & 4 sequence from English or English Literature or English Language with a minimum study score of 33
- satisfactorily complete a Unit 3 & 4 sequence in either Mathematics Methods or Specialist
- satisfactorily complete a Unit 3 & 4 sequence in a VCE Language.

These students will receive a VCE (Bacalaureate) certificate in addition to the VCE Certificate.

## Prerequisites for Unit 3 & 4 Studies

While it is generally accepted that Unit 1 & 2 help prepare students for Unit 3 & 4 of any study, certain studies are sequential. Prior knowledge and skills acquired in Unit 1 & 2 are required before the following Unit 3 & 4 sequences can be attempted at OLSH: Chemistry, Physics, Languages, Music and Mathematics.

The College makes every effort to run a Unit 3 & 4 sequence of a study if the study has run as a Unit 1 & 2 sequence in the previous year. This in no way predicts whether a subject will run as a Unit 1 & 2 in the next year, as each year classes are primarily determined by numbers of applicants and staff availability.

You are advised to review information about tertiary courses you may be interested in to ensure that you have included the PREREQUISITE subjects in your program. This information is available in the Careers Room.

## Examinations

- Unit 1 & 2 Exams are school-based and scheduled for the end of Term 2 and Term 4.
- Unit 3 & 4 Exams are set and assessed by the VCAA. Generally, students complete written exams at the College.
- In June all students undertaking Unit 3 & 4 studies must sit the General Achievement Test (GAT).
- Performance/oral examinations will be held in October/November.
- Grades for all examinations are determined by VCAA.

## Study Scores

In Unit 3 & 4, a student's overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50.

## University Extension

Highly able students may like to investigate and consider undertaking a first-year university subject while in Year 12.

This option is aimed at the top 1-2% of students who generally will have undertaken a similar or related VCE Unit 3 & 4 subject while in Year 11 and earned a study score of more than 41.

Melbourne and Monash Universities differ in what and how they offer such opportunities, and in their costs. An extension subject may be counted as a sixth subject in VCE and, depending on the student's results, contribute an increment of 4, 5, or 5.5 points to the ATAR score.

Further information may be obtained from the following websites: <http://futurestudents.unimelb.edu.au/info/school-students/extension-program> <http://www.monash.edu.au/extension/>

## The Victorian Certificate of Education (Vocational Major)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. In 2023, this Certificate replaced the Victorian Certificate of Applied Learning (VCE VM).

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

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

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

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

There are NO examinations in VCE VM unless a student chooses to complete a scored VCE subject. Students are also able to choose to undertake an unscored option for a VCE subject.



## VCE VM Example Program

### Year 11

Semester 1	RE	Literacy/ English	VCE Foundation Math	WRS <i>(Work related study)</i>	VET 1	VET 2	VCE Subject (Unit 1)
Semester 2	RE	Literacy/ English	VCE Foundation Math	PDS	VET 1	VET 2	VCE Subject (Unit 2)

### Year 12

Semester 1	RE	Literacy	VCE Foundation Math	WRS	VET 1	VET 2/VCE Subject (Unit 3)
Semester 2	RE	Literacy	VCE Foundation Math	PDS <i>(Personal Development study)</i>	VET 1	VET 2/VCE Subject (Unit 4)

Any student wishing to study VCAL in 2023 will need to discuss this with Mrs Carmel Girolami, Pathways Coordinator, or Ms Amanda Nelson, Director of Curriculum

## VET in VCE VM

### (Vocational Education Training in the Victorian Certificate Education Vocational Major)

Within the VCE VM Program it is compulsory to study at least one internal VCE/VET subject. The VCE/VET subject is the segment of the VCE VM certificate known as the Industry Specific Skill.

The other components of VCE VM are:

- Personal Development
- Work Related
- Literacy & Foundation Math

At OLSH College the majority of VCE VM students have the opportunity to take two VET subjects, particularly if they start a VCE/VET subject at Year 10. VCE VM also offers students the chance to do a School-Based Apprenticeship. While doing an apprenticeship at school, students can often be advanced into a Certificate III level course in their area of choice.

### Work Related Skills

In order to develop 'employability' skills, VCE VM gives students the choice of undertaking a structured work placement or part-time apprenticeship/traineeship or part-time work. Students can also study units and modules that will help prepare students for work, for example occupational health and safety or job interview skills.

### Personal Development

As part of the VCE VM Program students must participate in community-based projects, voluntary work and/or structured activities that will help students develop self-confidence, teamwork skills and other skills important for life and work.

## Bullseye Career Information

Making a career choice while still at school and choosing subjects to work towards it can be difficult. Various resources are available to make this easier for students. Career Bullseye information can help young people choose their school subjects based on what jobs they can lead to. The Bullseye website reflect possible career options and training requirements for 33 subjects. Links available [HERE](#)

## Language of the VCE

**Authentication:** the process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students' work.

**DES (Derived Exam Score):** estimated score for a particular exam under Special Provision.

**ATAR** (Australian Tertiary Academic Rank): a student's ATAR is determined by VTAC using the student's scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

**GAT** (General Achievement Test): all students undertaking a Unit 3 & 4 sequence must sit this three-hour test in the June test period. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

**Learning Outcomes:** what a student must know or be able to do by the time she has finished the Unit.

**MIP** (Managed Individual Pathways): a program, including course counselling, which assist students make informed choices about possible future directions.

**Part-time Apprenticeships and Traineeships:** students who receive training as part of their casual employment and receive credit towards their VCE.

**SATs** (School Assessment Tasks): tasks done in class time to assess performance in Art, Media, Studio Arts, Visual Design, Food Technology and Design and Technology studies.

**'S' or 'N':** 'S' for satisfactory (pass) or 'N' not satisfactory (not passed).

**SACs** (School Assessed Coursework): work done, mainly in class time, to assess performance in Unit 3 & 4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

**SBAT** (School Based Apprenticeships and Traineeships): students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

**Semester:** one half of the academic year. A unit of study lasts for one semester.

**Sequence:** a sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3 & 4 sequences.

**Student Program:** this is the total package of VCE and VET studies normally taken over two years. TAFE (Technical and Further Education): TAFE Institutes offer post-secondary courses.

**Unit:** each VCE study is divided into 4 units. Each unit lasts one semester. Unit 1 & 2 are normally at Year 11 level, and Unit 3 & 4 are normally at Year 12 level.

**VCAA** (Victorian Curriculum & Assessment Authority): the accrediting and authorising body responsible for overseeing the VCE.

**VCE** (Victorian Certificate of Education)

**VCE/VET:** expanding range of nationally recognised vocational studies now integrated within the VCE.

**Victorian Tertiary Admissions Centre:** the body responsible for the administration of the application and offer selection processes on behalf of universities and TAFE Institutes.

# Religion

## Introduction

The study of Religious Education is compulsory for each year of study at OLSH College Bentleigh.

In Year 11, students must study a Religious Education unit for the whole year. Year 11 students may choose one of the following Units: Texts and Traditions Units 1 and 2 or the school-based Religious Education (4 periods per cycle and not a VCE subject).

During the school based RE programme, students undertaking Texts and Traditions will have study periods. There will be occasions where the cohort comes together during the school-based RE classes. At these times, students undertaking Texts and Traditions will need to be part of this cohort period.

## Year 11: Texts and Traditions

### Unit 1

In this unit, students examine the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described. The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit also explores how texts have been used by people, both within and beyond the religious tradition, to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms.

#### **Areas of Study:**

There are three areas of study:

- The importance of sacred texts to the tradition
- The exegesis of text
- Sacred texts and later traditions.

#### **Unit Assessment:**

A variety of assessment is used in this unit:

- Open Book Test
- Research
- Exegesis
- Presentation
- Examination.

## Year 11: Texts and Traditions

### Unit 2

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students investigate the general background to selected texts, using historical research skills and scholarly works to identify people, places and events relevant to the origins of the texts. They also focus on how religious traditions use their sacred texts when confronted with particular social issues.

Students will also compare religious traditions. Misunderstanding and conflict are sometimes generated by the way different religious traditions view and perceive their relationship with each other. By understanding the content regarding common social issues of the sacred texts of each tradition, students are able to acknowledge their similarities and differences.

### Unit Prerequisites

- Successful completion of Texts and Traditions Unit 1.

### Areas of Study

There are three areas of study:

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions
- Unit Assessment

A variety of assessment is used in this unit:

- Summaries
- Textual commentaries
- Essays
- Short reports, including reports based on interviews
- Comparative tables
- Short-answer questions
- Examination.

## Year 11: Religious Education

### Course Description

Year 11 Religious Education comprises of a series of non VCE units of study. This subject is compulsory for all students at OLSH College. The program offered is in accord with the Melbourne Archdiocese Frameworks for the teaching of Religious Education.

Within the Religious Education curriculum at Year 11, students are educated in an appreciation of sacred scripture which is both scholarly and prayerful. One of the key aims is to foster a biblical literacy enabling students to move to a richer understanding of biblical texts - one which takes into account the context in which a text was written, thus avoiding a fundamentalist approach.

Religious Education classes are also punctuated by periods of time which are set aside for regular prayer sessions in our College chapel. Time is also allocated for preparation, including singing practice, of those special liturgical celebrations which are part of our OLSH tradition.

### Unit 1

#### What a Wonderful World

This unit explores the developed world's view and treatment of our world; the indigenous view of the land; and the Catholic Tradition's view of creation. An exploration of the first creation story in Genesis is undertaken.

### Unit 2

#### I Am Woman

This unit initially uses an historical lens to explore the treatment of women. Some current issues in relation to women are then explored, as well as what the Christian Tradition teaches about women. Within the Catholic Tradition, some key figures are explored, as well as the place of women within the Church.

### Unit 3

#### The Nativity Stories

The Christmas stories in Matthew's and Luke's Gospels are explored with a view to developing the students' biblical literacy. The real meaning of Christmas is also reflected upon as students examine the various texts.

### Assessment

The assessment is both formative and summative. Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and the students' self- understanding.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Assessment is based on the 'Achievement Standards' (a continuum of learning), as outlined in the Melbourne Framework for Religious Education.

## Year 12: Religious Education

### Course Description

Year 12 Religious Education comprises of a series of non VCE units of study. This subject is compulsory for all students at OLSH College. The program offered is in accord with the Melbourne Archdiocese Frameworks for the teaching of Religious Education.

The units of work are undertaken on a rotational basis whereby students complete four or five different units of work over the course of the year depending on the size of the cohort.

Religious Education classes are punctuated by periods of time which are set aside for regular prayer sessions in our College chapel. Time is also allocated for preparation, including singing practice, of those special liturgical celebrations which are part of our OLSH tradition.

### Unit 1

#### Living a Healthy Spirituality

With a focus on Christian Spirituality, this unit explores the history of Christian Spirituality and hallmarks of a healthy spirituality. The relationship between faith, belief and spirituality are explored using the movie 'Breakthrough' and podcasts from Fr. Rob Galea (FRM). It is hoped that this unit will assist students to discover tools for their own personal spiritual journey.

### Unit 2

#### Christ Figures in Film

In this unit, students differentiate between types of Christ figures in film. Students discuss and reflect upon the various depictions of Jesus in film and are invited to make connections with their own lives.

### Unit 3

#### Ethics

Students study the main types of ethical approaches and consider contemporary ethical issues. Students undertake this study as it helps them to look at their own life critically to evaluate their own actions and decisions. It assists with their understanding of how to live honourably to help create a just world – a world whereas Catholics we can live in peace and harmony.

## Unit 4

### **Voice, Treaty, Truth**

Working toward developing a resolution and a coming together with the First Nations people, we discuss treaty and truth telling. Through research we explore the wrongs of the past. The 'Uluru Statement of the Heart' and 'Makarrata', the peace-making process, help to develop an understanding of how Indigenous Australians are asking us to move forward with them.

## Unit 5

### **What It Means to Be Human**

As humans, we are born to be in relationships – we need other people in order to flourish to our full potential. This key concept is explored by providing opportunities for students to better understand their personalities, identify values and explore how we relate to others using our own gifts. What it means to be human within the Christian Tradition is a key concept of this unit.

### **Assessment**

The assessment is formative. Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and the students' self- understanding.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Assessment is based on the 'Achievement Standards' (a continuum of learning), as outlined in the Melbourne Framework for Religious Education.



# The Arts

## Art Creative Practice Unit 1 & 2

### Course Description

VCE Art Creative Practice is founded on models of art practice and inquiry. Students undertake a series of iterative learning experiences to question, investigate, connect, create, discuss, analyse, and reflect on their art making. Art practices involve students making, critically thinking, and responding as artists and viewers. Art practices may include but are not limited to the representation, interpretation and presentation of artworks to support a conceptual and practical application and understanding of materials, techniques and processes. Art practice uses visual conventions that are informed by a variety of contexts and are guided by viewpoints, encouraging deep learning and developing students' skills in critical and creative thinking.

### Unit 1 Interpreting Artworks and Exploring the Creative Practice

**Area of Study 1: Artists, Artworks and Audiences** Students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks.

**Area of Study 2: The Creative Practice** Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.

**Area of Study 3: Documenting and reflecting on the Creative Practice** Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks.

#### Topics include:

- the practices of artists from different periods of time and cultures
- the use of materials, techniques and art forms to make personal visual responses
- methods used to document and evaluate the use of the Creative Practice

### Unit 2 Interpreting Artworks and developing the Creative Practice

**Area of Study 1: The Artist, Society and Culture** In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created.

**Area of Study 2: The collaborative Creative Practice** In this area of study students continue to develop their art practice as they explore collaborative practices to make and present artworks.

**Area of Study 3: Documentation of collaboration using the Creative Practice** students build on their knowledge and skills and continue to document their art practice.

#### Topics include:

- methods used to document and evaluate the use of the Creative Practice
- ways to effectively communicate cultural and social meaning in artworks
- the use of traditional and contemporary materials, techniques and processes in art forms to communicate ideas and meaning

#### Assessment

- An extended response
- Ongoing experimentation and documentation in the Visual Arts journal
- An oral critique with documented visual and written evidence
- A documented experimental body of work
- At least one finished artwork that responds to ideas explored using the Creative Practice
- Examination

For further information about the course, please click the link [VCAA - Art](#)

## Art Creative Practice Unit 3 & 4

### Course Description

VCE Art Creative Practice is founded on models of art practice and inquiry. Students undertake a series of iterative learning experiences to question, investigate, connect, create, discuss, analyse, and reflect on their art making. Art practices involve students making, critically thinking, and responding as artists and viewers. Art practices may include but are not limited to the representation, interpretation and presentation of artworks to support a conceptual and practical application and understanding of materials, techniques and processes. Art practice uses visual conventions that are informed by a variety of contexts and are guided by viewpoints, encouraging deep learning and developing students' skills in critical and creative thinking.

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

**Area of Study 1: Investigation and presentation** students begin to develop a Body of Work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice.

**Area of Study 2: Personal investigation using the Creative Practice** The starting points for the Body of Work in Area of Study 2 may vary as students can continue to explore the ideas and issues from Area of Study 1, be influenced by the practices of other artists, or explore other ideas of personal interest.

#### Topics include:

- the use of selected materials, techniques, processes and art forms throughout the Creative Practice
- the ways visual language is used to communicate ideas or issues
- the use of materials, techniques and processes in art forms to develop effective visual language

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

**Area of Study 1: Documentation and critique of the Creative Practice** Students develop, refine and resolve the ideas they developed in Unit 3. After beginning Unit 4 students present a critique to evaluate and reflect upon their use of the Creative Practice.

**Area of Study 2: Resolution and presentation of a Body of Work** continues to use Inquiry and Project-based learning as the basis for their use of the Creative Practice.

**Area of Study 3: Comparison of artists, their practice and their artworks**

#### Topics include:

- compare the practices of historical and contemporary artists
- analyse, interpret and compare meanings and messages of historical and contemporary artworks
- use a range of resources to compare the practices of historical and contemporary artists, and to analyse and interpret their artworks

#### Assessment

- a written report
- an annotated visual report
- a documented Body of Work
- an oral critique with documented visual and written evidence.
- At least one finished artwork that responds to the ideas explored using the Creative Practice.
- Examination 30%

**For further information about the course, please click the link below**

[VCAA - Art](#)

## Art Making and Exhibiting Unit 1 & 2

### Course Description

In VCE Art Making and Exhibiting, art making and the investigation of artworks is guided by inquiry learning. The first step is the engagement of students in the practices of art making, either through the exploration of ideas or through specific themes. Students investigate artworks by artists from different periods of time and cultures, and they explore how artists have used materials, techniques and processes, and how artists have represented ideas and communicated meaning in artworks. Students work with a range of materials to understand their characteristics and properties and how these have developed over time. Students also research specific art forms to develop their knowledge and skills in art making.

### Unit 1 Explore, expand and investigate

**Area of Study 1: Explore – materials, techniques and art forms**

**Area of Study 2: Expand – make, present and reflect**

**Area of Study 3: Investigate – research and present**

#### Topics include:

- the use of materials, techniques and processes in the historical development of art forms
- the inherent characteristics and properties of materials
- understanding of technical skills when using materials and techniques in art making

### Unit 2 Understand, develop and resolve

**Area of Study 1: Understand – ideas, artworks and exhibition**

**Area of Study 2: Develop – theme, aesthetic qualities and style**

**Area of Study 3: Resolve – ideas, subject matter and style**

#### Topics include:

- how are thematic exhibitions planned and designed
- art elements, art principles and aesthetic qualities used in artworks
- characteristics and properties of materials, and the techniques and processes used to make experimental artworks

#### Assessment

- Visual arts journal
- Finished artworks
- an annotated visual report
- a presentation using digital technologies such as an online presentation or interactive website
- an oral presentation

**For further information about the course, please click the link below**

[VCAA - Art](#)

## Art Making and Exhibiting Unit 3 & 4

### Course Description

In VCE Art Making and Exhibiting, art making and the investigation of artworks is guided by inquiry learning. The first step is the engagement of students in the practices of art making, either through the exploration of ideas or through specific themes. Students investigate artworks by artists from different periods of time and cultures, and they explore how artists have used materials, techniques and processes, and how artists have represented ideas and communicated meaning in artworks. Students work with a range of materials to understand their characteristics and properties and how these have developed over time. Students also research specific art forms to develop their knowledge and skills in art making.

### Unit 3 Collect, extend and connect

**Area of Study 1: Collect – inspirations, influences and images**

**Area of Study 2: Extend – make, critique and reflect**

**Area of Study 3: Connect – curate, design and propose**

#### Topics include:

- How are artworks selected and presented for exhibition?
- Research the characteristics of a range of exhibitions and develop a thematic exhibition of artworks
- Research a range of exhibition spaces and define the characteristics of the space where artworks are exhibited

### Unit 4 Consolidate, present and conserve

**Area of Study 1: Consolidate – refine and resolve**

**Area of Study 2: Present – plan and critique**

**Area of Study 3: Conserve – present and care**

#### Topics include:

- methods used to plan and document the display of finished artworks
- methods used to refine and resolve visual language in artworks
- the application of materials, techniques and processes to refine at least one finished artwork in a specific art form

#### Assessment

- Research and experimentation in the Visual Arts journal
- An Exhibition Proposal and presentation
- A critique presented in a digital format, such as an online presentation
- A Conservation Report
- At least one finished artwork
- Examination 30%

**For further information about the course, please click the link below**

[VCAA - Art](#)

## Drama Unit 1 & 2

### Course Description

In Drama students study a range of performance styles from a variety of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond representations of real life as it is lived. They focus on creating, presenting and analysing a devised solo and an ensemble performance. They also analyse their own performance work and work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

### Unit 1

**Area of Study 1: Creating a devised performance**

**Area of Study 2: Presenting a devised performance**

**Area of Study 3: Analysing a devised performance**

**Area of Study 4: Analysing a professional drama performance**

#### Topics include:

- Creating, sustaining and developing a role in a solo performance.
- Understanding of conventions such as transformation of character, time and pace and application of symbol in performances.
- Exploring Expressive and Performance Skills, Playmaking Techniques, Dramatic Elements and Production Areas.

#### Assessment

- Documenting the processes used in creating a solo performance via a journal.
- Performing a solo performance to an audience.
- Analysing their own work and the work of drama professionals.

### Unit 2

**Area of Study 1: Using Australia as inspiration**

**Area of Study 2: Presenting a devised performance**

**Area of Study 3: Analysing a devised performance**

**Area of Study 4: Analysing an Australian drama performance**

#### Topics include:

- Creating, sustaining and developing a role in an ensemble performance.
- Exploring conventions such as transformation of character, time and pace and application of symbol.
- Expressive and Performance Skills, Playmaking Techniques, Dramatic Elements and Production Areas.

#### Assessment

- Documenting the processes used in creating an ensemble performance via a journal
- Performing an ensemble performance to an audience
- Analysing their own work and the work of drama professionals

For further information about the course, please click the link [VCAA - Drama](#)

## Drama Unit 3 & 4

### Course Description

In this course students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble and solo performances. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Students create works that reflect a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

### Unit 3

**Area of Study 1: Devising and presenting ensemble performance**

**Area of Study 2: Analysing a devised ensemble performance**

**Area of Study 3: Analysing and evaluating a professional drama performance**

#### Topics include:

- Creating an ensemble performance
- Exploring Expressive and Performance Skills, Playmaking Techniques, Dramatic Elements, conventions and Production Areas
- Viewing and analysing a professional drama performance.

#### Assessment

- Performing an ensemble performance to an audience
- Analysing their own work and the work of drama professionals

### Unit 4

**Area of Study 1: Demonstrating techniques of solo performance**

**Area of Study 2: Devising a solo performance**

**Area of Study 3: Analysing and evaluating a devised solo performance**

#### Topics include:

- Creating a solo performance
- Exploring Expressive and Performance Skills, Playmaking Techniques, Dramatic Elements, conventions and Production Areas

#### Assessment

- Performing two solo performances to an audience
- Analysing their own work

For further information about the course, please click the link [VCAA - Drama](#)

## Music Unit 1 & 2

### Repertoire or Contemporary Course Description

Students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

### Unit 1: Organisation of Music & Unit 2 Effect in Music

**Area of Study 1: Performing**

**Area of Study 2: Creating**

**Area of Study 3: Analysing and responding**

#### Topics include:

- Performances, solo and group
- Technical work and exercises
- Composing or improvising
- Class activities
- Listening to and describe how music works

#### Assessment

- Performances of two works either group or solo
- A composition
- Aural, written and practical tasks

**For further information about the course, please click the link below**

[VCAA - Music](#)



## Music Unit 3 & 4

### Contemporary or Repertoire Course Description

These units focus on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music.

Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. Students choose whether they will present their external end-of-year performance examination program as a member of a group.

### Unit 3

**Area of Study 1: Performing** An informed, accurate and expressive recital program of group and solo works.

**Area of Study 2: Analysing for performance**

**Area of Study 3: Responding** Identify, re-create, notate and transcribe short excerpts of music, and discuss.

#### Topics include:

- Performance; class activities including music literacy
- Listening beyond hearing.

#### Assessment

- Exercises and accompanying documentation that describes use of music language in the exercise/s.
- Performance, solo or group and technical; Using the elements of music to describe music
- Aural, written and practical tasks.

### Unit 4

**Area of Study 1: Performing** An informed, accurate and expressive recital program of group and solo works.

**Area of Study 2: Analysing for Performance** techniques, technical work and exercises.

**Area of Study 3: Responding** Identify, re-create, notate and transcribe short excerpts of music.

**Topics include:** Performance; class activities including music literacy; listening beyond hearing

#### Assessment

- Exercises and accompanying documentation that describes use of music language in the exercise/s.
- Using the elements of music to describe music.
- Performance, solo or group and technical (including an end of year recital worth 50%).
- Aural, written and analysis examination.

70% of the overall assessment is performance based for VCE Music Performance. Students may choose any instrument and it may be undertaken as group or solo.

**For further information about the course, please click the link below**

[VCAA - Music](#)

## Visual Communication Design Unit 1 & 2

If you haven't studied VCD before, you are welcome to join this course. There is a new study design for 2024.

Design is everywhere. The digital watch you wear, the chair you sit on, the digital games you play, the advertisements that encourage you to buy a product; have all been created by designers. VCD Units 1 and 2 enable you to explore what is 'good design' and why?' You will develop and refine your designs in the fields of practice: messages, objects, environments and interactive experiences.

### Unit 1: Finding, reframing and resolving design problems

#### Area of Study 1: Reframing design problems

#### Area of Study 2: Solving communication design problems

#### Area of Study 3: Design's influence and influences on design

#### Topics include:

- What makes good design? Why have 'sticky notes' stuck around for so long? Why do we love Apple products? Explore factors that make great designs and why we want them.
- Messages (Communication design): Does branding matter? Create a unique brand that does matter.
- Product (Industrial design): Dieter Rams produced and oversaw 500 innovative products for Braun. Learn his secrets of success and develop your own product using a range of methods, media and materials (Laser cutting, Copic markers, Prismacolor pencils, gel printing, digital programs, model-making etc). Suggested product is sunglasses, however student choice of product.

#### Assessment

- Exploration of good design; Practical folio for branding/business (Communication design)
- Practical folio for an object (Industrial design)

### Unit 2: Design context and connections

#### Area of Study 1: Design, place and time

#### Area of Study 2: Cultural ownership and design

#### Area of Study 3: Designing interactive experiences

#### Topics include:

- Environmental design: Be an innovative architect, interior or landscape designer. Design and present architectural spaces such as buildings/structures, interior, exhibition or landscape. Student choice.
- Don't let your designs be 'stolen'. Explore issues of ownership of design and how to protect your designs and why it is important.
- Interactive design. Social media, games and interactive spaces. Learn to create a successful interface design. What is 'wireframing'?

#### Assessment

- A folio presenting architectural spaces (architectural drawings and/or model).
- Investigation of culturally appropriate design practices.
- A folio proposing an interface design for an interactive digital product.

For further information about the course, please click [2024 VCD Study Design](#)

## Visual Communication Design Unit 3 & 4

### Course Description

The study of VCE Visual Communication Design seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through practical investigation and analysis, students gain insight into processes used to design messages, objects, environments and/or interactive experiences. Investigation and experimentation of manual and digital methods, media and materials develop personal design ideas and concepts.

### Unit 3: Visual Communication in Design Practices

#### Area of Study 1: Professional design practice

#### Area of Study 2: Design analysis

#### Area of Study 3: Design process: defining problems and developing ideas

#### Topics include:

- Creation of own visual communications for specific contexts, purposes and audiences
- Exploration of design practices used by contemporary designers
- Development of a brief and generation ideas for the SAT folio (Student choice)

#### Assessment

- Two practical design exercises and linked analysis
- An annotated visual report (Short answer)
- A brief and development of ideas for the student generated SAT folio.

### Unit 4: Delivering Design Solutions

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

#### Area of Study 1: Development, refinement and evaluation

#### Area of Study 2: Final presentations

#### Topics include:

- Development of different concepts related to the Brief
- Presentation of a Pitch to present concepts
- Resolution of presentations.
- Complete final designs.

#### Assessment

- SAT folio of designs

**For further information about the course, please click the link below**

[2024 VCD Study Design](#)

# English

## English Unit 1 & 2

### Course Description

#### Unit 1

##### **Area of Study 1: Reading and exploring texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.

##### **Area of Study 2: Crafting texts**

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative texts through a growing awareness of context, purpose and audience.

##### **Assessment**

The assessment includes a personal response to a set text; two student-created texts such as: short stories, speeches, essays, feature articles or memoirs; and a commentary on writing processes.

#### Unit 2

##### **Area of Study 1: Reading and exploring texts**

In this area of study, students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning.

##### **Area of Study 2: Exploring argument**

Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

##### **Assessment**

An analytical response to a set text; a set of annotated persuasive texts identifying arguments, vocabulary, text structures and language features; an analysis of the use of argument and persuasive language and techniques in text(s); an oral presentation of a point of view text.

**For further information about the course, please click the link below**

[VCAA - English](#)

## English Unit 3 & 4

### Course Description

#### Unit 3

##### **Area of Study 1: Reading and responding to texts**

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning, and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

##### **Area of Study 2: Creating texts**

Students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing.

##### **Assessment**

An analytical response to text (written); two crafted texts; a description of writing decisions.

#### Unit 4

##### **Area of Study 1: Reading and responding to texts**

Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.

##### **Area of Study 2: Analysing argument**

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year. Students read, view and/or listen to a variety of texts from the media and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

##### **Assessment**

Analytical response to text (written); an analytical response to argument (written); a point of view oral presentation.

**Unit 3 and 4 End of Year Examination (contributes 50% of the study score).**

**For further information about the course, please click the link below**

[VCAA - English](#)



## Literature Unit 1 & 2

### Unit 1

#### **Area of Study 1: Reading practices**

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

#### **Area of Study 2: Exploration of literary movements and genres**

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

#### **Assessment**

A close analysis of one or more selected passages; an analytical essay; a creative response to a studied text.

### Unit 2

#### **Area of Study 1: Voices of Country**

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

#### **Area of Study 2: The text in its context**

In Area of Study 2, students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

#### **Assessment**

Reading journal entries; a close analysis of selected passages

**For further information about the course, please click the link below**

[VCAA - Literature](#)



## Literature Unit 3 & 4

### Course Description

Literature can be taken in conjunction with English, or as a separate subject.

### Unit 3

#### Area of Study 1: Adaptations and transformations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

#### Area of Study 2: Developing Interpretations

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

#### Assessment

A written interpretation of a text; an analytical essay; a comparative interpretation of a text and subsequent interpretation of a related text.

### Unit 4

#### Area of Study 1: Creative responses to texts

Students focus on the imaginative techniques used for creating and recreating a literary work. Students learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure.

Students also develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

#### Area of Study 2: Close analysis of texts

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

#### Assessment

A creative response; a written close passage analysis; a close analysis of a text with focus on selected passages.

**Unit 3 and 4 End of Year Examination (contributes 50% of study score)**

**For further information about the course, please click the link below**

[VCAA - Literature](#)

# **Health/Physical Education**

## Health and Human Development Unit 1 & 2

### Course Description

Unit 1 looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. 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 Islander peoples. Health literacy is explored through interpreting and using data, investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students explore changes, expectations and relationships that are part of the progression from youth to adulthood. The Australian healthcare system is studied and the challenges and opportunities of digital media, including health technologies are investigated.

### Unit 1 - Understanding Health and Wellbeing

#### Area of Study 1: Health Perspectives and Influences

#### Area of Study 2: Health and Nutrition

#### Area of Study 3: Youth Health and Wellbeing

#### Topics include:

- Concepts of health and wellbeing and indicators used to measure health status.
- Variations in health perspectives based on age, gender, culture, socioeconomic status and religion.
- Major nutrients, food selection models and the marketing and promotion of food.
- Aspects of youth health and wellbeing requiring action.
- Government and non-Government programs aimed at youth.

#### Assessment

Students will be assessed in a variety of ways including structured questions, case study analysis, data analysis and a written report. Students will complete an end of semester examination.

### Unit 2 – Managing Health and Development

#### Area of Study 1: Developmental Transitions

#### Area of Study 2: Healthcare in Australia

#### Topics include:

- Overview of the Human Lifespan
- Parenting styles and Prenatal and Early Childhood Development
- Australia's Health System- Medicare, PBS and Private Health Insurance

#### Assessment

Students will be assessed in a variety of ways including a visual digital presentation, structured questions, case study/ data analysis and a research task. Students will complete an end of semester examination.

**For further information about the course, please click the link below**

[VCAA - Health and Human Development](#)

## Health and Human Development Unit 3 & 4

### Course Description

Unit 3 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 to take a better approach to inquiry.

In Unit 4 health and wellbeing and human development in a global context are explored. Students investigate factors that contribute to health inequalities between and within countries. Global action to improve health and wellbeing and human development, UN's Sustainable Development Goals and the work of WHO is explored.

### Unit 3 - Australia's Health in a Globalised World

#### Area of Study 1: Understanding Health and Wellbeing

- Benefits of optimal health
- Prerequisites for health by the WHO (World Health Organisation)
- Disease and its burden on health

#### Area of Study 2: Promoting Health and Wellbeing

- Improvements in Australia's health since 1900
- The biomedical approach to health and how technology helps with this
- The Ottawa Charter for Health promotion

#### Assessment

Assessed in a variety of ways, including case study analysis, structured questions, and data analysis.

### Unit 4 Health and Human Development in a Global context

#### Area of Study 1: Health and Wellbeing in a Global Context

- Characteristics of high, middle and low-income countries
- Factors that contribute to disease (access to safe water, poverty, sanitation etc)
- The Concept of Human Development
- Implications for health and wellbeing of global trends

#### Area of Study 2: Health and Sustainable Development Goals

- Rationale and objectives of the United Nations Sustainable Goals (UN SDGs)
- The World Health Organisation (WHO)
- Australian Aid Program
- Social action to promote health and wellbeing

#### Assessment

Assessed in a variety of ways, including case study analysis, structured questions, and data analysis.

**For further information about the course, please click the link below**

[VCAA - Health and Human Development](#)

## Physical Education Unit 1 & 2

### Course Description

#### Unit 1 - The Human Body in Motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students learn about the relationships between body systems and physical activity, sport and exercise. Students investigate the role and function of each system and how they respond to physical activity. Students evaluate the social, cultural and environmental influence on movement, and they consider the implications of the use of legal and illegal practices to improve performance.

#### **Area of Study 1: How does the musculoskeletal system work to produce movement?**

##### **Topics include:**

- Skeletal and Muscular Systems

#### **Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity? Topics include:**

- Cardiovascular and Respiratory Systems
- Performance Enhancement
- Sports Injuries

#### **Assessment**

Structured questions, case studies, data analysis, written report, examination

#### Unit 2 - Physical Activity, Sport and Society

This unit further develops students' understanding of physical activity, sport and society. Students are introduced to different types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

#### **Area of Study 1: What are the relationships between physical activity, sport, health and society?**

#### **Area of Study 2: What are the contemporary issues associated with physical activity and sport?**

##### **Topics include:**

- Physical activity concepts and sociocultural influences on sport
- Benefits of physical activity and National Physical Activity Guidelines
- Consequences of sedentary lifestyles and barriers to participation in physical activity
- Health promotion and measuring physical activity levels
- Physical activity and the media

**Assessment:** Structured questions, case studies, media analysis, a presentation of research findings, examination.

**For further information about the course, please click the link below:**

[VCAA - Physical Education](#)

## Physical Education Unit 3 & 4

### Course Description

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. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance. Students consider 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.

### Unit 3

**Area of Study 1: How are movement skills improved**

**Area of Study 2: How does the body produce energy**

#### Topics include:

- Classification/Influences on movement skills (skill acquisition)
- Biomechanical principles for analysis of human movement
- The three energy systems working together, acute responses to exercise and fatigue/recovery techniques.

#### Assessment

Practical laboratory report, case study analysis, data analysis, critically reflective folio/diary of participation in practical activities, visual presentation, multimedia presentation, structured questions.

### Unit 4

**Area of Study 1: What are the foundations of an effective training program?**

**Area of Study 2: How is training implemented effectively to improve fitness?**

#### Topics include:

- Fitness components, activity analysis and assessment of fitness
- Training program principles, methods and design
- Chronic adaptations to training and psychological strategies to enhance performance

#### Assessment:

Case study analysis, data analysis, structured questions, written report, reflective portfolio

**For further information about the course, please click the link below**

[VCAA - Physical Education](#)

# Humanities

## Australian and Global Politics Unit 1 & 2

### Course Description

In Unit 1, students explore the concept of political power. Students will learn about how power is distributed in Australian society and how competing ideas and ideologies shape the political debate between parties and interest groups. Students will explore the rights and freedoms associated with Australian democracy and compare to another country whose citizens don't enjoy such democratic freedoms.

In Unit 2, students explore how the world is politically linked. Students learn about how our increasingly globalised world affects the way people travel, trade and communicate. Students will examine the way in which Australia interacts with the global community and how global trends are influencing human rights, culture and the environment.

### Unit 1

**Area of Study 1: Power and Ideas** Students learn about the bodies that hold power in Australia and overseas.

**Area of Study 2: Political Actors and Power** Students learn about the roles and ideologies held by various political groups in Australia's democracy.

#### Topics include:

- The Australian political system
- Political parties and the ideas they represent
- A case study of a foreign political system

#### Assessment

Structured questions, case studies and research tasks.

### Unit 2

**Area of Study 1: Global Links** Students learn about the political interconnections of the world and how Australia participates.

**Area of Study 2: Global Cooperation and conflict** Students learn about the role of and power held by various global actors.

#### Topics include:

- Power exercised by various international bodies
- The complexities of an increasingly globalised world
- A case study examining an issue of global conflict

#### Assessment

Structured questions, case studies and research tasks.

**For further information about the course, please click the link below**

[VCAA - Australian and Global Politics](#)



## Business Management Unit 1 & 2

### Course Description

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and making it a reality is a cornerstone of economic and social development.

Students explore the factors affecting business ideas, the internal and external environments in which business operates, as well as the effect of these on planning a business.

### Unit 1 Planning a Business

**Area of Study 1: The Business Idea**

**Area of Study 2: Internal business environment and planning**

**Area of Study 3: External business environment and planning**

#### Topics include:

- Considering how business ideas are created and how conditions can be fostered for new business ideas to emerge.
- Describing the internal business environment and analysing how factors from within it may affect business planning and success.
- Describing the external environment of a business and explaining how the macro and operating factors may affect business planning.

**Assessment** Structured questions, Case-studies, Tests and Exam

### Unit 2 Establishing a Business

This unit focuses on the establishment phase of a business covering issues such as compliance with legal requirements, how best to establish a system of financial record keeping, staffing, and establishing a customer base. Students examine the legal requirements required to establish a business, the features of effective business marketing, staffing and financial record keeping.

Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

**Area of Study 1: Legal requirements and financial considerations**

**Area of Study 2: Marketing a business**

**Area of Study 3: Staffing a business**

#### Topics include:

- Being able to explain the importance of complying with legal requirements and financial record keeping and establishing effective policies and procedures for compliance in these areas.
- Studying the importance of establishing a customer base and a marketing presence and analysing effective marketing and public relations strategies.
- Discussing the staffing needs for a business and evaluating the benefits and limitations of management strategies in relation to staff.

**Assessment** Structured questions, Case-studies, Tests and Exam

For further information about the course, please click the link [VCAA - Business Management](#)

## Business Management Unit 3 & 4

### Course Description

This study explores the key processes and issues concerned with managing a business. Students examine several types of businesses and their respective objectives. Strategies to manage both staff and business operations are investigated.

Students consider the importance of key performance indicators to determine performance and the strategic management necessary to position a business for the future. Consideration is given to strategies that manage change. Leadership in change management is investigated. Using contemporary business case studies students can compare theoretical perspectives with current business practices and evaluate theory against practice.

### Unit 3 Managing a Business

**Area of Study 1: Business Foundations**

**Area of Study 2: Managing Employees**

**Area of Study 3: Operations Management**

#### Topics include:

- Corporate culture
- Management styles
- Management skills and the relationship between these.

#### Assessment

Each outcome will be assessed by a written assessment under test conditions. Some outcomes may be split into multiple tasks. Students will apply knowledge and skills to short answer theory-based questions and to questions that focus on contemporary business case studies.

### Unit 4 Transforming a Business

**Area of Study 1: The Need for Change**

**Area of Study 2: Implementing Change**

#### Topics include:

- Change management theories
- Leadership in change management
- Corporate social responsibility

#### Assessment

Each outcome will be assessed by a written assessment under test conditions. Some outcomes may be split into multiple tasks. Students will apply knowledge and skills to short answer theory-based questions and to questions that focus on contemporary business case studies.

**For further information about the course, please click the link below**

[VCAA - Business Management](#)

## Geography Unit 1 & 2

### Course Description

In this unit, students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

In Unit 2, students study the impacts of tourism on the world. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

### Unit 1 Hazards and Disasters

**Area of Study 1: Characteristics of Hazards** Students analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales

**Area of Study 2: Response to Hazards and Disasters** Students analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters

#### Topics include:

- Tsunamis earthquakes, volcanos, landslides
- Floods, bushfires

#### Assessment

Fieldwork, fieldwork reports, structured questions.

### Unit 2 Tourism: Issues and Challenges

**Area of Study 1: Characteristics of Tourism** Students analyse, describe and explain the nature of tourism at a range of scales.

**Area of Study 2: Impact of Tourism** Students analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

#### Topics include:

- Domestic and international tourism
- Different types of tourism and tourist destinations

#### Assessment

Fieldwork, fieldwork reports, structured questions, investigations.

**For further information about the course, please click the link below**

[VCAA - Geography](#)

## Geography Unit 3 & 4

### Course Description

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

### Unit 3 – Changing the Land

**Area of Study 1: Changing the Land:** In this area of study students undertake an overview of global land cover and changes that have occurred over time. Students investigate two major processes that are changing land cover: melting glaciers and ice sheets, and deforestation. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes in two different locations in the world – one location for each process. Students evaluate two different global responses to the impacts of land cover change, one global response for each process.

**Area of Study 2: Land Cover Change:** In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change. This change may have recently occurred, be underway or be planned for the near future.

#### Topics include:

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

#### Assessment

Fieldwork, fieldwork reports, structured questions.

### Unit 4 – Human Populations – Trends and Issues

**Area of Study 1: Population Dynamics:** On completion of this unit the student should be able to analyse and discuss population dynamics on a global scale.

**Area of Study 2: Population Issues and Challenges:** On completion of this unit the student should be able to analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

#### Topics include:

Students undertake investigations into two countries with significant population trends in different parts of the world: a growing population of one country and an ageing population of another country

#### Assessment

Fieldwork, fieldwork reports, structured questions, investigations.

For further information about the course, please click the link [VCAA - Geography](#)

## History: Australian History Unit 3 & 4

In Units 3 and 4 Australian History, students develop their understanding of the patterns of continuity and change in the nation's story, in both national and global contexts.

### Unit 3

Unit 3: Creating a Nation: 1834–2008 examines the ways European settlers struggled to transform themselves into a nation, and the key questions they faced in doing so: How was a nation to be forged and who was to be included in that nation? These questions still play out today in a deep and often tense manner.

#### Topics include:

- The foundations of a post-convict immigrant society within the British Empire
- The rapid growth of Victoria during the gold rush
- The formalisation of the White Australia Policy at Confederation
- The transformation into an inclusive multicultural society
- The transition from forced assimilation to reconciliation with Aboriginal and Torres Strait Islander people

### Unit 4

Unit 4: War and Upheaval: 1909–1992 investigates why and how Australia has been drawn into global conflicts throughout the twentieth century as alliances shifted and new perceived threats to regional security emerged. It also explores how being drawn into these global conflicts have often led to turmoil and division within Australian society.

#### Topics include:

- The experiences on the World War I and World War II home front
- Challenges to Australia's cohesion resulting from the World Wars
- Australia's response to the threat of communism during the Cold War
- Australia's participation in Cold War conflicts involving its Asia-Pacific neighbours
- The evolving role of women and indigenous Australians in military service

#### Assessment

Assessments in Units 3 and 4 Australian History consist of an historical inquiry, analysis and evaluation of historical sources, an extended response, and an essay.

**For further information about the course, please click the link below**

[VCAA - History](#)

## History: Modern History Unit 1 & 2

### Course Description

Students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Students explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. Additionally, students study the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the 20th century and the first decade of the 21st century.

### Unit 1

#### Area of Study 1: Ideology and Conflict

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- What were the causes and consequences of the First World War?

#### Area of Study 2: Social and Cultural Change

- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?

#### Topics include:

- The decline of empires and rise of nation-states; the causes and consequences of the First World War
- The rise of new ideologies and political movements; causes of the Second World War; changes in the nature of everyday life connected to nationality, class, gender and race.

#### Assessment

A historical inquiry; or an essay; or an evaluation of historical sources; or short answer questions; or extended responses; or a multi-media presentation.

### Unit 2

#### Area of Study 1: Causes, Course and Consequences of the Cold War

- What were the causes of the Cold War?
- How did Cold War ideologies of the USA and USSR contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?

#### Area of Study 2: Challenge and Change

- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- To what extent did change occur?

#### Topics include:

- Decolonisation, nationalism, theocracy, self-determination, state-building, nation-building, racism, sexism, feminism, egalitarianism and equality
- Significant individuals, movements and/or groups who challenged existing structures of social, political and/or economic power and contributed to change.

#### Assessment

A historical inquiry; or an essay; or an evaluation of historical sources; or short answer questions; or extended responses; or a multi-media presentation.

**For further information about the course, please click the link below**

[VCAA - History](#)

## Legal Studies Unit 1 & 2

### Course Description

In Unit 1, 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, the institutions that resolve criminal matters and the types of criminal sanctions applied. Students learn to apply the law in a range of actual and/or hypothetical scenarios. 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.

Unit 2 focuses on civil law and rights. Students study the key concepts of civil law, the methods and institutions that may be used to resolve a civil dispute, and the purposes and types of remedies and their effectiveness. Students develop their understanding of the way rights are protected in Australia and possible reforms.

### Unit 1: The presumption of Innocence

**Area of Study 1: Legal Foundations** Elements of an effective law and the principles of justice.

**Area of Study 2: Proving Guilt** The elements of criminal law and two criminal offences in depth.

**Area of Study 3: Sanctions** The institutions that enforce criminal law and the factors that determine appropriate criminal sanctions.

#### Topics include:

- The principles of our legal system
- The elements of criminal law
- Law enforcement and criminal sanctions

#### Assessment

Structured questions and case studies.

### Unit 2: Wrongs and Rights

**Area of Study 1: Civil Liability** The elements of civil law and two civil laws in depth.

**Area of Study 2: Remedies** The ways in which civil disputes are resolved and the types of civil remedies available.

**Area of Study 3: Human Rights** The ways in which rights are protected in Australia including a case study.

#### Topics include:

- The elements of civil law
- Civil remedies
- Protection of human rights

#### Assessment

Structured questions and case studies.

For further information about the course, please click the link below

[VCAA - Legal Studies](#)

## Legal Studies Unit 3 & 4

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

### Unit 3: Rights and Justice

#### **Area of Study 1: The Victorian Criminal Justice System**

#### **Area of Study 2: The Victorian Civil Justice System**

##### **Topics include:**

- The criminal justice system and the means used to determination of criminal cases.
- The civil justice system and the means used to determine civil cases.

##### **Assessment**

Structured questions and case studies.

### Unit 4: The people, the law and reform

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

#### **Area of Study 1: The people and the law-makers**

#### **Area of Study 2: The people and reform**

##### **Topics include:**

- Significant High Court cases involving the interpretation of the Australian Constitution.
- Parliament and courts as law-makers and their role in law reform. Respond to the need for law reform.

##### **Assessment**

Structured questions and case studies.

**For further information about the course, please click the link below**

[VCAA - Legal Studies](#)



# Languages

## Chinese Language, Culture and Society Unit 1 & 2

### Course Description

Each unit comprises two strands: (i) Chinese language, and (ii) culture and society in Chinese speaking communities. Students develop their knowledge and skill in Chinese language and culture, and gain insights into the connections between language, culture and society.

### Unit 1

**Area of Study 1: Confucianism and social harmony:** Students are introduced to Confucianism, discuss and analyse, in English, key features of Confucian ideas and their impacts on Chinese-speaking communities.

**Area of Study 2: Listening and speaking in Chinese:** Students access information from a range of spoken texts in Chinese, listen to spoken texts and respond to questions in both English and Chinese.

**Area of Study 3: Reading and writing in Chinese:** Students read short texts in Chinese and produce written responses in Chinese characters. Students read and comprehend simple texts in Chinese and create a simple piece of personal writing in Chinese.

- Personal, family and school life: family life, daily routine, pets, friends, the school day.
- Confucianism and social harmony.

### Assessment

- Complete an essay, written analysis or report in English.
- Listen to a spoken texts in Chinese and use the information obtained to answer questions in Chinese.
- Read written texts and answer questions in sentences in Chinese, and complete a report in Chinese.

### Unit 2

**Area of Study 1: Major Chinese philosophies and Chinese myths and legends:** Students research, produce a response in English about its connection to Confucianism, Daoism and/or Buddhism.

**Area of Study 2: Listening and speaking in Chinese:** Students develop the capacity to initiate and conduct a spoken interaction in Chinese on a subtopic selected, and should be able to establish and maintain a basic spoken exchange in Chinese related to planning their travel in China.

**Area of Study 3: Reading and writing in Chinese:** Students develop the ability to respond to simple written and visual texts on the selected topic, and should be able to produce a response in either informative or imaginative writing.

- Major Chinese philosophies and Chinese myths and legends.
- Travel experiences: travel plans and preparation, travel information.
- Festivals: Chinese New Year, Mid-Autumn Festival, other festivals of the Chinese-speaking communities.

### Assessment

- Complete a 600–800 word written report, in English, on aspects of Chinese myths and legends.
- Present 2-3 minute role-play in spoken Chinese.
- Produce a 100–150 character text in Chinese, taking the form of an article, an email or a report.

**For further information about the course, please click the link below**

[VCCA - Chinese Language, Culture and Society](#)

## Chinese Language, Culture and Society Unit 3 & 4

**Course Description** Each unit comprises two strands: Chinese Language and Culture and Society in Chinese-speaking communities, which are completed in Chinese and English respectively. Students develop linguistic skills and gain insight into the connections between languages, cultures and societies.

### Unit 3

**Area of Study 1: Chinese philosophies and their impact on Chinese society.** A focus on influential Chinese schools of thought and significant aspects of culture. Texts will be prescribed.

**Area of Study 2: Listening and responding.** Students access short-spoken Chinese texts and develop comprehension skills to locate and identify the main ideas and supporting ideas.

**Area of Study 3: Reading and writing in Chinese.** Students develop their ability to read short texts on features of contemporary Chinese lifestyle and cultural characteristics.

**Topics include:**

- Lifestyles: Leisure activities, travel and food culture, entertainment.
- Future aspirations: gaining employment, study abroad, part-time work, further study.

**Assessment**

- Complete an essay, written analysis or report in English.
- Listen to a spoken texts in Chinese and answer a series of questions in Chinese.
- Read texts and answer questions in written Chinese and write a 100-150 character informative report

### Unit 4

**Area of Study 1: Social and economic development of contemporary China.** Students explore contemporary Chinese social and cultural values and explore key ideas in one of the following aspects of life in China: economic change, technological change, and social and political change.

**Area of Study 2: Listening and Speaking in Chinese** Students develop language skills related to making arrangements and completing transactions and use relevant grammatical structures to ask for or give assistance or advice, suggesting, explaining, agreeing and disagreeing where appropriate.

**Area of Study 3: Reading and writing in Chinese** Students develop their ability to comprehend written texts in Chinese and to interpret a visual stimulus on the same selected topic.

**Topics include:**

- Social and economic development of contemporary China.
- Future aspirations: gaining employment, study abroad, part-time work, further study.

**Assessment**

- An essay, written analysis, or report in English on aspects of Chinese social and cultural values.
- Present a two to three -minute role-play in spoken Chinese.
- Complete an approximately 150-character response in Chinese, selecting from: a letter, a story or a blog post.

**For further information about the course, please click the link below**

[VCCA - Chinese Language, Culture and Society](#)

## Italian Units 1 & 2

**Course Description** Units 1 and 2 focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. Units 1 - 2 focus on the three prescribed themes: The Individual, The Italian - speaking communities and The World around us.

### Unit 1

**Area of Study 1: Interpersonal Communication:** Exchange meaning in a spoken interaction in Italian.

**Area of Study 2: Interpretive Communication:** Interpret information from two texts on the same subtopic presented in Italian and respond in writing in Italian and in English.

**Area of Study 3: Presentational Communication:** information, concepts and ideas in writing in Italian.

**Topics include:**

- A Film Study – ‘Il Postino’ - ‘lo e te’ - ‘Scialla’
- The origins of Carnevale and the Commedia dell’arte; A Documentary Study – ‘Italy - Love it or leave it’
- Italian cultural products and practices - Il Made in Italy; Education and future plans

### Unit 2

**Area of Study 1: Interpersonal Communication:** Respond in writing in Italian to spoken, written or visual texts presented in Italian.

**Area of Study 2: Interpretive Communication:** Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.

**Area of Study 3: Presentational Communication:** Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

**Topics include:**

- Comparative study - Novel Study -‘lo e te’ - Niccolò Ammaniti and Film Study: ‘Scialla - Francesco Bruni
- The changing landscape of Italian cities (Venezia) and the impact of tourism and climate change
- Italians migrating to Australia in the 21st Century; Italian festivals and celebrations

#### Assessment Unit 1

- To exchange meaning in a spoken interaction in Italian; To interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and English
- To present information, concepts and ideas in writing.

#### Assessment Unit 2

- To respond in writing in Italian to spoken, written or visual texts presented in Italian
- To analyse written, spoken or visual texts to produce an extended written response in Italian
- To explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

**For further information about the course, please click the link**

[VCAA - Italian](#)

## Italian Units 3 & 4

### Course Description

Units 3 and 4 focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. Units 1 - 4 focus on the three prescribed themes: The Individual, The Italian - speaking communities and The World around us.

### Unit 3 Prerequisite: Must complete Unit 1 & 2 Italian

**Area of Study 1: Interpersonal Communication** A spoken exchange in Italian to resolve an issue.

**Area of Study 2: Interpretive Communication** Interpret information from texts and write responses in Italian.

**Area of Study 3: Presentational Communication Express** writing - personal, informative or imaginative.

#### Topics include:

- A Film Study: Il Postino (Radford), Terraferma (Craiese) or Quando sei nato non puoi piu nasconderti (Giordana) - Europe's refugee crisis – Immigration to Italy
- The Mediterranean diet; Family relationships.

### Unit 4

**Area of Study 1: Interpersonal Communication** Share information, ideas and opinions in a spoken exchange in Italian.

**Area of Study 2: Interpretive Communication** Analyse information from written, spoken and viewed texts for use in a written response in Italian.

**Area of Study 3: Presentational Communication** Present information, concepts and ideas in evaluative or persuasive format.

#### Sample topics include:

- Italian cultural practices and products – Street art as a form of art and social commentary
- Italians migrating to Australia in the 21st Century
- Communication and media

#### Assessment Unit 3

- Participating in a spoken exchange in Italian to resolve a personal issue
- To interpret information from texts and write responses in Italian
- To express ideas in a personal, informative or imaginative piece of writing in Italian

#### Assessment Unit 4

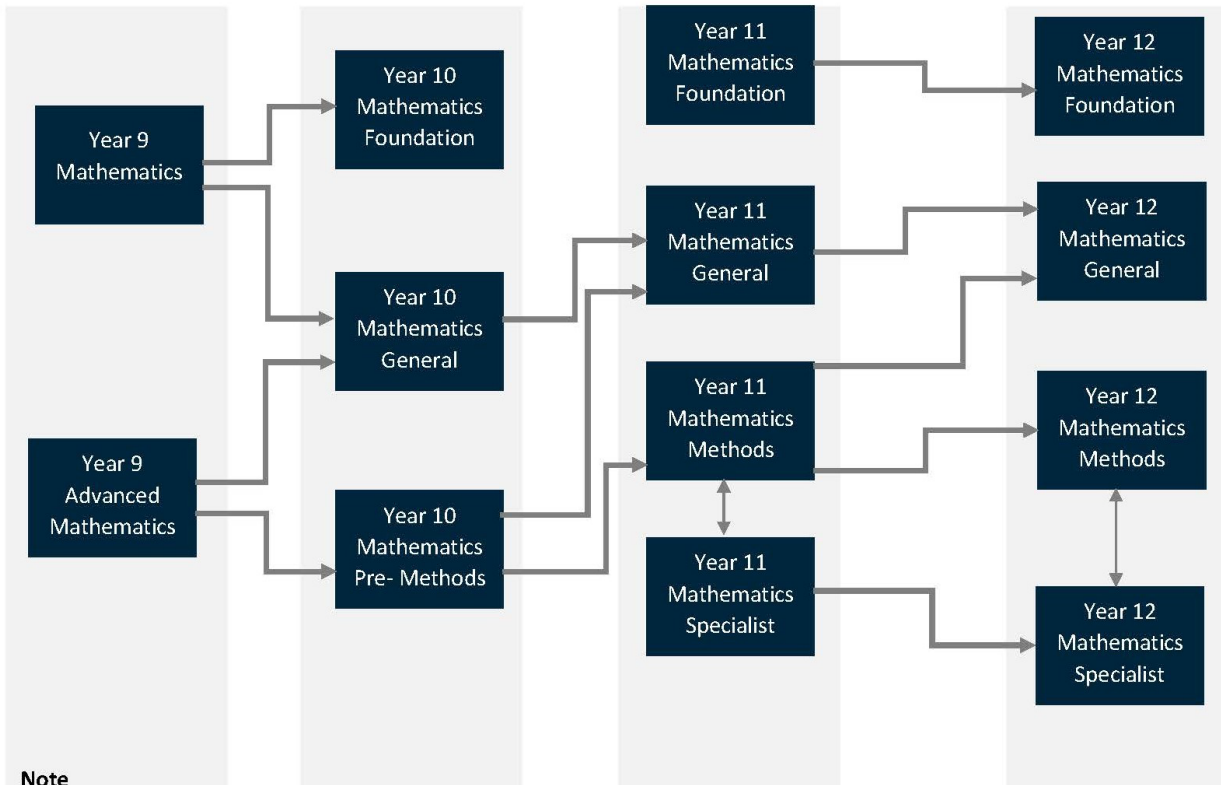
- To share information, ideas and opinions in a spoken exchange in Italian
- To analyse information from written, spoken and viewed texts for use in a written response in Italian
- To present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.

**For further information about the course, please click the link below**

[VCAA - Italian](#)

# Mathematics

**Mathematics pathway**



**Note**

- Year 10 Mathematics Foundational is by invitation only.
- Units 1-2 Foundation Mathematics will not be offered in 2024
- Students selecting Year 11 Specialist Maths must also select Year 11 Maths Methods.
- Students selecting Year 12 Specialist Maths must also select Year 12 Maths Methods.

## General Mathematics Unit 1 & 2

### Course Description

General Mathematics Units 1 and 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level, and contains assumed knowledge and skills for these units.

### Unit 1

**Area of Study 1: Data analysis, probability and statistics**

**Area of Study 2: Algebra, number and structure**

**Area of Study 3: Functions, relations and graphs**

**Area of Study 4: Discrete mathematics**

#### Topics include:

- Types of data, display and univariate data; summary statistics for centre and spread, and the comparison of sets of data.
- Arithmetic and geometric sequences, recurrence relations and simple financial sequences.
- Linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations.
- Matrices and matrix operations to model and solve a range of practical problems.

### Unit 2

**Area of Study 1: Data analysis, probability and statistics**

**Area of Study 2: Discrete mathematics**

**Area of Study 3: Functions, relations and graphs**

**Area of Study 4: Space and measurement**

#### Topics include:

- Bivariate data: association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.
- Use of graphs and networks to model and solve a range of practical problems.
- Direct and inverse variation, transformations to linearity and modelling.
- Units of measurement, accuracy, computations with formulas for different measures, practical applications, trigonometry, and Pythagoras' theorem.

### Assessment

All assessment is school based. Demonstration of achievement will be from a selection of assignments, tests, summary notes and end of semester examinations.

**For further information about the course, please click the link below**

[VCAA – General Mathematics](#)



## General Mathematics Unit 3 & 4

### Course Description

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

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

### Unit 3 & 4

**Area of Study 1: Data analysis, probability and statistics**

**Area of Study 2: Recursion and financial modeling**

**Area of Study 3: Matrices**

**Area of Study 4: Networks and Decision Mathematics**

### Topics include:

- Data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and predication.
- First-order linear recurrence relations, time value of money (TVM) to model and analyse a range of financial situations; involving interest, appreciation and depreciation, loans, annuities and perpetuities.
- Definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first order linear matrix recurrence relations to model a range of situations and solve related problems.
- The definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

### Assessment

SAC 1: Data Analysis: Application task (4-6 hours)

SAC 2: Modelling/Problem solving task: Recursion and financial modelling (2-3 hrs)

SAC 3: Modelling/Problem solving task: Matrices (2-3 hours)

SAC 4: Modelling/Problem solving task: Networks and decision mathematics (2-3 hours)

There are two examinations for General Mathematics.

Unit 3 SACs: 24%

Unit 4 SACs: 16%

Examination 1: 30%

Examination 2: 30%

**For further information about the course, please click the link below**

[VCAA – General Mathematics](#)

## Mathematical Methods Unit 1 & 2

### Course Description

Mathematical Methods Units 1 & 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

### Unit 1

- Area of Study 1: Functions, relations and graphs**
- Area of Study 2: Algebra, number and structure**
- Area of Study 3: Calculus**
- Area of Study 4: Data analysis, probability and statistics**

#### Topics include:

- Graphical representation of simple algebraic functions
- Algebra of polynomial functions of low degree and transformations of the plane.
- Constant and average rates of change.

### Unit 2

- Area of Study 1: Functions, relations and graphs**
- Area of Study 2: Algebra, number and structure**
- Area of Study 3: Calculus**
- Area of Study 4: Data Analysis, probability and statistics**

#### Topics include:

- Graphs and exact values of trigonometric functions
- Investigation of exponential and logarithmic functions and their graphs
- Inverse functions, application of index and logarithm laws
- Differentiation, applications of differentiation and analysis of functions in terms of minimums and maximums, use of notation
- Addition and multiplication principles for counting, combinations

### Assessment

All assessment is school based. Demonstration of achievement will be from a selection of assignments, tests, summary notes and end of semester examinations. Assessments will include both Technology-active and Technology-free components.

**For further information about the course, please click the link below**

[VCAA - Mathematical Methods](#)

## Mathematical Methods Unit 3 & 4

### Course Description

Mathematical Methods Unit 3 & 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Knowledge and skills of Units 1 & 2 Mathematical Methods is assumed.

### Unit 3 & 4

**Area of Study 1: Functions and graphs**

**Area of Study 2: Algebra, number and structure**

**Area of Study 3: Calculus**

**Area of Study 4: Data analysis, probability and statistics**

### Topics include:

- Functions: linear, polynomial, exponential, logarithmic and circular – graphs, transformations and applications
- Algebra: use of notation, composition of functions
- Derivatives of functions including exponential, logarithmic and circular
- Discrete and continuous random variables, central measures and measures of spread.

### Assessment

SAC 1: Application Task (4-6 hours)

SAC 2: Modelling/Problem solving task: Calculus and applications (2-3 hours)

SAC 3: Modelling/Problem solving task: Probability and Statistics (2-3 hours)

This school assessed coursework for Unit 3 is 20% and Unit 4 is 20% of the assessment for this subject.

There are two examinations for Mathematical Methods

Examination 1: 20% Technology Free – 1 hour exam

Examination 2: 40% Technology Active with Summary notes – 2 hour exam

**For further information about the course, please click the link below**

[VCAA - Mathematical Methods](#)

## Specialist Mathematics Unit 1 & 2

### Course Description

Specialist Mathematics Unit 1 & 2 provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

### Unit 1

**Area of Study 1: Algebra, number and structure**

**Area of Study 2: Discrete mathematics**

#### Topics include:

- Development of formal mathematic notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic and Boolean algebra, and the development of algorithms to solve problems
- Sequences, series, and first-order linear difference, equations, combinatorics, permutations and combinations, combinatorial identities, and matrices.

#### Assessment

All assessment is school based. Demonstration of achievement will be from a selection of assignments, tests, summary notes and end of semester examinations. Assessments will include both Technology- active and Technology-free components.

### Unit 2

**Area of Study 1: Data analysis, probability and statistics**

**Area of Study 2: Space and measurement**

**Area of Study 3: Algebra, number and structure**

**Area of Study 4: Functions, relations and graphs**

#### Topics include:

- Linear combinations of random variables and the distribution of sample means of a population.
- Trigonometry and identities, rotation and reflection transformations of the plane and vectors.
- Arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane.
- Partial fractions; reciprocal and inverse circular function and their graphs and simple transformations of these graphs.

#### Assessment

All assessment is school based. Demonstration of achievement will be from a selection of assignments, tests, summary notes and end of semester examinations. Assessments will include both Technology-active and Technology-free components.

**For further information about the course, please click the link below**

[VCAA - Specialist Mathematics](#)

## Specialist Mathematics Unit 3 & 4

### Course Description

Specialist Mathematics Unit 3 & 4 is completely prescribed and assumes familiarity with the key knowledge and skills from Mathematical Methods Unit 1 & 2 and skills from Specialist Mathematics Unit 1 & 2, and concurrent study or previous study of Mathematical Methods Unit 3 & 4. It is a course for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning.

### Unit 3 & 4

**Area of Study 1: Discrete mathematics, logic and proof**

**Area of Study 2: Functions, relations and graphs**

**Area of Study 3: Algebra, number and structure, Complex numbers**

**Area of Study 4: Calculus, Differential calculus and integral calculus, Differential equations, Kinematics: rectilinear motion**

**Area of Study 5: Space and measurement, Vectors, Vector and cartesian equations, Systems of linear equations, Vector calculus**

**Area of Study 6: Data analysis, probability and statistics, Distribution of linear combinations of random variables, Distribution of the sample mean, Confidence intervals for the population mean, Hypothesis testing**

### Topics include:

- Development of mathematical argument and proof
- Rational functions and other simple quotient functions and curve sketching of these functions and relations, and the analysis of key features of their graphs.
- Algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.
- Advanced calculus techniques for analytical and numerical differentiation and integration. Kinematics: rectilinear motion
- Arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors, vector kinematics, vector, parametric and cartesian equations of lines and planes, and solutions of systems of linear equations
- Linear combinations of random variables and introductory statistical inference with respect to mean of a single population, the determination of confidence intervals, and hypothesis testing.

### Assessment

SAC 1: Application task (4-6 hours)

This school assessed coursework for Unit 3 is 20% of the assessment for this subject. SAC 2: Modelling/Problem solving task: Calculus and applications (2-3 hours)

SAC 3: Modelling/Problem solving task: Space and Measurement and Kinematics (2-3 hours)

This school assessed coursework for Unit 4 is 20% of the assessment for this subject.

There are two examinations for Mathematical Methods

Examination 1: 20% Technology Free – 1 hour exam

Examination 2: 40% Technology Active with Summary notes – 2 hour exam

**For further information about the course, please click the link [VCAA - Specialist Mathematics](#)**

# Science

## Biology Unit 1 & 2

### Course Description

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

### Unit 1 How do organisms regulate their functions?

**Area of Study 1: How do cells function?**

**Area of Study 2: How do plant and animal systems function?**

**Area of Study 3: scientific investigations of how organisms regulate their function?**

**Topics include:**

- Cellular structure and function; the cell cycle and cell growth; death and differentiation
- Functioning systems; regulation of systems

### Unit 2 How does inheritance impact on diversity?

**Area of Study 1: How is inheritance explained?**

**Area of Study 2: How do plant and animal systems function?**

**Area of Study 3: How humans use science to explore and communicate bioethical issues?**

**Topics include:**

- From chromosomes to genomes, genotypes and phenotypes, patterns of inheritance
- Reproductive strategies, Adaptations and diversity

### Assessment

For each outcome, at least one task selected from:

- a case study analysis
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster

**For further information about the course, please click the link below**

[VCAA - Biology](#)

## Biology Unit 3 & 4

### Course Description

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

### Unit 3 How do cells maintain life?

**Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?** Students explore the expression of information encoded in a sequence of DNA to form a protein the nature of the genetic code and the proteome.

### Area of Study 2: How are biochemical pathways regulated?

#### Topics include:

- The relationship between nucleic acids and proteins.
- DNA manipulation techniques and applications.
- Regulation of biochemical pathways in photosynthesis and cellular respiration.
- Biotechnological applications of biochemical pathways.

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

### Area of Study 1: How do organisms respond to pathogens?

### Area of Study 2: How are species related over time?

### Area of Study 3: How scientific inquiry is used to investigate cellular processes/biological change?

#### Topics include:

- Responding to antigens
- Acquiring immunity
- Disease challenges and strategies

### Assessment

A variety of learning activities and assessment tasks to demonstrate the key science skills and key knowledge in the two outcomes. For each outcome, one task selected from:

- analysis and evaluation of a selected biological case study
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- analysis and evaluation of a contemporary bioethical issue.

**For further information about the course, please click the link below**

[VCAA - Biology](#)



## Chemistry Unit 1 & 2

### Course Description

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries.

### Unit 1 How can the diversity of material be explained?

**Area of Study 1: How do the chemical structures of materials explain their properties and reactions?**

**Area of Study 2: How are materials quantified and classified?**

**Area of Study 3: How can chemical principles be applied to create a more sustainable future?**

**Topics include:**

- Elements and the Periodic Table
- Covalent substances
- Reactions of metals
- Reactions of ionic compounds
- Separation and identifications of the components of mixtures
- Organic compounds
- Polymers and society

**Assessment** Test, practical report, research investigation, exam

### Unit 2 Do chemical reactions shape the natural world?

**Area of Study 1 How do chemicals interact with water?**

**Area of Study 2 How are chemicals measured and analysed?**

**Area of Study 3 How do quantitative scientific investigations develop our understanding of chemical reactions?**

**Topics include:**

- Water as a unique molecule
- Acid-base (proton transfer) reactions
- Measuring solubility and concentration
- Acids and Bases
- Measuring Gases

**Assessment** Report on a practical investigation, test, analysis of data, exam

**For further information about the course, please click the link [VCAA – Chemistry](#)**

## Chemistry Unit 3 & 4

### Course Description

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

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

**Area of Study 1: What are the options for energy production?** Compare fuels quantitatively with reference to combustion products and energy outputs.

**Area of Study 2: How can the yield of a chemical product be optimised?** Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised.

#### Topics include:

- Rates and extent of Chemical Reactions
- Production of chemicals by electrolysis
- Rechargeable batteries

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

**Area of Study 1: How can the diversity of carbon compounds be explained and categorised?**

**Area of Study 2: What is the Chemistry of food?**

**Area of Study 3: Practical investigation**

#### Topics include:

- Structure and nomenclature of organic compounds
- Metabolism of food in the human body
- Energy Content of Food

### Assessment

Practical Reports, Tests

**For further information about the course, please click the link below**

[VCAA – Chemistry](#)

## Physics Unit 1 & 2

### Course Description

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. Unit 2 is studied in Semester 1 and Unit 1 is studied in Semester 2.

### Unit 2 What do experiments reveal about the physical world?

**Area of Study 1: How can motion be described and explained?** In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion.

**Area of Study 2: Options including:** What are stars? Is there life beyond Earth's Solar System? How do forces act on the human body? • How can AC electricity charge a DC device?

**Area of Study 3: Practical investigation** students should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

#### Topics include:

- Astronomical measurement
- Classification of Stars
- Information from beyond Earth's Solar System

### Unit 1 What ideas explain the physical world?

**Area of Study 1: How can thermal effects be explained?** In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye.

**Area of Study 2: How do electric circuits work?** Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

**Area of Study 3: What is matter and how is it formed?** In this area of study students explore the nature of matter, and consider the origins of atoms, time and space.

#### Topics include:

- Thermodynamics
- Thermodynamics and climate science
- Concepts used to model electricity
- Origins of atoms

For further information about the course, please click the link below

[VCAA - Physics](#)

## Physics Unit 3 & 4

### Course Description

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

### Unit 3 How do fields explain motion and electricity?

**Area of Study 1: How do things move without contact?** In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic.

**Area of Study 2: How are fields used to move electrical energy?** The production, distribution and use of electricity has had a major impact on human lifestyles.

**Area of Study 3: How fast can things go?** In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond.

### Unit 4 How can two contradictory models explain both light and matter?

**Area of Study 1: How can waves explain the behaviour of light?** In this area of study students use evidence from experiments to explore wave concepts in a variety of applications.

**Area of Study 2: How are light and matter similar?** Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

**Area of Study 3: Practical investigation** A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4.

### Assessment

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and external assessment.

Percentage contributions to the study score in VCE Physics are as follows:

Unit 3 School-assessed Coursework: 21%

Unit 4 School-assessed Coursework: 19%

End-of-year examination: 60%

For further information about the course, please click the link below

[VCAA - Physics](#)

## Psychology Unit 1 & 2

### Course Description

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

### Unit 1 How are behaviour and mental processes shaped?

**Area of Study 1: What influences psychological development?**

**Area of Study 2: How are mental processes and behaviour influenced by the brain?**

**Area of Study 3: How does contemporary psychology conduct and validate psychological research?**

**Topics include:**

- the process of psychological development over the course of the life span
- the concepts of normality and neurotypicality, including consideration of emotions, behaviours and cognitions that may be viewed as adaptive or maladaptive for an individual
- the roles of the hindbrain, midbrain and forebrain in behaviour and mental processes
- the capacity of the brain to change in response to experience and brain trauma, including factors influencing neuroplasticity and ways to maintain and/or maximise brain functioning
- the impact of an acquired brain injury (ABI) on a person's biological, psychological and social functioning

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

**Area of Study 1: How are people influenced to behave in particular ways?**

**Area of Study 2: What influences a person's perception of the world?**

**Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?**

**Topics include:**

- the influence of prejudice, discrimination and stigma within society on a person's and/or group's mental wellbeing and ways to reduce it
- the concepts of obedience and conformity and their relative influence on individual behaviour
- the influence of biological, psychological and social factors on visual perception and gustatory perception
- distortions of perception of taste and vision in healthy individuals, such as synaesthesia and spatial neglect
- conducting a scientific investigation into the internal or external influences on perception and/or behaviour.

### Assessment

Assessment will include media analysis, case studies, poster report of an investigation and research analysis

[VCAA - Psychology](#)

## Psychology Unit 3 & 4

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

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

#### Area of Study 1: How does the nervous system enable psychological functioning?

#### Area of Study 2: How do people learn and remember?

##### Topics include:

- the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli
- stress as an example of a psychobiological process
- Neural plasticity as the fundamental mechanism of memory formation that leads to learning
- The gut–brain axis as an area of emerging research, with reference to the interaction of gut microbiota with stress and the nervous system in the control of psychological processes and behaviour
- the psychobiological process of memory
- the use of mnemonics by written cultures to increase the encoding, storage and retrieval of information as compared with the use of mnemonics such as sung narrative used by oral cultures, including Aboriginal peoples' use of songlines

### Unit 4. How is mental wellbeing supported and maintained?

#### Area of Study 1: How does sleep affect mental processes and behaviour?

#### Area of Study 2 : What influences mental wellbeing?

#### Area of Study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

##### Topics include:

- Sleep as a psychological construct that is broadly categorised as a naturally occurring altered state of consciousness and is further categorised into REM and NREM sleep
- Ways of considering mental wellbeing, including levels of functioning; resilience, as the ability to cope with and manage change and uncertainty
- Defining mental wellbeing.

#### Assessment

A variety of assessment tasks could be used including analysis of research, extended response tasks and media analysis.

For further information about the course, please click the link: [VCAA - Psychology](#)

# Technologies

## Food Studies Unit 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.

### Unit 1 Food Origins

#### Area of Study 1: Food around the World

- Origins and cultural roles of food, from early civilisations through to today's industrialised and global world.
- Use of ingredients available today that were used in earlier cultures.
- Research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

#### Area of Study 2: Food in Australia

- History and culture of food in Australia including indigenous food prior to European settlement,
- Challenges of the first non-indigenous settlers to establish a secure and sustainable food supply.
- Influence and research into foods and food preparation techniques introduced by immigrants over time.
- Resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own.

**Assessment** Practical productions, materials testing, sensory evaluation, written report.

### Unit 2 Food Makers

#### Area of Study 1: Australia's food systems

- Components of the food system
- Commercial food production in Australia, including the primary production, food processing, and the retail and food service sectors.
- Food industries within Australia, including challenges and opportunities.
- New food product development and innovation, and processes in place to ensure a safe food supply.

#### Area of Study 2: Food in the Home

- Compare products prepared in different settings and evaluate them using a range of measures.
- Influences on the effective provision and preparation of food in the home.
- Food science - physical and chemical changes that occur during food preparation.
- Designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

**Assessment** Design Brief, materials testing, sensory evaluation and written report

**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.**

For further information about the course, please click the link [VCAA – Food Studies](#)



## Food Studies Unit 3 & 4

### Unit 3 Food in Daily Life

#### Area of Study 1: The Science of Food

- The science of food appreciation
- The physical need for food – digestion, absorption and utilisation of protein, fats, and carbohydrates.
- The scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy eating and diverse nutrient requirements required across the lifespan, and
- The influence of diet on gut microflora and its contribution to overall health and wellbeing

#### Area of Study 2: Food Choice, Health and Wellbeing

- Influences on food choice and how communities, families and individuals change their eating patterns over time
- How our food values and behaviours develop within social environments,
- Investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

#### Assessment

Case study analysis, dietary analysis, product analysis, sensory analysis, structured questions

### Unit 4 Food issues, Challenges and Futures

Unit 4 examines the debates surrounding Australia's food systems and the challenge of feeding a rising world population

#### Area of Study 1: Navigating Food Information

- Individual responses to food information and misinformation
- Development of food knowledge, skills and habits to empower consumers to make discerning food choices.
- Develop evidence-based conclusions and evaluation of food fads, trends and diets
- Application of food selection skills through interpretation of labelling marketing on food packaging.

#### Area of Study 2: Environment and Ethics

- Challenges of food security, food sovereignty and food citizenship
- Development and application of innovations and technologies within the food system
- Issues associated with food production including the environment, ecology, ethics, farming practices, food wastage, and the use and management of water and land.

#### Assessment

Written report, dietary analysis, product analysis, structured questions

**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.**

For further information about the course, please click the link below [VCAA – Food Studies](#)

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

## VET IN THE VCE

### Vocational Educational Training in the Victorian Certificate of Education

All VCE/VET Programs are drawn from national training packages and offer portable qualifications which are recognised throughout Australia. These qualifications provide students the opportunity to acquire and develop skills, knowledge and confidence to work in a specific area or to pursue a career or further training in a selected program.

#### VET at Schools Program (VET) provides:

1. The potential for the practical training experience to complement senior school studies
2. Support to students to improve their academic performance because of increased:
  - awareness of the applicability and relevance of their learning
  - Increased opportunities for students to continue their studies
  - Alternative pathways to work and further study
  - Opportunities for young people to combine work and full-time study.

All VCE/VET subjects offer credit towards the VCE either through a scored assessment (examination at the end of Year 12) or as block credit. VCE/VET subjects have equivalent status to any VCE subject. VET students will receive a VET certificate from their RTO (Registered Training Organisation) if they complete all required work. If they do not complete enough work to qualify for the certificate, they will get a Statement of Attainment listing the units that they have completed.

#### The VCE/VET subjects offered at OLSH in 2023:

- [VET Certificate III in Business](#)
- [VET Certificate II Apparel Fashion Textiles](#)
- [VET Certificate III in Community Services](#)
- [VET Certificate III in Dance](#)
- [VET Certificate III in Sport & Recreation](#)

*Click on the subject links for an overview of these subjects*

#### Additional VCE/VET subjects

Other VCE/VET courses are available at a variety of institutions depending on a student's interest area. (See below). Students wishing to explore the VCE/VET option need to see Ms Amanda Nelson, Director of Curriculum, or Ms Carmel Girolami, Pathways Coordinator, for full course information and advice. ***(There is an additional cost for these subjects.)***

Below are some of the courses OLSH students studied in 2023

- VET Certificate III in Allied Health
- VET Certificate II in Animal Studies
- VET Certificate III in Beauty
- VET Certificate III in Building Design and Drafting
- VET Certificate II in Design Fundamentals
- VET Certificate II in Digital Media
- VET Certificate III in Event Management
- VET Certificate II in Hospitality (Kitchen Operations or Front of House)
- VET Certificate III in Interior Design
- VET Certificate III in Music Industry

- VET Certificate III Screen and Media

***Students are directed to seek advice regarding their career options and course availability.***

## Completion of VCE/VET Subjects

All VCE/VET subjects require a student to complete both years of the certificate to achieve the full certificate. Students can do a VCE/VET subject for one year only but it is not recommended.

## VCE/VET Costs

All VCE/VET programs incur additional fees. These are set and reviewed annually by individual course providers and are determined by the College after applying the Catholic Education Office Melbourne (CEOM) VET grant and other subsidies. VCE/VET courses range in price. Some VET programs also have additional equipment, material and uniform costs which are paid directly to the provider.

## The Impact of VCE/VET Studies

VCE/VET programs which are taught off campus (generally on a Wednesday afternoon) may impact on other subjects which a student is studying. Highly developed organisational skills are required to successfully manage the demands of VCE and VCE/VET studies.

## Australian School Based Apprenticeships (ASBA)

Australian School Based Apprenticeships are another training option. Students can work in industry on a part time basis as a trainee or apprentice and complete their secondary education. Students from OLSH have completed ASBAs in Child Care, Hairdressing, Veterinary Nursing, Business Administration and Hospitality. Students become a paid employee and attend off the job training. These apprenticeships are usually undertaken by students and are available by negotiation. Please see Ms Girolami, Pathways Coordinator, for further details.

## Advantages of Doing a VCE/VET Subject

- VCE/VET programs are designed to help students make the transition to further education, training, work, or a blend of both training and work.
- While at school students are developing skills in an area that can lead them directly into a pathway post school. For many students this gives them greater confidence as they enter Year 12.
- VCE/VET subjects promote the employability skills of communication, planning and organising, self-management, life-long learning, teamwork, initiative and enterprise, problem solving and technology.
- VCE/VET subjects can promote an awareness of the world of work through a work placement.
- VCE/VET subjects support the development of general vocational.
- Students who have studied VCE/VET subjects in the past few years have achieved excellent examination results at VCE.
- It is a senior certificate that can be completed by end of Year 11 if the student begins the certificate in Year 10.
- It gives students who are applied learners greater opportunities to start at Year 10, and possibly pick up a second VCE/VET subject at Year 11 to complete at end of Year 12. This will then give a student two national certificates upon completion of Year 12.
- Not all students cope with the rigour of a full academic load. VCE/VET subjects give these students the opportunity to gain necessary confidence and skills in an area of interest and much better outcomes post Year 12.

## VET Certificate II in Apparel, Fashion and Textiles

The VCE VET Certificate II in Apparel, Fashion and Textiles program aims to provide students with the knowledge, skills, and competency that will enhance their employment prospects in the fashion, textile and clothing related industries. It includes skills used in the design and production of garments. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns and applying quality standards. This program is delivered through Ripponlea Institute RTO 21230.

Students will study units over 2 years to complete the full certificate. The Units covered include:

MST20722	Qualification Title- Certificate II in Apparel, Fashion and Textiles
Core or Elective Units	Units of Competency being offered
Core	MSMENV272 Participate in environmentally sustainable work practices
Core	MSMWHS200 Work safely
Core	BSBCMM211 Apply communication skills
Core	MSTAT2005 Sew materials by machine
Core	MSTGN2018 Work in TCF industry
Elective	MSTGN2023 Identify and handle fabrics and textiles
Elective	MSTAT2001 Prepare and communicate design concepts for simple textiles products
Elective	MSTAT2003 Modify patterns
Elective	MSTAT2006 Assemble simple products
Elective	MSTML1001 Make a simple headpiece
Elective	MSMOPS101 Make measurements
Elective	MSTAT2002 Draw basic sketches of textiles products
Elective	MSTAT2010 Use basic textiles production processes

Students will complete theory, folio and practical work. This subject does not offer a scored assessment. **However, students who receive a Units 3 and 4 sequence for VCE VET Certificate II in Apparel, Fashion and Textiles will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).**

Student enrolment is with the RTO, Ripponlea Institute (21230). Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

Further information about this course can be found at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## VET Certificate III Business

The Certificate III in Business provide a pathway for students who wish to continue with their business studies into higher education. The certificate requires 13 units for completion, and this is done over two years. All units are pre-selected. Eight units are studied in Year 11 and five in Year 12.

The certificate is suitable for both scored and unscored senior student pathways. The year 12 course is a scored VCE/VET program, contributing to the ATAR – 66% coursework, 34% examination.

This certificate gives students the knowledge and skills to enhance their employment prospects in a business or office administration environment.

**Year 1:** The course will give students an understanding of business fundamentals within the Australian context and will help students gain employment in an entry level administrative or customer service role.

Competencies include workplace health and safety, using digital technologies in a work environment, creating electronic presentations, inclusive work practices, sustainable work practices, critical thinking and creating and using spreadsheets.

**Year 2:** 1. Unit 3 & 4 includes competency-based units such as organising personal work priorities, organising workplace information, design and produce business documents, customer service and work place communication.

### **What career and employment opportunities are available?**

Potential occupations may include administration or clerical assistant, data entry operator, office junior or receptionist, personal assistant, medical secretary, payroll officer, legal clerk or information desk manager. Higher education pathways can lead to employment opportunities in commerce, management or marketing.

### **Assessment:**

Year 11 Assessment is based on RTO provided tasks via an online portal. This involves things such as theory questions, role plays, case studies.

Year 12 – Students must complete RTO provided competency assessment tasks via the online portal and three extended project style tasks that meet VCAA scored assessment requirements.

## VET Certificate II in Community Services (Year 1 in Year 11)

This full Certificate II course provides students with a broad range of knowledge and skills to pursue a career or further training in the community services sector.

### **Topics include:**

Students will learn about the community services sector and explore specific contexts of work like children's services, aged care & disability services. Skills will be developed in communication, information provision and processing, administrative support, networking and group support.

### **Structured Work Placement**

Students undertake a work placement at a local primary school working with prep students.

## VET Certificate III in Community Services (Year 2 in Year 12)

This is a Partial Completion of the Certificate III completing 3 units of competency out of the 12 units of competency required for the full Certificate III. Students will receive a Statement of Attainment for the 3 units of work in which they can use as Recognition of Prior Learning if they continue to study in this field of work.

### **Topics included:**

Students will learn about the community services sector and explore specific contexts in relation to responding to the diverse needs of clients, implementing participation and engagement strategies and to develop the knowledge to work in and improve community development.

### **Structured Work Placement**

Students will do placement at Berendale school working with students with disabilities. They are also required to visit and research two local community organisations.

### **Assessment**

Scored assessment available

### **What career and employment opportunities are available?**

These certificates will lead students into employment in areas of childcare, aged care, youth work, disability work, home and community care, alcohol and other drugs work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, case manager, school support worker or council community development officer. Pathways are also available from this qualification into health sector qualifications such as allied health assistance and nursing. Further study can lead into social or youth work and education.

**2024:** OLSH will be offering Units 1 - 4 in 2024. Students need to study Unit 1 & 2 in their first year of study and Unit 3 & 4 in their second year of study. Selection of Unit 1 & 2 is a perfect opportunity for current Year 9 and 10 students to apply to do the certificate.

## VET Certificate II in Dance

The VCE VET Dance program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. VET Dance is a two-year vocational program delivered to Years 10, 11 and 12 students and contributes to the achievement of their Victorian secondary school certificate.

The course has been designed to:

- Develop transferrable skills that help students succeed in their chosen pathway following VET Dance
- Develop dance and choreography skills
- Develop sound understanding of safe dance principles to support students' longevity in dance
- Enable students to participate in further training in an area which they are passionate about while completing their secondary school certificate.

Upon successful completion of Unit 3&4, students will achieve the Nationally Recognised CUA20120 Certificate II in Dance and a Statement of Attainment for partial completion of CUA30120 Certificate III in Dance.

### Unit 1 & 2

Students will study 5 core units and 2 electives. The core units include 'Work effectively with others', 'Develop basic dance techniques', 'Follow safe dance practices', 'Develop a basic level of physical condition for dance performance' and 'Prepare for live performances'. In these units, students will study nutrition for dance, anatomy and physiology, safe dance practices as well as learn and perform ensemble work. Students will study the electives 'Perform basic jazz dance technique' and 'Perform basic contemporary dance technique'. In these electives students will study technique and perform solos in each of the dance styles.

The course includes industry days and masterclasses.

### Unit 3 & 4

Students study 4 core units and 2 electives. The core units include 'Develop performance techniques', 'Incorporate artistic expression into basic dance performances', 'Develop and apply creative arts industry knowledge' and 'Develop audition techniques'. The electives include 'Increase depth of jazz dance technique' and 'Increase depth of contemporary dance technique'. The units are combined to create three task types, a Portfolio and two Work Performances. Students will research the arts and entertainment industry gaining an understanding of arts law, including copyright and statutory requirements in the dance sector. They will research, prepare for and take part in an audition and compile their responses in a Portfolio. The Work Performance involves the creation of an ensemble and solo piece, in both dance styles. Students also undertake research into each dance style, analyse sequences of their own choreography and identify and describe dance terminology in various contexts.

Students perform two learnt solos in an VCAA Performance Examination in Term 4, as part of their scored Assessment.



## VET Certificate III in Sport & Recreation

The VCE/VET Sport and Recreation Program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of Sport and Outdoor Recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program. This VCE/VET Sport and Recreation Certificate III qualification is a full two year program of learning.

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx>

### **Topics included:**

In Units 1 and 2, students will participate in a program that includes sport specific activities, conducting events, outdoor recreation and/or fitness programs. Students in the class may contribute to the choice of their practical experiences to create a unique program that also includes core areas of study including Event management, First Aid programs and Risk management.

Unit 3 & 4 offers scored and non-scored assessment programs. Students electing a scored assessment program will complete graded SAC's and a VCAA Examination at the end of Unit 4 which will contribute to the final ATAR, in addition to the successful completion of a Certificate III nationally recognized qualification.

Students choosing to complete an unscored program will achieve a Certificate III nationally recognized qualification following successful completion of all units of competency.

Unit 3&4 includes core units such as Plan and Conduct programs, Facilitating Groups, Educating User Groups, WHS hazard identification and Risk Assessment, and Conduct Sport Coaching with beginner level participants.

In 2024 OLSH will offer Units 1 & 2 in Sport and Recreation.

### **What career and employment opportunities are available?**

Vocational or higher education pathways include areas such as facilitating sport & recreation programs, maintaining grounds and facilities, being a personal trainer or working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional vocational training and experience potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead into positions such as sports development manager, sports scientist or sports marketing manager.

### **Assessment**

Formal assessment:

Portfolio and Work Performance tasks can include practical demonstrations of skills in a sport and recreation setting and the associated documentation, completion of written questions in the form of reflective responses, tests etc., presentations and the completion of recognized courses such as Level one First Aid.

There is a formal Examination to time at the conclusion of Year 1 and Year 2 for scored assessment students.