2020 CURRICULUM BOOK

ST MARY MACKILLOP COLLEGE, SWAN HILL

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Introduction

St Mary MacKillop College builds on the foundations established in primary education and adds depth through the core curriculum offered at Years 7 and 8. During these years students are given the opportunity to access curriculum which provides exposure to a range of experiences. This enables students to identify their interests and strengths.

In Years 9 and 10 students are involved in designing their own learning program through the Subject Selection process. In adopting a curriculum that is both flexible and inclusive, we can best meet the individual needs of each student in our college and best prepare them for their future pathways.

Our Goals

It is the aim of the College to help each individual student to develop his or her full academic and personal attributes. It is important for each student to experience success and be thoroughly prepared for future life.

The Year 7-10 Curriculum at St Mary MacKillop College is based on the Victorian Curriculum as determined by the Department of Education and Training and the Catholic Education Office. The Victorian Curriculum Foundation – 10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

According to the Victorian Curriculum, the curriculum is divided into eight Domains; these are English, Mathematics, Science, Technologies, Health & Physical Education, Languages, The Humanities, and The Arts. Students also engage in Religious Education Studies and Vocational Education.

LEARNING AREAS	CAPABILITIES
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English Health and Physical Education The Humanities • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies • Design and Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

Suggested Approach to Selecting Electives

Students must plan for two years, although only selecting classes for one year. They need to:

1. Read the handbook thoroughly;
2. Aim for a balance across subject areas;
3. Talk with their parents and teachers;
4. Check on subjects needed for Year 11 VCE/VCAL

Contact Staff for Information and Advice

Specific subject information, in addition to that which is contained within this book, can be obtained from the relevant Curriculum Domain Leader. The Leaders in 2019 are:

Domain	Curriculum Leader
English	Mrs Catherine Smith
Health and Physical Education	Mrs Chelsea Watson
Mathematics	Mrs Nicole Miceli
Religious Education	Mrs Alison Wright
Science	Mr Nicholas Danaher
Humanities	Mrs Monique Watt
Technologies	Mrs Mandy McCallum
Arts	Mrs Talia Henderson
Languages	Mrs Maria Salvo

Career Pathway Counselling

Career Counselling is available to students through Mrs Laura Crow and Mrs Brenda Brady. It is advisable to make an appointment. All Year 10 and 11 students will be interviewed individually with their parents in November.

Changing Selections

Students can move in or out of a pathway and change their courses at the end of each semester providing places are available within the units of their choice. Students are not locked into any choice except with VCE Units 3 & 4 which must be completed sequentially over 12 months.

An application for a change will be considered where:

- the student has altered career aspirations and this requires an alteration to their current course;
- the student has decided, after consultation with relevant staff, that a change is beneficial;
- the parents of the students are in agreement with the change;
- the change is practical in terms of class sizes and timetabling;
- the change meets minimum subject study policy and acceleration policy.

ASSESSMENT & REPORTING

ASSESSMENT (Year 7 – 10)
All assessment in every year level is criteria based, i.e. it is based upon the set aims, goals and work requirements set for each Unit of Work.

At all levels, students are encouraged to undertake self-appraisal and interchange of values with each other in regard to achievement, attitude, effort and management skills.

Students are provided with details in advance of each task as to the assessment criteria set for particular work requirements.

Assessment is progressive and accumulative over each semester.

A range of assessment methods are used by teachers, depending upon the particular subject, areas of study and work requirements contained within that subject.

Descriptive comments are made and a Very High (VH) to Very Low (VL) grade applied. Other grades are also used.

Assessment Tasks:
All assessment tasks are graded against a set of specific criteria. Students are provided with details in advance as to the assessment criteria set for each task.

Subject Grading Language	Religious Education Grading Language	
Very High VH	**Extensive**	All of the criteria have been addressed to a very high standard.
High H	**Thorough**	Most of the criteria have been addressed to a high standard.
Medium M	**Sound**	The criteria have been addressed to a medium standard.
Low L	**Basic**	The criteria have been addressed to a medium to low standard.
Very Low VL	**Elementary**	The criteria have been addressed to a low standard. Some criteria may not have been addressed.
Late Submission LS	**Late Submission**	The criteria have been addressed to an appropriate standard; however the work was submitted late.
Not Eligible NE	**Not Eligible**	Criteria have been addressed at a very low standard, or work was not submitted
Not Assessed NA	**Not Assessed**	The task was not assessed.
Absent AB	**Absent**	Student was absent during this task.

REPORTING

A comprehensive reporting system allows parents to be aware of their child's progress, strengths and areas of uncertainty or weakness.

- Parent Access Module (PAM) – Learning Areas – provides a daily means of communication between staff and parents. It should be accessed by the parent when they wish to check on student progress

- Teacher Advisor Reports – Twice during each semester, a progress report is prepared by subject teachers. This is followed up by an interview with the student, usually with their Homeroom Teacher.

- Semester Reports – at the end of Semester 1 and 2, Subject Reports are prepared by staff. These include a statement of grades.

Victorian Curriculum Reporting

St Mary MacKillop College completes reporting in all subjects in compliance with the Victorian Curriculum, VCE and VCAL guidelines. They allow parents to see what level of performance their student has achieved compared to statewide standards for that year level. It also includes a statement of areas where the student may be able to improve.

YEAR 7 & 8 CURRICULUM

Year 7	Lessons per cycle	Year 8	Lessons per cycle
Religious Education	3	Religious Education	3
English	6	English	6
Mathematics	6	Mathematics	6
Humanities	4	Humanities	5
Science	5	Science	5
Physical Education	4	Physical Education	3
Wellbeing / Core Group	1	Wellbeing / Core Group	1
Art/Technologies/Health		**Art/Technologies/Health**	
Art & Design	2	Art & Design	2
Digital Technologies	2	Digital Technologies	2
Drama	2	Drama	2
Food Technology	2 (10 week cycle)	Food Technology	2
Health	2	Health	2
Music	2	Music	2
Textiles	2	Textiles	2
Wood Work	2	Wood Work	2
Elective Choice		**Elective Choice**	
Italian	3	Italian	3
Japanese	3	Japanese	3

Languages

In Year 7 students choose to study one language for the whole year and will continue studying that same language in Year 8.

Arts/Technologies Program

The Arts/Technology Program runs throughout Years 7 and Year 8, giving students an opportunity to study a wide variety of subjects.

Wellbeing /Health Program

The Wellbeing and Health Program runs throughout Years 7 and Year 8, giving students an opportunity to learn about a wide variety of topics relevant to their overall personal development and wellbeing.

RELIGIOUS EDUCATION

Religious Education is an integral part of the curriculum at St Mary MacKillop College. Every student is given the opportunity to:

- Develop an appreciation of the love of God revealed through the person of Jesus Christ, the wonders of creation and the dignity of the human person;
- Promote growth in their own self-knowledge and in knowledge of the life, faith tradition and mission of the Catholic Church;
- Increase their understanding of religion and of different religious ways of seeing reality;
- Foster skills of reflection, discernment, critical thinking, judging and deciding how to act in accordance with conscience.

Home, school and local church each have a distinctive role to play in young people's education in faith. Whilst parents are the prime educators of their children in faith, the formal classroom religion curriculum, the liturgical and prayer life of the school, retreats and religious camps, pastoral care and the ethos of the school all contribute to young people's education in faith.

The formal classroom Religious Education is especially concerned with giving young people a knowledge and understanding of their own religious faith tradition. It also helps young people to learn how to think critically about religious and social issues. The prayer life and the liturgical life of the College are to help students become familiar with Catholic religious practices and to help develop the religious and prayer dimensions of their own lives.

The **Awakenings** Religious Education Curriculum forms the basis of our curriculum. **Awakenings** has been developed and mandated for use in the Ballarat Diocese. In 2018 a revised version of the **Awakenings** Core Document and Curriculum Framework was developed. Learning and teaching in Religious Education must respond to changing contexts and circumstances. **Awakenings** offers an invitation, a structured approach, and an evaluative framework to students, teachers, leaders and governors, so that they might respond creatively to the challenges they face. The new document aims to strengthen the alignment of resources within the Enhancing Catholic School Identity frameworks and with the Victorian Curriculum Foundation

The content of the Awakenings Curriculum Framework is structured by the following content strands which reflect the major topics of the Catechism of the Catholic Church, the General Directory for Catechesis, and the Religious Education frameworks across Australia. These strands are overlapping and interwoven in describing the key knowledge, understandings and practices of the Catholic tradition and history. They outline the breadth of the Christian tradition in all its dimensions, and of its vision of the human person. The strands are: Scripture, Israel and Jesus, Church and Tradition, Prayer, Liturgy and Sacraments, Christian Ethics: Personal and Social and God, Religion and Society.

Teachers of the Year 7 and 8 Religious Education curriculum are conscious of the diverse range of experience and understanding among students, and the need to develop a familiarity with terms that will help students understand and express religious concepts.

Students' progress in the course is assessed through systematic, consistent assessment procedures. The faith and personal attitudes of students are not part of this assessment. The assessment is concerned with knowledge and skills - comparable with the assessment of the students in other subject areas.

COURSE OUTLINE:

Year 7
Term 1: In the Beginning
Term 2: Call of Discipleship
Term 3: Community of Compassion
Term 4: Where does our faith come from?

Year 8
Term 1: Choices
Term 2: Responsibility
Term 3: Reign of God
Term 4: Being in right relationship

ENGLISH

English at St Mary MacKillop College is concerned with language use in each of the four main modes: reading, writing, speaking, listening and presenting. Our primary concern for students is that they develop high levels of competence in each of these four areas, because without such skills, learning in other subject areas will be impaired.

In more general terms, by the end of their schooling our students should be able to listen and speak with a high level of proficiency in accordance with their advancing maturity, and to read and write well enough to serve their own learning needs and a wide range of life situations.

ALL UNITS REQUIRE:

- That the student maintains an English folder. The folder will be: a record of all day-to-day class work such as spelling lists and tests, grammar rules and exercises, comprehension exercises, creative writing, expository writing and persuasive writing. Class handouts are also to be kept in clear plastic pockets for organisation.
- That students have copies of their prescribed texts, a dictionary and thesaurus for their classes;
- That Year 7 students complete a formal examination at the end of Semester 2.
- That Year 8 students sit a formal examination at the end of each semester.

COURSE OUTLINE:

YEAR 7

This is a full year compulsory subject. The Year 7 English course is centred firmly on the four main language areas of reading, writing, speaking and listening.

Written Work

Students will be given a broad range of stimulus materials and will be expected to write expository, persuasive and creative pieces in a variety of genres, such as essays, newspaper articles, prose passages, short stories, dramatic scenes, rhyme and blank verse. In addition, day to day class work will include spelling in context, grammar revision and exercises, comprehension exercises and practice in appropriate presentation of work.

Reading and Viewing

Class novels and other multi-modal texts are chosen carefully to lead our students to new perceptions and to open up new worlds and interests. Students are exposed to an array of short texts to develop their skills in critical thinking, reading for meaning and responding with purpose.
The novels will be read in class and at home to ensure that all students complete both texts.
Various written and oral activities will accompany each novel study, as an effective English program is one in which the students are active readers, listeners, talkers and writers. Thus English provides both the stimulus and model for the whole range of activities.

Oral Language

It is through listening that students build their store of knowledge by taking in new information. Our students will be actively encouraged and helped to become good listeners in a variety of situations, including listening to each other's opinions in class discussions, listening to speeches, debates, drama performances, play and poetry readings, storytelling, etc.

Computers in English

All Year 7 students have MacBooks that are used during lessons. Students will be shown the basics in Google Applications and Word Processing. Using Google Docs and Microsoft Word, and they will be shown how to make good use of the on screen Spelling and Grammar Check, as well as the Thesaurus. If time permits, students will begin some simple desktop publishing using Publisher, and will learn how to present their written assignments in a variety of professional formats.

ENGLISH

YEAR 8

This is a full year compulsory subject. The Year 8 English course seeks to further develop and extend the skills explored in Year 7.

Written Work

In Year 8, students will be asked to write in a slightly wider range of styles including creative, expository, and persuasive modes. They will also be further guided to extend their skills in analysis and being able to critically think about and respond to texts. Students will be encouraged to revise and polish their writing and to become even more conscious of the proper use of writing, spelling and grammar conventions. Similarly, they will be taught how to achieve a high standard of presentation. Much of this will be taught during their classroom lessons as well as allocated homework.

Reading and Viewing

The Year 8 students are exposed to a variety of different forms of texts including short stories, media articles and advertisements, novels, gothic literature and poetry. The range of activities related to the students' reading is extended to begin an appreciation of plot, style, theme and character and to aid in the development of the students' appreciation and understanding of different text types.

Oral and Aural Skills

All Year 8 students will be required to prepare and present at least one oral presentation. To enhance their understanding of the skills involved in oral language activities, they will begin to take part in the evaluation and assessment of their peers' presentations, through the use of checklists and score sheets.

Computers in English

All Year 8 students have MacBooks that are used during lessons. The use of computers is integrated into the subject area, specifically in English, students use their computers to present their written assignments in a variety of professional formats. Year 8 students also have the opportunity to enhance their use of technology throughout the year.

MATHEMATICS

The mathematics curriculum for Years 7-10 is based on the Victorian Curriculum, incorporating the Australian Curriculum whilst retaining the Victorian priorities and approaches to teaching and learning. Mathematics is organised around the interaction of three content strands and four proficiency strands.
The three content strands describe what is to be taught and learnt.
They are:

- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability.

The four proficiency strands describe how the content is explored and developed and ensure that students' proficiency becomes increasingly sophisticated over the years of schooling.
They are:

- Understanding,
- Fluency,
- Reasoning, and
- Problem Solving.

AIMS & OBJECTIVES

The curriculum

- Aims to ensure that students develop an increasingly sophisticated knowledge and understanding of mathematics in relation to *Number and Algebra, Measurement and Geometry, and Statistics and Probability.*
- Presupposes that each student has the potential to learn to work and think like a mathematician and aims to ensure that they have full access to activities that develop their understanding of important concepts and fluency with critical calculations and processes.
- Invites and challenges all students to build their problem solving skills and to develop their ability to communicate with and about mathematics.
- Recognises that mathematics should be an enjoyable and accessible discipline to study and provides engaging tasks that assist in making mathematics inclusive, and that can be effectively differentiated both for students experiencing difficulty and those who complete tasks easily.

YEAR 7 & 8 TOPICS

Whole Number: (multiplication, primes, factors, integers)
Data: (displaying data, measures of central tendency)
Geometry: (angles, shapes in 2D, transformations)
Fraction I: (equivalent fractions, decimals and percentages)
Chance: (experiments, finding probabilities)
Measurement and Geometry: (areas of rectangles and triangles, views of 3D solids, volume of rectangular prisms)
Pattern and Algebra, **Fraction II:** (operations with fractions)
Rational Number: (operations, percentage problems)
Rates and Ratio, Shape and the Cartesian System: (plotting, transformations)
Geometry: (quadrilaterals)
Measurement: (areas of quadrilaterals, circumference and area of circles, volume)
Probability and Data: (Venn diagrams, two-way tables, sampling)
Equations: (backtracking, operating)
Linear Functions: (plotting)
Algebra: (linear expanding and factorising).

TECHNOLOGY

Scientific Calculators (Years 7-9)

All students in Years 7 to 9 should have a scientific calculator to assist with their studies in this subject. Scientific calculators include functions that enable students to complete specialised tasks such as calculating with fractions, solving problems in trigonometry, and completing statistical analyses of data.
The recommended scientific calculator at this college is the **Texas Instruments TI30X**.

HUMANITIES

Humanities at St Mary MacKillop College is taught to all students from Years 7-9 and becomes elective at Year 10. Humanities is a broad area of learning which draws upon a number of disciplines including History, Geography, Civics, Economics and Business. The Humanities course provides students with an understanding of their society and a realisation that there are some aspects of society that should be conserved and others that should be changed and improved. This recognition provides a basis for effective participation and social action.

AIMS & OBJECTIVES

During the four year course, Humanities students are encouraged to develop:

Values and attitudes which promote:

- Becoming curious and critically aware of the social world;
- Being tolerant of diversity and accepting the rights of others to hold different views;
- Social justice;
- A sense of responsibility to their world environment.

Skills which enable the student to:

- Work independently and in a co-operative group to complete set research tasks;
- Consider and weigh alternatives, especially those relating to desirable futures;
- Gather, interpret and analyse information in a critical manner;
- Formulate hypotheses and solve problems;
- Learn in a variety of ways.

Knowledge which includes:

- An understanding and appreciation of different cultures;
- An understanding and appreciation of current world affairs;
- An increase in general knowledge.

YEAR 7 HUMANITIES

During their studies of Humanities this year, students will study a number of different topics including History, Geography and Civics and Citizenship. In the History units, students study the Ancient Past focusing on China and Egypt, where they will enhance their curiosity and imagination by developing an understanding of the societies, events, movements and developments that have shaped humanity from ancient times. Students will develop their critical and creative thinking skills through the analysis of sources, studying different perspectives of the past and looking at factors that allowed these societies to flourish for so many years. The study of Geography encourages students to explore, analyse and understand how the world works through the topics of Water in the World and Place and Liveability. They study water as a resource and the causes, impacts and responses to lack of water. Students also look at how liveable different places are, including around the world and their local place, while identifying how liveability can be improved for the future. In Civics and Citizenship, students investigate the Australian constitution and the underlying values of our democracy. They will explore the freedoms and responsibilities of Australian citizens and how the law protects them. Students will also analyse and identify the influences on our national identity.

The following subtopics are included as part of the Year 7 course of study:

Geography

- Water in the World
- Place and Liveability

History

- The European and Mediterranean World - Ancient Egypt
- The Asian World – Ancient China

Civics and Citizenship

- The Australian Constitution
- Parliament and Government
- The Australian legal system
- Australian diversity and national identity
- Your rights and freedoms
- Participating in Australian democracy

HUMANITIES

YEAR 8 HUMANITIES

The study of Humanities in Year 8, students investigate a number of different topics. Starting with History and the change between the ancient world and the modern world. With this, they study The Vikings and Japan under the Shoguns. They develop critical thinking skills by asking questions and gain an understanding of how our lives today have been influenced by the past. Students undertake a unit on Economics and Business, learning about the market system and gaining an understanding of the world of work. Students will develop simple budgeting skills and investigate the characteristics that have allowed some businesses to be very successful. Students will also study Geography where they investigate the ways different nations have changed over time and the factors that contribute to migration. The increasing urbanisation of the world's population and ways to manage this change is analysed. In the second Geography unit students investigate the worlds landforms and the different process that have formed these over millions of years.

The following subtopics are included as part of the Year 8 course of study:

Geography

- Landforms and Landscapes
- Changing Nations

History

- The European and Mediterranean World - The Vikings
- The Asia-Pacific World – Japan under the shoguns

Economics and Business

- The market system and government
- Rights & responsibilities in the marketplace
- Business decisions
- Consumers and producers
- Entrepreneurs and successful businesses
- Working and work environments

SCIENCE

Science at St Mary MacKillop College is a core subject for students in Years 7-10.

The subject has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

YEAR 7 SCIENCE

The Year 7 course begins with the topic *Being A Scientist*. Students develop the skills to work safely and effectively within the laboratory environment.

The next topic, *Chemistry Kids*, introduces students to the three states of matter. Students continue to refine their laboratory skills in the context of mixtures and various separating techniques.

The final topic in Semester One is *May The Force Be With You*. Students examine contact and non-contact forces and apply this knowledge to everyday situations.

Semester Two begins with the study of *Space Odyssey*. This topic explores our place in space and a study of the night skies.

In *A Bug's Life* students learn to recognise the characteristics that define organisms within the living world and how relationships develop between them.

The theme of the last topic for the year, *Charlotte's Web,* informs students that resources on Earth are limited. Students investigate living sustainably and the role of protecting food webs within ecosystems.

YEAR 8 SCIENCE

The Year 8 course begins with the topic *Zooming In On Cells,* which is a study of cellular structure and the way that both animal and plant cells function. Students become familiar with the use of the light microscope.

Paper, Scissors, Rock looks at many of the geological process that occur on our planet. It also looks at modern day issues such as the impact of mining on the environment.

All Systems Go is the next topic in which students study the Circulatory, Digestive and Reproductive systems. They investigate advances in technology that assist with the functioning of the human body.

Semester two begins with the topic *Transformers* which looks at different forms of energy and energy transfer. Students investigate ways of reducing household energy consumption and new technologies available to assist with this.

Chain Reaction looks at the Periodic Table. Students study Particle Theory and distinguish between chemical and physical changes. Students undertake a variety of experiments to observe chemical reactions in the laboratory.

Students complete their year of study by undertaking an *Independent Research Project,* which allows them to enhance their knowledge of the Scientific Method, while investigating an area of interest.

HEALTH AND PHYSICAL EDUCATION

Within a secondary setting, the Health and Physical Education curriculum contains ten focus areas. The focus areas provide the context through which the Content Descriptors and Achievement Standards are taught and assessed. Individual units may focus on multiple focus areas.

Alcohol and other drugs* addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities.

Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

Health benefits of physical activity addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

Mental health and wellbeing* addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The curriculum supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

Relationships and sexuality* addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The curriculum supports students to develop knowledge, understanding and skills to support them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

Safety* addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

Challenge and adventure activities addresses how individuals participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments. Challenge and adventure activities include initiative games, movement challenges (as individuals and in teams or groups), recreational activities in natural and outdoor settings and navigational challenges.

Games and sports addresses the development of movement skills, concepts and strategies through a variety of games and sports. The games and sports focus area builds on learning in active play and minor games and fundamental movement skills.

Lifelong physical activities addresses how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan and includes individuals and group fitness activities and active recreation activities. With access to specialised facilities, equipment and expertise, these activities can also include swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.

Rhythmic and expressive movement activities addresses how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes and includes creative movement, movement exploration and dance.

***Denotes Sensitive issues**

The Health and Physical Education curriculum includes a number of topics that need to be handled sensitively. These topics include:

- Sexuality and relationships
- Violence prevention education, including gender based violence and domestic violence
- Mental health

The approach to addressing sensitive issues within the Health and Physical Education curriculum is consistent with the school ethos, community and parental expectations and prescribed guidelines of The Catholic Education Office.

YEAR 7 & 8 HEALTH

The following units are covered throughout the Year 7 and 8 Health curriculum:

Being healthy, safe and active

- Investigate the impact of transition and change on identities.
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older.
- Examine barriers to seeking support and evaluate strategies to overcome these.
- Investigate and select strategies to promote health, safety and wellbeing.

Communicating and interacting for health and wellbeing

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing.
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.
- Develop skills to evaluate health information and express health concerns.

Contributing to healthy and active communities

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities.
- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities.
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity.

YEAR 7 & 8 PHYSICAL EDUCATION

The following units are covered throughout the Year 7 and 8 Physical Education curriculum:

Moving the body

- Use feedback to improve body control and coordination when performing specialised movement skills.
- Compose and perform movement sequences for specific purposes in a variety of contexts.
- Practise, apply and transfer movement concepts and strategies.

Understanding movement

- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans.
- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance.
- Participate in and investigate the cultural and historical significance of a range of physical activities.

Learning through movement

- Practise and apply personal and social skills when undertaking a range of roles in physical activities.
- Evaluate and justify reasons for decisions and choices of action when solving movement challenges.
- Modify rules and scoring systems to allow for fair play, safety and inclusive participation.

ARTS / TECHNOLOGIES PROGRAM

In Year 7, students will commence a two-year arts/technology program. This program has been designed to ensure that students in Years 7 and 8 are able to experience a wide variety of subjects in addition to their core subjects. Over Years 7 and 8, students will study from 7 arts/technology disciplines.

All Arts/Technology subjects will run for one term, two lessons a week.

ART & DESIGN

Year 7

This course enables students to explore the elements and principles of Art through experimentations with materials, techniques, technologies and processes. Students will create their own artworks to express ideas as well as investigate the techniques and themes used in the work of other artists.

Year 8

Students will investigate various forms of Visual Art and Design. They will explore and develop ideas using the elements of art to create visual solutions to set tasks. Students will explore art movements and artists linked to these styles.

DRAMA

Year 7

Year 7 Drama students will be introduced to the basic skills required in the Drama classroom. They will learn the expectations and etiquette of the classroom and the theatre as a performer and audience member. They will start to explore physical and vocal expression, mime and exaggerated movement. They will work in a variety of situations, including individually and in groups. The emphasis on this unit is to focus on body language and overcoming self-consciousness. Students will also use the stimulus of a fairy tale to create drama. By examining character, plot, the sequence of events, conflict and varying given perspectives, students will workshop a small group devised performance for presentation to the class.

Year 8

Year 8 Drama students will continue to develop their performance skills through improvisation, characterisation, role-play, scripting and rehearsals. Students will work to create, develop and present drama using a variety of stimuli from scripted plays, poetry, pictures and personal experience. They will also design and create appropriate stagecraft elements (props, costume, set, lighting and sound effects) to be incorporated into the culminating performance.

MUSIC

Year 7

In this subject students will be introduced to the basics of music. Rhythm will form the basis of music theory, with exercises in notes, note values, ostinatos and retrogrades. Students will use music technology to create short musical soundtracks based on loops. Students will also explore a range of instruments such as drums, electric guitar, bass, acoustic guitar, ukulele and keyboard and learn basic keyboard and four chords on the Ukulele.

Year 8

In this subject students will further their knowledge on rhythm through exercises on rhythmic dictation. They will also learn to read notes in both the Treble and Bass clef. Music technology tasks will include composing their own music to a short film using software sounds within Garageband. Students will also continue to improve their skills on keyboard and Ukulele.

ARTS / TECHNOLOGIES PROGRAM

DIGITAL TECHNOLOGIES

Year 7

Digital technology in year 7 is about learning about cyber safe practices and digital citizenship. This unit covers vector and pixel art which are explored through a series of activities that allow students to show off their creative talents and understanding of the tools and workflows used in both styles of digital art. Students will learn about the various functions of websites and plan and develop their own site in response to a social issue.

Year 8

In this year of Digital Technology students will investigate how digital systems represent text, image and sound data in a binary number. Students will use design algorithms such as flowcharts when they design products to display and manipulate information within a spreadsheet. Using simple programming language, students will develop a game in Scratch. The finished output will be evaluated critically.

FOOD STUDIES

Year 7

Food Studies aims to develop students' skills and knowledge in the areas of food, health and safety. This unit covers safety and hygiene, healthy eating and sustainability with a focus on food miles and organic farming. Students are encouraged to develop their critical thinking skills and follow the design process to create a food product reflective of a given brief.

Year 8

Food Studies aims to develop students' skills in the area of food preparation. This unit revises safety and hygiene, kitchen work practices, equipment and utensils, food preparation and cooking methods. Students study the importance of nutrition, with a focus on the impact of hidden sugars in the diet. Students are encouraged to make independent decisions and follow the design process of investigation, development and evaluation of the Design Brief.

TEXTILES

Year 7

Students in Year 7 Textiles will experiment with hand sewing techniques and explore the equipment and tools necessary to make a number of handmade products as well as a Design Brief task.

Year 8

In Year 8, students will gain their Sewing Machine Licence and build skills on the machine before responding to a Design Brief task.

WOOD TECHNOLOGY

Year 7

Year 7 Wood Technology students will begin to explore and experiment with different types of hand and power tools and materials. While being introduced to and working through the Design Process, they will begin to develop an understanding of the investigating and planning that is required for each project to be successful. While working on these projects they will learn measuring, marking out, cutting, shaping and joining skills and will be encouraged to incorporate their own ideas into the projects that are to be constructed.

Year 8

Year 8 Wood Technology students will have the chance to expand on their knowledge of the Design Process and continue to improve their woodworking skills while using a wide range of tools and materials. Students will continue to explore and experiment with different types of hand and power tools and materials such as wood, plastic and canvas. Students will be encouraged to incorporate their own ideas into the projects they create.

LANGUAGES

YEAR 7 ITALIAN

Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Students' textual knowledge is developed through English literacy learning which supports the development of literacy in Italian. Skills in *socialising, informing, creating, translating and reflecting* on language and culture in both languages are mutually supportive.

Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. Through their ***Parliamo Italiano Insieme 1*** textbook, they learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They explore the following themes: *systems of language, language variation and change* and the *role of language and culture.*

Areas of Study

- Italian Language, Dialects and Sound Systems
- Geography of Italy and Traveling to Italy
- Greetings
- Numbers, Colours and Adjectives
- Classroom Commands and School
- Celebrations and Festivals
- Countries and Nationalities

YEAR 8 ITALIAN

Students are continuing their study of Italian and work on improving their skills of *socialising, informing, creating, translating and reflecting*.

Students will further develop and consolidate linguistic capabilities in Italian, progressing to a level at which students can gain confidence in communicating and expressing their language in real and imaginary situations. By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging in discussing likes and dislikes, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately.

Through their ***Parliamo Italiano Insieme 1*** series textbook, they learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings and the role and impact of culture, technology and globalisation of language. They explore the following themes: *systems of language, language variation and change* and the *role of language and culture.*

Areas of Study

- Leisure Activities (sport, musical instruments, weekend)
- School Subjects and Timetables
- Family
- Friends
- Time
- Pets and Animals (Creating a storybook for Primary School Children)

LANGUAGES

YEAR 7 JAPANESE

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated cultures. Students' textual knowledge is developed through English literacy learning which supports the development of literacy in Japanese. Skills in *socialising, informing, creating, translating and reflecting* on language and culture in both languages are mutually supportive.

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They will also work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests.

Through their *iiTomo* series textbook, they learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They explore the following themes: *systems of language, language variation and change* and the *role of language and culture.*

Areas of Study

- All About Japan
- Greetings and Numbers
- Animals and Adjectives
- Family
- Script Comprehension

YEAR 8 JAPANESE

Students are continuing their study of Japanese and work on improving their skills of *socialising, informing, creating, translating and reflecting*.

Students will further consolidate their knowledge and ability to read and write hiragana whilst focusing on developing their recognition of the katakana and kanji scripts. By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately.

Through their *iiTomo* series textbook, they learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They explore the following themes: *systems of language, language variation and change* and the *role of language and culture.*

Areas of Study

- Daily Routine
- Likes and Hobbies
- School Life
- Japanese Calendar
- Sadako's Story
- Script Comprehension

YEAR 9 & 10 VERTICAL CURRICULUM

Year 9 and 10 Curriculum Structure							
	Compulsory Subjects						**Elective Subjects**
Year 9	Religious Education	English	Mathematics	Science	Physical Education	Good Health Year 9 History	Selection of 4 semester length subjects
Year 10	Religious Education	English	Mathematics	Science			Selection of 6 semester length subjects

Subject Selection Guidelines

To ensure a balanced education, each student must complete a Minimum Number of Units (MNU) in each of the Discipline Areas. The minimums are to be met over the two years (9 and 10).

Students study 30 semester length subjects over two years (16 in Year 9 and 14 in Year 10, 8 each semester in Year 9 and 7 each semester in Year 10). 20 semester units are compulsory and 10 semester units are free choice.

	Discipline Area	Minimum Number of Units
Compulsory Units	Religious Education	4
	English	4
	Mathematics	4
	Science	4
	Physical Education	2
	Health	1
	Humanities – History	1
Elective Units	The Arts	1
	Humanities – Geography	1
	Humanities – Economics	1
	Design and Technologies	1
	Languages **	0
	Digital Technologies	0
	English	0
	Health	0
	Humanities – History	0
	Physical Education	0
	Science	0

** *Students choosing a four unit sequence of Languages in the Vertical Curriculum may apply to receive a credit in another discipline area.*

Note: All Year 9 students will complete a Pathways subject 1 lesson per cycle.
All Year 10 students will complete a Pathways subject 2 lessons per cycle.

Year 9 and 10 Subjects

Compulsory Subjects	
Year 9 Religious Education	Year 10 Religious Education
Year 9 English	Year 10 English
Year 9 Mathematics	Year 10 Mathematics
Year 9 Pathways	Year 10 Pathways
Year 9 Physical Education	Year 10 Science
Year 9 Science	
Year 9 History	
Year 9 Good Health	

Students must choose one elective from each Discipline Area listed below

Elective Subjects

Arts	
Drama	From Page to Stage
	Ensemble Performance
Dance	Dance
Music	Studio Recording
	We Will Rock You
Visual Art	Art Express
	Drawing, Ideas & Mixed Media
	Art Explosion (Year 10 Only)
Visual Communication	Design Communication
	Graphics Mix

Design & Technologies	
Technology (Food)	Around the World
	Food for Entertaining
	Six Ingredients, a Stove and a Blog
Technology (Metal)	Metal Magic
Technology (Textiles)	Fashionista
	Funky Fabrics
Technology (Wood)	DIY Wood Design
	My Woodwork Rules

Economics	
Money, Markets & Citizenship	Riches and Rights
Australia the Lucky Country	

Geography	
The World's People and Environments **(Compulsory in Year 9 or Year 10)**	A Changing World

Elective Subjects

Languages	
Year 9 Italian	Year 10 Italian
Year 9 Japanese	Year 10 Japanese

***** Completing a Year 9 and 10 Language program allows a credit of one elective unit in another discipline area *****

Students can choose any of the following elective units, but must ensure they have completed the required units as part of their elective sequence

Additional Elective Subjects

English	Creative Writing & Film Studies (Year 10 only)	**Health**	Healthy Choices
	Leap into Literature (Year 10 only)		Peer Support (Year 10 only)
Digital Technologies	Digital Imaging and Graphics (DIG)	**Physical Education**	All Fun and Games
	Interactive Media and Game Design		Anatomy of Sport
	Robotics		Beyond the Boundary
History	History of the Modern World and Australia		Girls Do It Better
			The Footy Show
Science	Environmental Science (Year 10 only)		
	Psychology		

VET Subjects
Only available for Year 10 students

VET Agriculture	VET Automotive
VET Beauty	VET Building and Construction (carpentry)
VET Community Services	VET Electrotechnology
VET Engineering	VET Equine Studies
VET Hospitality	VET Salon Assistant
VET Sport and Recreation	

YEAR 9 & 10 VERTICAL CURRICULUM

All subjects listed are one semester in length, Languages and VET subjects are the exception. **Students are not permitted to complete the same subject more than once**. If a large number of students select a subject, the subject may be offered in more than one block or in both semesters.

It may not always be possible to give a student all their preferred elective choices. Student numbers, staffing, timetabling and facilities will all impact on the subjects which will run in 2020.

The *2020 Subject Selection Guide* asks you to choose reserve choices in case a student does not receive his/her first elective choices. The *2020 Subject Preferences* for Year 9 and 10 students must be completed online by **Wednesday 19th June, 2019**. As you read through the booklet, rank your elective choices.

Any questions about subject content can be addressed to the relevant subject teacher, or the Curriculum Domain Leader.

Questions or concerns can also be directed to:

- Mrs Sally Looney Director of Teaching and Learning
- Mrs Laura Crow VET & Pathways Coordinator
- Mrs Brenda Brady Careers Advisor and Work Experience Coordinator

RELIGIOUS EDUCATION

At St Mary MacKillop College the study of Religious Education is of paramount importance and is compulsory at every year level. The **Awakenings** Religious Education Curriculum forms the basis of our curriculum. **Awakenings** has been developed and mandated for use in the Ballarat Diocese. In 2018 a revised version of the **Awakenings** Core Document and Curriculum Framework was developed. Learning and teaching in Religious Education must respond to changing contexts and circumstances. **Awakenings** offers an invitation, a structured approach, and an evaluative framework to students, teachers, leaders and governors, so that they might respond creatively to the challenges they face.The new document aims to strengthen the alignment of resources within the Enhancing Catholic School Identity frameworks and with the Victorian Curriculum Foundation

The content of the Awakenings Curriculum Framework is structured by the following content strands which reflect the major topics of the Catechism of the Catholic Church, the General Directory for Catechesis, and the Religious Education frameworks across Australia. These strands are overlapping and interwoven in describing the key knowledge, understandings and practices of the Catholic tradition and history. They outline the breadth of the Christian tradition in all its dimensions, and of its vision of the human person. The strands are: Scripture, Israel and Jesus, Church and Tradition, Prayer, Liturgy and Sacraments, Christian Ethics: Personal and Social and God, Religion and Society.

Teachers of the Year 9 and 10 Religious Education curriculum are conscious of the diverse range of experience and understanding among students and the need to develop a familiarity with terms that will help students understand and express religious concepts.

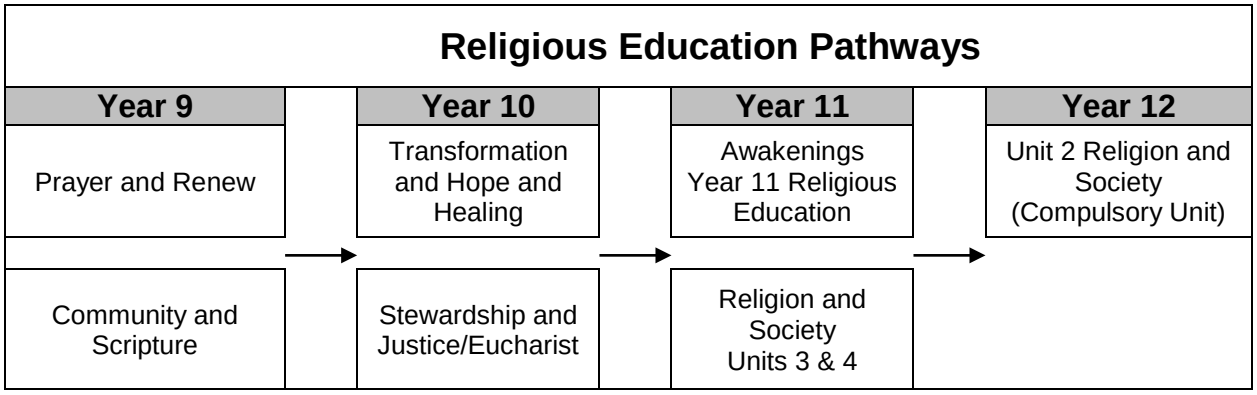
Students' progress in the course is assessed through systematic, consistent assessment procedures. The faith and personal attitudes of students are not part of this assessment. The assessment is concerned with knowledge and skills – comparable with the assessment of the students in other subject areas.

Year 9

Term 1: Prayer
Term 2: Renew
Term 3: Community
Term 4: Scripture

Year 10

Term 1: Transformation
Term 2: Hope and Healing
Term 3: Stewardship
Term 4: Justice/Eucharist



RELIGIOUS EDUCATION

Year 9 RE Semester 1

PRAYER
In this unit students will focus on the concept of prayer as communication with God, expressing our relationship with God, both individually and communally. Such communication and expression assists in making meaning of life experiences. In investigating prayer, students will consider a range of formal and informal prayer forms.

RENEW
In this unit students will explore the key terms of healing, forgiveness, reconciliation and restoration. A connection to the life, death and resurrection of Jesus will be examined in terms of our life struggles and joys. Examples of people who are bringing healing, forgiveness, reconciliation and restoration to people's lives will be studied in terms of God's dream for how we can all bring about continual conversion and renewal in our lives.

Year 9 RE Semester 2

COMMUNITY
In this unit students will investigate the meaning of human dignity and what this means as people made in the image and likeness of God. Catholic moral teaching will be examined. Interpreting and living out the Good News in all cultures and circumstances will be investigated as a way of how the church, as a dynamic community, is called to know, understand and encounter other systems of meaning and belief.

SCRIPTURE
In this unit students will explore and investigate the writers of the Gospels. Students will learn about society at the time, what the public thought about Jesus, and why it can be hard to accept, for today's society, the gospel accounts.

Year 10 RE Semester 1

TRANSFORMATION
In this unit students will study the signs of the times calls for the continual renewal of identity by the Church and people of faith, and how the Church is called to dialogue and work with other Christian traditions, other religions, philosophies or worldviews.

HOPE AND HEALING
In this unit students will study how change, human brokenness, reconciliation, renewal and rebuilding are characteristics of being human. Drawing hope from the life, death and resurrection of Jesus, Christians attend to these characteristics of human frailty, and for the Christian, the resurrection of Jesus, the Christ is the central message of the Good News of salvation. Christ's message of salvation is one of hope, liberation, new life and the victory through death.

Year 10 RE Semester 2

STEWARDSHIP
In this unit students will study how creation, from the perspective of religious and other philosophical traditions, holds meanings and importance for humans with implications for an ethical life and how in the Christian tradition, moral responsibility towards self, others and the environment, developed over time, is fostered in the community of the Church.

JUSTICE/EUCHARIST
In this unit students will study how, for the Christian, the Eucharistic celebration informs everyday life for the hope of their making Christ present in the world for its transformation and also how the resurrection of Jesus, the Christ is the central message of the Good News of Salvation. Christ's message of salvation is one of hope, liberation, new life and the victory through death.

ENGLISH

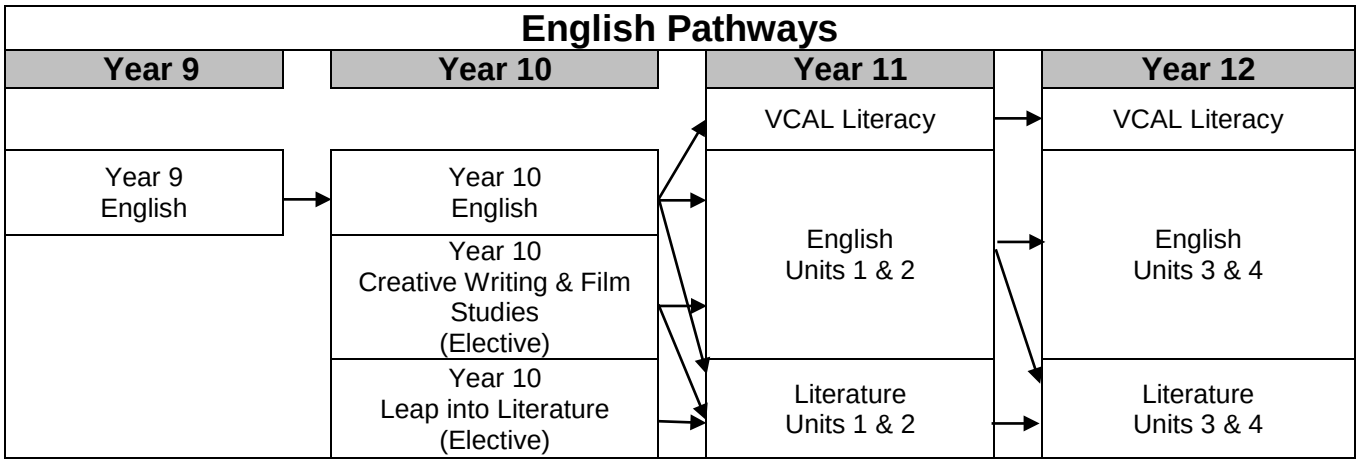
As English is an integral part of all students' education, the aim of the English faculty is to ensure maximum success and progress through Year 9 and Year 10 by providing a rigorous, varied and stimulating curriculum, while teaching essential writing, viewing, analysis and comprehension skills.

The English curriculum aims to provide all students with:

- the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- a knowledge of the ways in which language varies according to context, and the capacity to apply this knowledge;
- a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing;
- a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience;
- the capacity to discuss and analyse texts and language critically;
- a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

Standard Year 9 and Year 10 Classes are designed to cater for the majority of the students who need a comprehensive English curriculum. They will provide a variety of tasks and stimulating texts to explore the related challenging and complex, themes and issues. The students are introduced to Reading and Responding, Creating and Presenting and Language Analysis in preparation for VCE English through common assessment tasks that are moderated by English staff to ensure fairness of marking.

Elective Classes are designed for students who enjoy writing, reading and film studies. These classes are semester based and cater to students of all ability levels, providing students with the opportunity to improve and extend their English & Literature skills in a less standardised and formal setting. The skills developed through these elective subjects will aid in students' preparation for VCE English and Literature as well as providing cross-curricular skills of creativity, communication, analysis and imagination.



Student should choose a pathway that best suits their individual needs. Students may choose a different level of English from year to year, however should make their choice in consultation with their current English teacher, members of the Pathways team or the Director of Curriculum.

All Units Require:

- That the students maintain an English folder. The folder will be: a record of all day-to-day class work such as spelling lists and tests, grammar rules and exercises, comprehension exercises, creative writing, expository writing and persuasive writing. Class handouts are also kept in clear plastic pockets for organisation.
- That the students have copies of their prescribed texts, a dictionary and thesaurus for their classes.
- That the students sit a formal examination in English at the end of each semester.

ENGLISH

Assessment for all units:
The students will be assessed through a number of summative processes in English:

- Reading and Responding: persuasive, expository, analytical writing.
- Creating and Presenting: creative, reflective writing.
- Oral presentations.
- Language Analysis: media issues.
- Wider Reading Tasks.
- Grammar, Spelling, Vocabulary and Comprehension Tasks.

Students will also be both formally and informally assessed in their classrooms throughout the semester.

Year 9 English

Year 9 English aims to develop in students an understanding of contemporary and more traditional texts. The study aims to build knowledge of the ways in which both language and texts vary according to their context. This knowledge is then applied to further the students' understanding of the way texts vary according to cultural, social and personal differences; all building on their ability to write responses analysing texts and communicating their ideas, while using language effectively. The students study the linguistic patterns used to construct different texts; studying persuasive techniques and grammar. Skills taught in English classes promote active engagement in texts, being increasingly discerning in a global world and thinking creatively and critically. Year 9 English also develops the students' ability to speak, listen, read and view texts with enjoyment, purpose, effect and confidence in a wide range of contexts. This course aims to consolidate the students' developing English skills in preparation for their senior years of schooling.

Year 10 English

Year 10 English aims to continue to develop in students an understanding of contemporary and more traditional texts with a more dedicated focus on preparation for VCE courses. The study aims to build on the student's knowledge accumulated in their junior years of the ways in which both language and texts vary according to their context. This knowledge is then applied to further the student's understanding of the way texts vary according to cultural, social and personal differences; all building on a more mature ability to write responses communicating their ideas and analysing texts, while using language effectively. The students study the linguistic patterns used to construct different texts; studying persuasive techniques and grammar. Skills taught in English classes continue to promote active engagement in texts, being increasingly discerning in a global world and thinking creatively and critically. Year 10 English also develops the student's' ability to speak, listen, read and view texts with enjoyment, purpose, effect and confidence and with a degree of sophistication. As a lead up to VCE English the Year 10 English curriculum is modelled on these three Areas of Study, Responding & Creating Texts, Reading & Comparing Texts and Language & Argument.

Year 10 Creative Writing & Film Studies (Elective)

This subject is a semester-based elective that focuses on creative writing and film studies. Students will develop their creative writing skills, examining different forms and genres of creative writing. Students will be given the opportunity to explore their own interests and passions from Science Fiction, to Romance, Fantasy and Historical dramas. Within film studies, students will explore and analyse a variety of films and short films. Students will analyse and compare films from different eras and genres, completing assessments that aim to develop their analytical, writing, speaking and critical thinking skills. They will also be asked to look beyond the basic plot of a film and focus on how the construction of the film positions readers to understand different ideas about society, history and humanity. Creative writing and understanding meaning in film texts are key components of both the VCE English and Literature courses.
Possible Areas of Study: Modern Romance, Science Fiction, Myths and Fables, Digital Stories, 20th Century Drama, Disney vs. Pixar, Classic Hollywood, Big Blockbusters, Oscar winners, Modern Classics, Anime

Year 10 Leap into Literature (Elective)

This subject is intended for students who enjoy reading and the study of texts. This semester-based elective is tailored to give students an introduction to the more complex skills of analysis and interpretation about a variety of short literary texts. Students will enjoy opportunities to discuss texts in a fun and lively environment of like-minded peers as well as learn ways to delve more deeply into their style and construction. Designed as a preview to a VCE Literature pathway, this subject is the perfect choice for students who love English and would like to extend their skills.

MATHEMATICS

The mathematics curriculum for Years 7 - 10 is based on the Victorian Curriculum, incorporating the Australian Curriculum whilst retaining the Victorian priorities and approaches to teaching and learning. Mathematics is organised around the interaction of three content strands and four proficiency strands.

The three content strands describe what is to be taught and learnt.

They are:

- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability.

The four proficiency strands describe how the content is explored and developed and ensure that students' proficiency becomes increasingly sophisticated over the years of schooling.

They are:

- Understanding,
- Fluency,
- Reasoning, and
- Problem Solving

AIMS & OBJECTIVES

The curriculum:

- aims to ensure that students develop an increasingly sophisticated knowledge and understanding of mathematics in relation to *Number and Algebra, Measurement and Geometry, and Statistics and Probability.*
- presupposes that each student has the potential to learn to work and think like a mathematician and aims to ensure that they have full access to activities that develop their understanding of important concepts and fluency with critical calculations and processes.
- invites and challenges all students to build their problem solving skills and to develop their ability to communicate with and about mathematics.
- recognises that mathematics should be an enjoyable and accessible discipline to study and provides engaging tasks that assist in making mathematics inclusive, and that can be effectively differentiated both for students experiencing difficulty and those who complete tasks easily.

TECHNOLOGY

Scientific Calculators (Years 7-9)

All students in Years 7-9 should have a scientific calculator to assist with their studies in this subject. Scientific calculators include functions that enable students to complete specialised tasks such as calculating with fractions, solving problems in trigonometry, and completing statistical analyses of data.

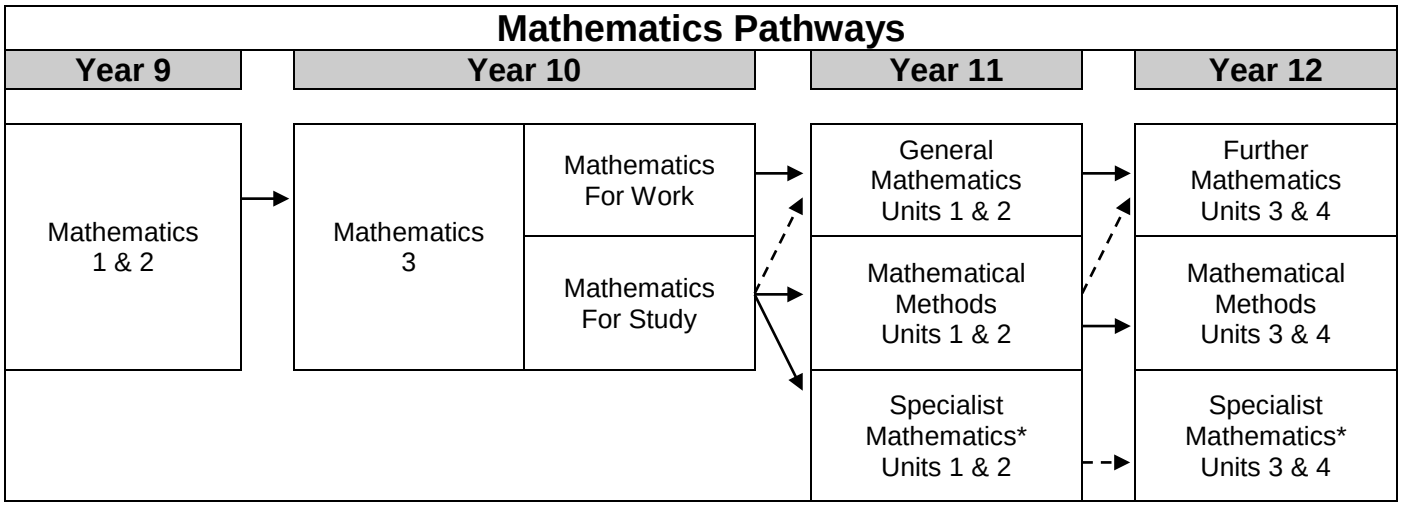
The recommended scientific calculator at this college is the **Texas Instruments TI30X**.

CAS Calculators (Years 10-12)

CAS (or Computer Algebra Systems) calculators are required in Mathematics by **all students in Years 10-12**. These calculators have the ability to operate with algebraic functions and expressions including calculus, analyse data through the use of spreadsheets, graph functions and solve problems with dynamic geometry software. They are an assumed piece of technology for examinations, particularly the external exams upon the completion of Unit 3 and 4 Mathematics Subjects in the VCE.

The preferred CAS calculator is the **Texas Instruments TI-Nspire (CAS) calculator.**
There are currently two models that are suitable for studies at this college:

- TI-Nspire CAS – Touchpad (black colour)
- TI-Nspire CX CAS (black with a colour screen)



*** Must be taken concurrently with Mathematical Methods**

Mathematics 1, 2 and 3
(Year 9 and Year 10 Semester 1)

Topics include: **Number and Measurement** (simple rate problems, primes and indices, scientific notation), **Chance** (two step experiments), **Pythagoras** (Pythagoras theorem, finding sides), **Measurement** (area of composite shapes, surface area and volume of prisms including cylinders), **Geometry** (enlargement, ratio, scale), **Trigonometry** (finding sides and angles in right triangles), **Algebra** (binomial expressions, factorising and expanding), **Data** (Temperature, graphs), **Equations and Graphs** (linear graphs), **Measurement and Geometry** (volume and surface area of composite solids, Circle Geometry), **Financial Mathematics** (simple and compound interest) **Data** (Univariate data, boxplots and other representations).

Upon the completion of Mathematics 3 at the end of the first semester of Year 10, students will choose one of two subjects aimed at preparing them in the best possible way for whatever studies they may undertake in the VCE. These are **Mathematics for Study** ***and*** **Mathematics for Work*.***

Mathematics for Study
(Year 10 Semester 2)

Students undertaking *Mathematics for Study* will be prepared for any mathematics pathway in the VCE. The subject aims to expose students to a more in-depth study of Algebra, an introduction to Function Study, and more sophisticated concepts of Probability. **Students intending to study Mathematical Methods in Year 11 must choose this subject**. It is suitable also for students who either wish to remain open to the possibility of undertaking Mathematical Methods or students who feel a more challenging subject will be the best preparation for them for the VCE.

Topics include: **Algebra** (expressions, equations and inequations, simultaneous equations, quadratic equations), **Graphs and functions** (quadratic functions) **Chance II** (conditional probabilities, independent events).

Mathematics for Work
(Year 10 Semester 2)

Students undertaking *Mathematics for Work* will be prepared to undertake General Mathematics in Year 11. The subject aims to consolidate students' basic skills with Algebra and equip them with the mathematical skills to work with and analyse data.

Topics include: **Algebra** (expressions, equations, graphs), **Data** (Bivariate data and analyses), **Measurement and Geometry.**

SCIENCE

Science at St Mary MacKillop College is a core subject for students in Years 7-10.

The subject has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science Pathways

Year 9	Year 10	Year 11	Year 12
Psychology Elective	Psychology Elective	Psychology Units 1 & 2	Psychology Units 3 & 4
Year 9 Science	Year 10 Science	Biology Units 1 & 2	Biology Units 3 & 4
		Chemistry Units 1 & 2	Chemistry Units 3 & 4
		Physics Units 1 & 2	Physics Units 3 & 4
		Agricultural and Horticultural Studies Units 1 & 2	Agricultural and Horticultural Studies Units 3 & 4
	Environmental Science Elective	Environmental Science Units 1 & 2	Environmental Science Units 3 & 4

Year 9 Science

The Year 9 course begins with the topic *Getting It Together*. Students study the body's response to changes within the environment. The study investigates the Excretory and Urinary systems, the Nervous and Endocrine systems, and response to disease.

Rad Stuff introduces students to the structure of the atom and looks at the history of the development of the model of the atom. Students learn about isotopes and radioactivity and apply this content to everyday life applications. Students then learn the topic *Rave Party.* Students learn about heat, light, sound and electrical energy. Students also learn about magnetic fields and the effect of electromagnets on current.

Students begin Semester Two with the topic of *Up and Atom.* Students increase their understanding of the Periodic Table and chemical reactions. Students apply the Law of Conservation of Mass, highlighted by specific examples of chemical reactions. It is then followed with the topic *Rock and Roll.* Students learn about the moving crust of the Earth and its effects, such as tsunamis, volcanoes and earthquakes.

The final topic for the year is titled *I Will Survive.* Students are taught about human and environmental factors that affect population size as well as animal relationships and energy transfer between systems

Year 10 Science

The Year 10 course begins with the topic *Being A Chemist.* The students determine the indicators of a chemical reaction and factors affecting the rate of reaction. The students study ionic and covalent compounds and how to construct chemical formulae and balance chemical equations.

In the topic of *Who Do You Think You Are,* students study the transmission of heritable characteristics. They explore DNA, genes and chromosomes and look at the occurrence of genetic mutations. This topic leads into the next topic of *Nature Always Finds A Way.* Students study the Theory of Evolution by Natural Selection to explain the diversity of living things and the supporting range of scientific evidence.

The next topic is *Perpetual Motion*. Students study energy conservation in a system and the energy transfers and transformations that occur. Students describe the motion of objects by using Newton's Laws of Motion.

In *Close Encounter*, students explore the origin of the universe, galaxies, stars, the use of light and radio telescopes and international scientific projects.

The final topic for the year is *Apocalypto*. Students learn about the vital role of cellular respiration and photosynthesis in ecosystems. They also look at human impacts on the environment and research current global issues such as climate change.

Psychology

This is an *elective* subject designed for students who wish to develop skills that will enable them to successfully undertake studies in VCE Psychology as well as further develop their scientific understanding. The course introduces students to many theories within Psychology including; what the study of Psychology is, Forensic Psychology, Sports Psychology, Sleep and Dream Perception, Clinical Psychology, Body Language and Communication, Learning and Behaviour. Students will complete practical experiments relating to each field of psychology as well as other forms of assessment relevant to each topic.

Environmental Science
(Year 10 Only)

This is an *elective* subject designed for students who wish to develop skills that will enable them to successfully undertake studies in VCE Environmental Science. The course introduces students to the Earth's four systems: hydrosphere, biosphere, atmosphere and lithosphere. Students get the opportunity to explore the changes in these systems by focusing on events such as La Nina, El Nino and the Indian Ocean Dipole. Students also investigate how pollution is monitored and controlled – with a high degree of focus at a local level. This includes; soil quality, water quality (Murray River), bacterial testing and salinity. This is a highly practical based subject, as such, students will get the opportunity to explore local ecosystems and perform a high amount of fieldwork in the Murray River region.

HEALTH AND PHYSICAL EDUCATION

HEALTH

The following units are covered across the Health electives for Year 9 and 10.

Being healthy, safe and active

- Evaluate factors that shape identities, and analyse how individuals impact the identities of others.
- Examine the impact of changes and transitions on relationships.
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk.
- Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices.

Communicating and interacting for health and wellbeing

- Investigate how empathy and ethical decision-making contribute to respectful relationships.
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing.
- Evaluate health information from a range of sources and apply to health decisions and situations.

Contributing to healthy and active communities

- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities.
- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments.
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities.

PHYSICAL EDUCATION

The following units are covered across the Physical Education electives for Year 9 and 10.

Moving the body

- Perform and refine specialised movement skills in challenging movement situations.
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Develop, implement and evaluate movement concepts and strategies for successful outcomes.

Understanding movement

- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.

Learning through movement

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.
- Transfer understanding from previous movement experiences to create solutions to movement challenges.
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.

HEALTH & PHYSICAL EDUCATION

Health Education Pathways					
Year 9	**Year 9 and Year 10**		**Year 11**		**Year 12**
Good Health (Compulsory)	Healthy Choices Peer Support (Year 10 Only)	→	Health & Human Development Units 1 & 2	→	Health & Human Development Units 3 & 4

Physical Education Pathways						
Year 9	**Year 9 and Year 10**			**Year 11**		**Year 12**
Physical Education (Compulsory)	All Fun & Games	Anatomy of Sport	→	Physical Education Units 1 & 2	→	Physical Education Units 3 & 4
	Beyond the Boundary	Girl's Do It Better				
	The Footy Show					
	VET Sport & Recreation Year 1 (Year 10 Only)		→	VET Sport & Recreation Year 2		

YEAR 9 COMPULSORY UNITS

Physical Education

All students will complete one lesson per week of practical Physical Education in Year 9. These units will focus on a wide variety of sports and activities and aims to introduce students to less traditional sports. Year 9 Physical Education will encourage students to maintain a positive attitude to lifelong physical activity.

Good Health

This unit covers two distinct topics – Drug Education and Sex Education. Areas of study include the social effects and the range of licit and illicit drugs, alcohol and drink driving. The unit takes a harm minimisation approach. Also studied are the male and female reproductive systems, STD's, contraception, puberty and parenthood.

HEALTH ELECTIVES

Healthy Choices

This unit will cover the key topics of:

Body Image: Incorporating the role of the nutrients on the body, over-consumption and obesity, under-consumption and eating disorders, the male body image and steroids.

Parenting: Incorporating decision making, values, choices, teenage pregnancy, assisted conception. This unit will include the 'Baby Think It Over' Program.

Health services and Health professionals: Investigation into the health field and health profession, as well as introduce some concepts of health from VCE Health and Human Development.

Peer Support
(Year 10 Only)

In this unit students will undertake the training and implementation of the Peer Support program. This would involve planning, instructing and evaluating a minimum of 8 lessons for Year 7 students in Term 1 and a number of transition activities with Grade 6 students in Term 2. Students will also study leadership styles, communication skills, and relationships. Students will undergo a selection process to enter Peer Support.
This unit will also investigate mental health and the health of the Australian population.

PHYSICAL EDUCATION ELECTIVES

All Fun & Games

Students will be involved in a unit that focuses on developing their skills and knowledge of team games. The emphasis of this unit is more upon the characteristics of building team spirit, sportsmanship, organisation and good will. The majority of the classes will be of a practical nature and therefore keenness of participation is a must. Students will also complete a basic first aid course and be introduced to basic coaching and skill learning.

Anatomy of Sport

This unit exposes the students to the theory behind elite sporting & training principles especially when training including energy systems, training principles and techniques. Students use this knowledge to design and undertake a training program focussing on improving their sporting performance in a sport of their choice. Students are also required to assess the appropriate fitness components pre and post training program to evaluate their success.

Beyond the Boundary

Beyond the Boundary will investigate the many aspects of the booming Sports Industry both locally and globally. Throughout the unit, students will be investigating the Analysis of Skills and Gameplay in both a biomechanical and statistical manner, as well as Sports Journalism and the Media Industry. Students will be involved heavily within the Practical Application of these aspects through the lense of a variety of Sports

Girls Do It Better

This is a girl only unit, which aims to allow girls to participate in physical activity and sports in a positive, comfortable environment. The class will explore the benefits of participating in physical activity and the social benefits exercising with friends have on the individual. The majority of the classes will be of a practical nature and therefore keenness of participation is a must. Theory classes will cover nutrition, body image and women in sport.

PHYSICAL EDUCATION ELECTIVES

The Footy Show

This unit exposes students to a variety of Football codes, both national and international. Students will develop an understanding of the skills and rules for each code and perform these skills in a game situation as well as analyse them in a Qualitative and Quantitative manner. Students will also be required to assist in the organisation, running and officiating of events, and will work with outside Community groups to improve Coaching and Analysis skills. The majority of the classes will be of a practical nature and therefore keenness of participation is a must.

VET Sport and Recreation
(Year 10 Only)

Students interested in this subject must select it as an elective in Year 10. During this year students will complete their Certificate II in Sport and Recreation and receive 2 credits towards completion of their VCE. Students then have the option of completing VET Sport and Recreation Units 3 & 4 in Year 11. At this level, students sit an end of year exam administered by the VCAA, giving the students a study score that contributes to their ATAR.

HUMANITIES

Humanities focus on the complex range of knowledge comprised of a mix of traditional disciplines and vocational and integrated studies, including the disciplines: history, geography, economics, legal studies and political studies.

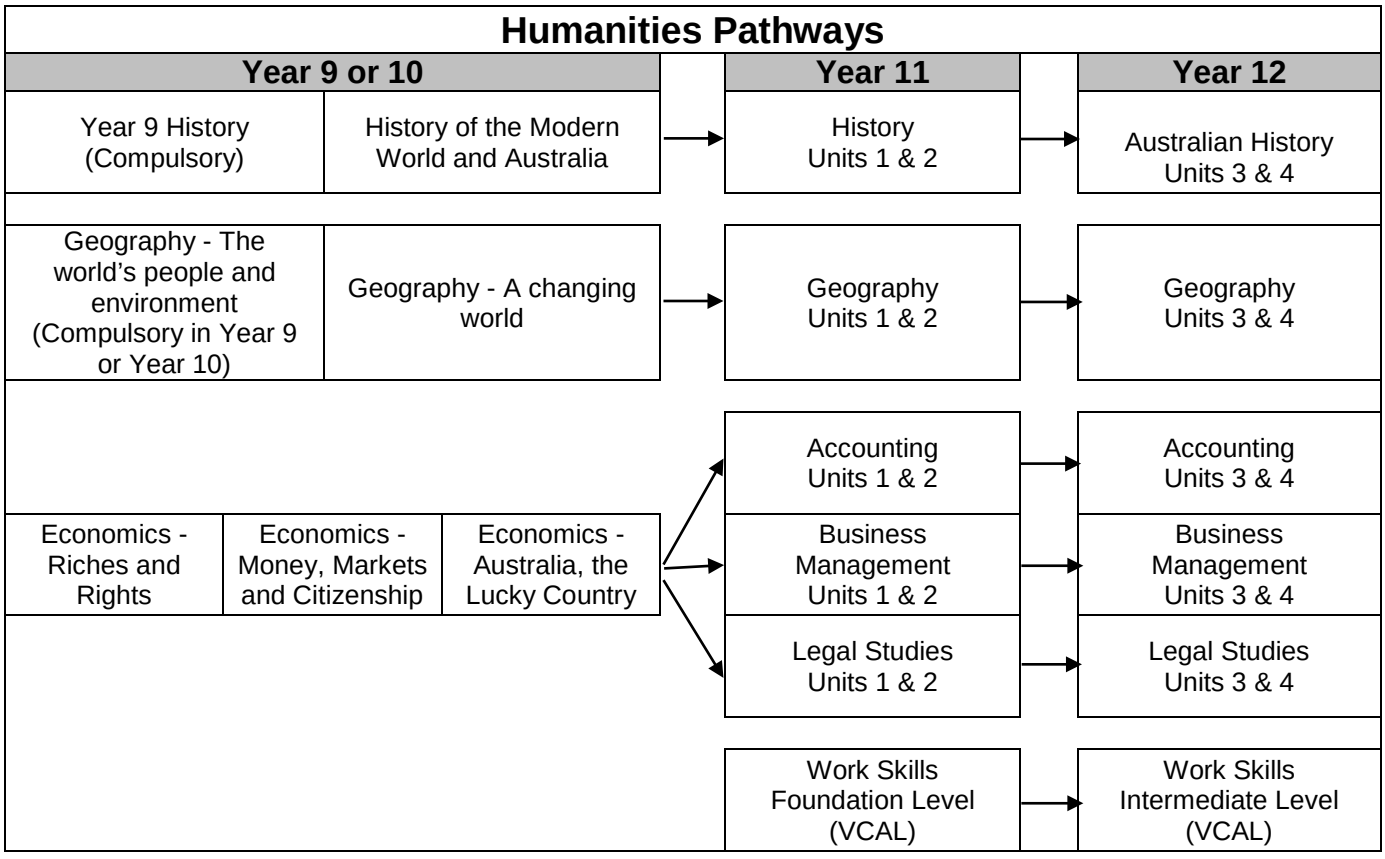
These disciplines provide Humanities with the framework to pursue six important conceptual areas of knowledge:

- Australia and all of its peoples – knowledge of the economic, historical, geographical, environmental, social and cultural development of the Australian continent.
- Civics and citizenship education – the role of responsible citizens and an understanding of the values which underpin Australian society, including tolerance and mutual respect, and a knowledge of the development and functioning of Australia's political, legal, electoral and judicial systems.
- Environmental awareness – knowledge of ecological systems, their relationship with human populations, resource distribution and management.
- Global understanding – knowledge of major issues facing the world community.
- The economy – knowledge of the major aspects of economics, structure of the economy, and the impact of economic decision making on society.
- Enterprise skills – enterprise skills applicable to a wide range of situations in personal and professional life include collaborative decision making, problem-solving, exploring issues and the creation of work and business opportunities.

Requirements:

All students will choose a minimum of **two** units of Humanities, to be completed over the four semesters of the Vertical Curriculum. **One** unit must be selected from the Economics strand and **one** unit must be selected from the Geography strand.

Entry to a particular unit is dependent on a student's performance throughout previous semester units, and on the recommendation of the Humanities Domain Coordinator in consultation with each student's teacher.



Year 9 History
(Compulsory)

This subject provides a study of the history of the making of the modern world from 1750 to 1918. The course content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Areas covered will include the nature and significance of the Industrial Revolution the nature and extent of the movement of peoples in the period (convicts and settlers); the extent of European imperial expansion and different responses, including 'The Traditional Landowners' and the Asian region, and the emergence and nature of significant economic, social and political ideas in the period, including nationalism.

History of the Modern World and Australia

This subject provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Areas covered will include the inter-war years between World War 1 and World War 11, including continuing efforts to achieve peace and security in the world. Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability will also be studied.

Geography – The World's People and Environments
(Compulsory in Year 9 or Year 10)

Geography – The World's People and Environments is a semester subject that takes in the study of the world's Biomes and how people use and interact within these environments. It will also involve a general overview of Geographic skills and terminology. Students will focus on farming and how this has altered the natural environment and the resulting effects. The issue of food security is also studied where students look deeper into the threats to food security and how this will look into the future. Students will then focus on different ways of mapping human wellbeing, the consequences of different places on humans and the response, both national and international, to the wellbeing of people around the world. They consider a number of different indicators of wellbeing including GDP, the national happiness index and the human development index. Students will look closely at two different countries and compare them.

Geography – A Changing World

This subject is for students to extend their understanding of Geography and who are considering a Humanities pathway. **Geography – The World's People and Environments, is a prerequisite for this subject.** Geography – A changing world is a semester based course that will challenge students to investigate the interconnectedness of human populations around the world, including aspects such as urbanisation, health and investigate the concept of globalisation. Students will focus on the perception people have of a place and how this influences their connection to different places, how technology is improving connections of people around the world and how tourism affects different places. Students will also focus on environmental issues such as pollution, overpopulation, loss of biodiversity and climate change. They will investigate how these issues are affecting people and environments on a global scale, researching and creating management plans to combat these issue

Economics – Riches and Rights

This unit enables student the opportunity to investigate and analyse our legal and political systems and how they are influenced by political parties, interest groups, media and other international influences. Students will investigate current topic examples which are affecting all Australians in everyday life. Such themes would include terrorism laws, one punch and domestic violence laws, bike laws and how we compare on human rights issues with China. The unit is designed to give students are real hands on experience of the legal system through examination of real life issues.

Economics – Money, Markets and Citizenship

In this unit, students will learn to identifying financial risks such as scams and identity theft and considering strategies to avoid these. They will look at the role of debt, how to manage debt and the importance of saving. They will be looking at ways consumers can protect themselves from risks, for example, through insurances, savings and superannuation. Through the process of running a small business, students will investigate the different strategies businesses use to create competitive advantage, such as advertising and marketing and offering a lower-cost product than their competitors. They will undertake a cost benefit analysis, using a range of strategies to help decide on a potential major purchase, for example, a car, by investigating options, calculating the costs of different purchasing methods and estimating the long-term costs and benefits of owning the asset and repaying the debt

Economics – Australia the Lucky Country

This subject is a study of the Australian economy, in comparison to other countries within Asia and globally. Students will investigate Australia as a trading nation, as well as use economic indicators, such as inflation, unemployment and economic growth to assess the strength of the Australian economy. This will allow students to determine how a nation's economy impacts upon the living standards and well-being of its citizens, and examine the role played by domestic governments and international organisations in order to improve these conditions. Reasons for varying levels of development between and within countries will be analysed.

PATHWAYS

Pathways at St Mary MacKillop College is taught to all students in Years 9 and 10. Pathways education provides young people with the tools they need to make informed career decisions and transitions from secondary school and throughout their lives. Career development starts in the early years of schooling and allows young people to discover their potential, explore their career interest and link their learning to future success in life.

The goals of the Pathways Curriculum are to assist young people to:

- Understand and manage influences relating to career planning and lifelong learning
- Develop skills, knowledge and capabilities to make career decisions
- Apply their learning to achieve educational and career aspirations and,
- Build resilience in their capacity to manage change throughout their lives.

These goals are organised into three Stages of Career Development:

- **Self-Development:** young people understand themselves and the influences on them, build their experiences and achievements and develop their capabilities.
- **Career Exploration:** young people locate, investigate and consider opportunities in learning and future work options.
- **Career Management:** young people make and adjust Career Action Plans and manage their life choices, changes and transitions.

In Year 9 and 10:

AIMS

- To provide all students with the knowledge and resources to access Pathways information;
- To encourage students to think about their future pathways in relation to their interests, skills and abilities;
- To assist students to make informed choices regarding subject selection, including increasing awareness of VCE and VCAL pathways, VET subjects, acceleration into VCE subjects and school-based apprenticeship options;
- To prepare students for Work Experience and VET placements in Year 10.

CONTENT

- Self-awareness lessons to establish individual interests, skills and abilities;
- Vocational questionnaire to link student's interests with possible pathways;
- Career exploration;
- Pathways resources including; job guide, myfuture, tertiary websites;
- Guest speakers from diverse range of industries;
- Goal-setting;
- Curriculum information regarding VCE and VCAL;
- Work experience preparation;
- Job applications including resumes', interview skills, online applications.

Through planned Pathway development learning, young people discover their strengths and talents, explore the world of work and their place in it, focus on their values and interests, use decision-making skills to plan their learning and career programs, decide on their best options and opportunities and apply their skills and knowledge to their learning and career planning. These steps provide the skills and knowledge for lifelong career self-management.

THE ARTS

The Arts can be an important and valuable outlet for the communication of ideas, feelings and beliefs and as major sources of intellectual, physical, spiritual and emotional development, understanding and enjoyment. At St Mary MacKillop College, a wide range of Arts units are offered to allow students to develop and pursue their interests, whether they want to just try something out, or develop a strong grounding in an arts discipline that they wish to continue in for VCE.

All Arts units are interest based, and are designed to cater for students working at different levels. Subjects are not necessarily sequential, and no Arts units have prerequisites. So a student could choose a range of different arts units, and work to their own level in each. However, some units are designed to be taught at level 6, and are specifically for students wishing to specialise, with previous experience in that area.

Special Requirements
Most Arts units have special requirements, and it is expected that students will purchase this equipment before the commencement of the unit. In addition to this, it is expected that students choosing an art unit have an interest in that area, and will be committed to the involvement in associated productions, performances and practical work.

The Arts Pathways				
Year 9 or 10		**Year 11**		**Year 12**
Drama - Ensemble Performance Drama - From Page to Stage	→	Theatre Studies Units 1 & 2	→	Theatre Studies Units 3 & 4
Dance	→	Dance Units 1 & 2	→	Dance Units 3 & 4
Music - We Will Rock You Music - Studio Recording	→	Music Performance Units 1 & 2	→	Music Performance Units 3 & 4
Art Express Drawing, Ideas & Mixed Media Art Explosion **(Year 10 Only)**	→	Studio Arts Units 1 & 2	→	Studio Arts Units 3 & 4
Graphics Mix Design Communication	→	Visual Communication and Design Units 1 & 2	→	Visual Communication and Design Units 3 & 4

Drama – Ensemble Performance

Students work to create an ensemble performance from a wide range of stimuli. Using non-naturalistic performance styles and theatrical conventions, students will investigate issues ranging from relationships, current affairs, body image to war and produce an original work. They will work through the brainstorming, scripting, drafting and rehearsal process and the development of physical and linguistic character traits and stagecraft elements. **This unit culminates in a performance.**

Drama – From Page to Stage

This unit will involve students reading a variety of scripted works and selecting one for performance based on prescribed guidelines. Students will be involved in extensive research of the historical, social and political contexts of the chosen play and character development. They will also develop appropriate stagecraft for their performance to an audience and develop an appreciation of the roles of producer, director and dramaturge. **This unit culminates in a performance.**

Dance

In this course, students are provided with a broad introduction to dance theory, including compositional elements, safe dance practices, anatomy and historical perspectives. The concept of expressive intention is explored, together with production components such as music, lighting, costume and sets. Students explore the purpose of dance, dance styles and cultural influences as starting points for composition. Physical skills will be explored and developed with a view to expanding movement vocabulary. Group and solos dance pieces are also prepared for public performance.

Music – We Will Rock You

Ever wanted to play in a band? Then this is for you. Students will develop their own band, learning and playing songs of their own choice. This will culminate in and end of semester performance. Students will also learn rock music theory such as recognising major and minor chords, intervals, key signatures and chord progressions. Musical analysis of the songs they learn is also an integral part of their learning.

Music – Studio Recording

In this course, students will learn the basics of recording. This involves both “live” and studio recording. Microphone theory, choice and placement are covered as well as PA set up. Students write and record a radio program. This includes all voice-overs and advertisements. Students use Garage band as the DAW software for recording.

Art Express

In this course, students explore a range of mediums to create artworks. They will be involved in producing work based on themes from the areas of Drawing, Painting, Printmaking and Mixed Media. Students will also look at artists from both the past and present contexts to inform their own art making.

Drawing, Ideas & Mixed Media

Drawing, ideas and mixed media aims to develop skills, strategies and ideas through the teaching of both fundamental methods and alternative approaches in drawing practice. Students will be taught how to translate such investigations and research into a developed concept and visual language. The unit aims to help students develop skills, increase their vocabulary of drawing approaches and gives them guidance in harnessing and extending their own individual tendencies. Students will work from both within the studio and outside and will explore different wet and dry media, including biro, charcoal, graphite, chalk pastel, ink, collage, paint, printmaking and more.

Art Explosion
(Year 10)

This subject is designed to allow students to build further skills in a number of art forms. Students will be encouraged to extend on personal skills whilst exploring a variety of media from within such areas such as printmaking, photo montage, collage, mixed media and painting and drawing. The course will also allow each participant to extend their practice in a chosen medium and explore a range of techniques and processes, developing skills and understanding of creative expression.
Reflecting on art works from past and present times will form part of the course. The subject is recommended as good preparation for entry into VCE Studio Art.

Graphics Mix

Students will be given opportunities to develop a variety of skills in different areas such as technical drawing, freehand drawing and rendering, cartooning and illustration, packaging and promotion and 3D design and development. Students will develop and extend their drawing and design skills both by hand and using computer software such as Adobe Photoshop, Illustrator and Autodesk Maya. This course is designed to build essential skills and understanding of graphic design for further study in Visual Communication Design and Studio Arts.

Design Communication

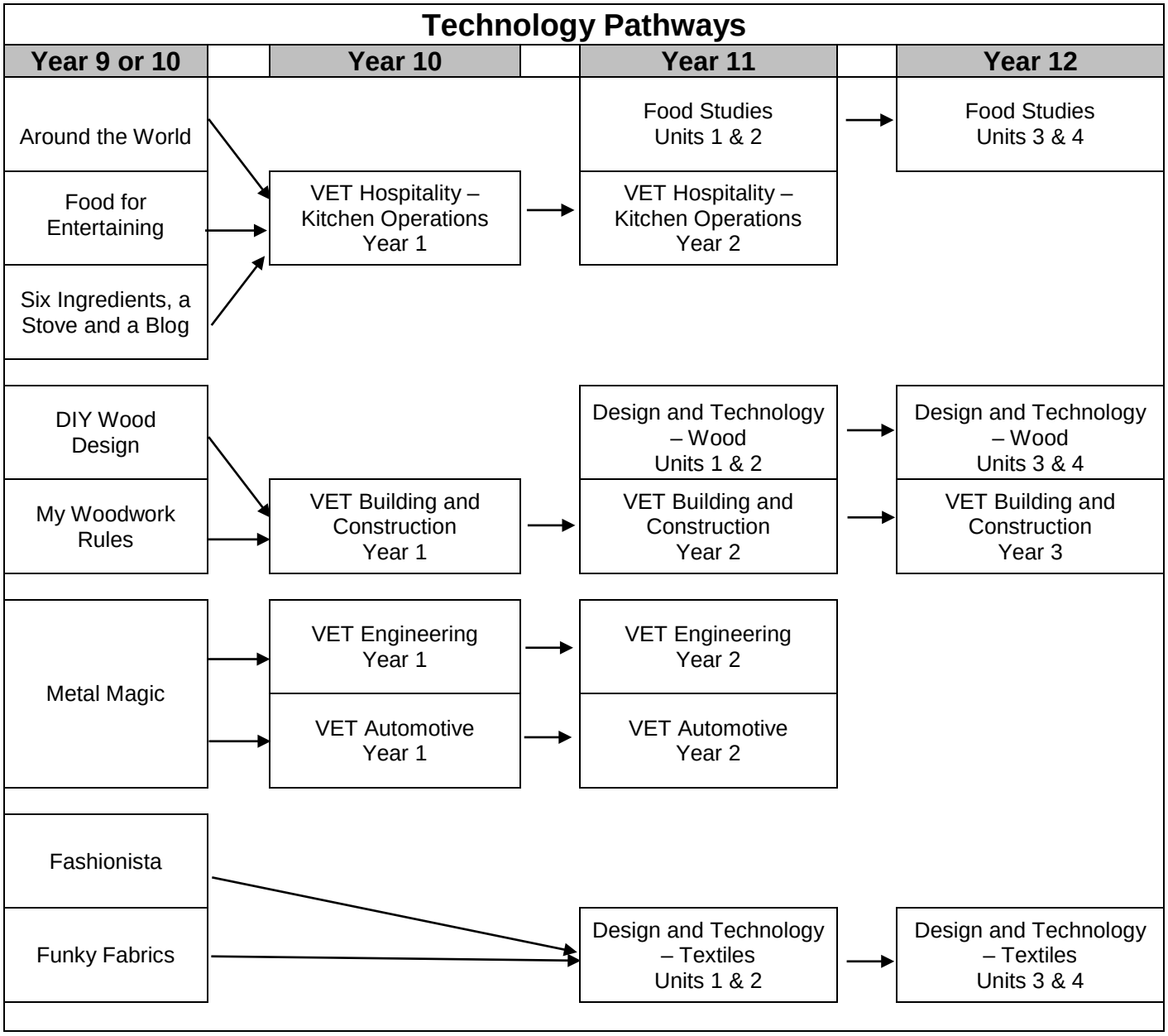
Students will learn a variety of effective ways to create designs using imagery, colour and typography on 2D and 3D formats to maximise successful communication of visual communications. Students will learn techniques used in industrial and environmental design and arrangement and composition through the use of the principles of design. The subject extends knowledge and skills of Photoshop and Illustrator and 3D formats. In all projects, the emphasis will be on creating work that develops creativity and extends skills and techniques in preparation for further study in Visual Communication & Design and Studio Arts.

TECHNOLOGY

Technology education provides students with the knowledge and skills necessary for producing quality products that effectively solve a problem or meet a need.

Technology education also develops student skills in creating and communicating ideas, and in solving complex and varied problems.

Students are encouraged to choose from the wide range of Information and Materials units, so allowing them the opportunity to design and produce products that satisfy the needs of both the user and the wider community.



Around the World

Students explore foods, food habits and patterns from a variety of countries including Australia. Students investigate factors that influence the food choices of a selected country and will implement the design process in the development and production of an international dish. Students will work safely, using appropriate equipment to produce design solutions. Students will evaluate the effectiveness and suitability of the productions completed.

Food for Entertaining

During the semester of Food Technology students will study the art of entertaining for special occasions. They will investigate various aspects of food and entertaining including: marketing techniques, budgets, special diets and dietary requirements. Design Folios of a Children's Birthday Party and a Themed Picnic will be the major assessment tasks. Students will be required to work safely, using appropriate equipment to produce design solutions as well as evaluate the effectiveness and suitability of the productions completed.

Six Ingredients, a Stove and a Blog

During the semester, students will study the art of photography and blogging and be challenged to cook using only six ingredients. Students will also investigate issues of sustainability within the food industry and develop an understanding of the various cookery methods used to prepare dishes. Each week students will produce meals that require very few ingredients, yet remain visually appealing and nutritious and learn to blog, document and share their efforts in the kitchen. The unit enables students to understand that it doesn't take many ingredients or pieces of equipment to make a great meal and that others are often interested in what we are cooking. Students who study this subject learn a diverse range of skills including IT, food preparation, photography, blog language, cooking processes and properties of food.

DIY Wood Design

Students will follow the design process to produce a foot stool and wooden storage unit. They will investigate different materials, methods of construction and the processes involved, such as joints and adhesives, sanding, finishing, staining and varnishing. During construction, students will also learn how to use a range of hand and power tools correctly and safely.

My Woodwork Rules

In this unit students will respond to design briefs utilising the design process to make various functional furniture pieces such as a bar stool and pot plant stand. They will learn techniques necessary to design, prepare, assemble and construct each item. Students will be able to select various woods and metal with a focus on recycled timbers and apply an appropriate finish to enhance the final product. An understanding of the materials, tools, processes and machines used to complete practical projects will form the core of the course, together with safe workshop procedures and working practices.

Metal Magic

In this course, students will respond to design briefs to produce a variety of metal projects. The unit will focus on the use of welding as a major fabrication method, including arc, mig and gas welding and the different applications for various types of metals. The metalwork lathe, together with hand tools used for the construction of projects will be included. Safe workshop practices are an important component of the course.

Fashionista: Introduction to Clothing Design

Prerequisite: Year 7 or 8 Textiles, Sewing Machine skills

Students will develop their skills in the use of the sewing machine. They will create garments by discovering how to read a commercial pattern, learning cutting, construction and sewing techniques. They will gain knowledge in fabric composition, layout and design. After initial set projects, students will make a garment of their own choice.

(Note: Students will need to purchase their own fabric and thread for their major projects)

Funky Fabrics: Fabric Embellishment

Fabric embellishments can transform the ordinary into the exquisite. Students will use various techniques to transform existing fabrics and articles into exquisite or expressive pieces. They will learn to apply a range of printing and dyeing techniques, beading, hand and machine embroidery to create innovative articles or garments whilst investigating both the historical and contemporary significance of these areas.

DIGITAL TECHNOLOGIES

Digital Technologies Pathways				
Year 9 or 10		**Year 11**		**Year 12**
Digital Imaging & Graphics (DIG)				
Interactive Media and Game Design		Visual Communication & Design Units 1 & 2		Visual Communication & Design Units 3 & 4
Robotics				

Digital Imaging & Graphics (DIG)

An introduction to the Adobe Creative suite that is used in the commercial and creative industry in areas of Media and Film, Animation and Design. Students will cover topics such as graphical interface design, editing and special effects in Adobe After Effects, Animation and production with After effects, Photoshop and Premiere Pro. By the end of this course, the students will have a solid understanding and foundation in the tools and workflows used to produce graphic layouts that photographers, graphic designers, animators, multimedia designers and publishers use in professional fields.

Interactive Media and Game Design

The course is designed to give the student a foundation in the principles of game design: code, visual design and storytelling. Both 2D and 3D realms of design are explored through the creative and retro pixel art to 3D modelling and texturing for assets, animation and characters.

Using up to date industry software such as Photoshop, Maya and Mudbox for creating and Gamemaker: studio and Unity game engines will ensure relevant skills are built and so the students will see that they are capable of working with the same tools as professionals
By the end of the course they will be able to create their own mini game loops, design and create assets for a range of purposes in different media and have a portfolio of designs and projects that they can use for further study.

Robotics

This course will be designed for the student, through creative and multi-disciplined project based outcomes, to become confident and critical users of technologies, designers and producers of designed solutions. the aim of the course is to open pathways to future learning and employment in the developing fields of coding, electronics, robotics and engineering. Students will learn the fundamentals of electronics and code through building their own microcontrollers, developing controllable light and sound machines to hexapod robots that can be controlled with an infrared remote.

The students will start with a small manageable microcontroller project that can emit light and sound with this they will learn to identify and manage risk in technologies learning and the safe use of technologies. Aspects of health, safety and injury prevention, and, in any technologies context, the use of potentially dangerous materials, tools and equipment.

They will then have a choice of project that will be increased in difficulty, using their microcontroller that was built in the first outcome to be the controlling system for any number of future designs. Each project will have a design brief with outcomes and design criteria that will need to be tested and evaluated.

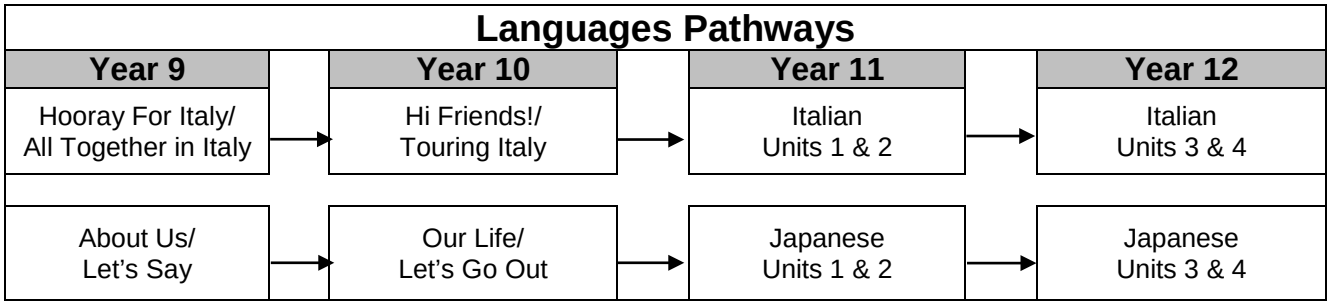
Students purchase scalable kits from the school and build projects that use a range of skills from basic coding and soldering to wood and metal technologies to build complex machines and programmable robotics. Once the kit is paid for, it is theirs to keep.

LANGUAGES

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity. Learning a language offers students the opportunity to:

- use the language to communicate with its speakers;
- understand how language operates as a system and, through comparison, how other languages, including English, are structured and function;
- gain direct insights into the culture or cultures which give the language its life and meaning;
- consider their own culture, and compare it with the cultures of countries and communities where the language is spoken;
- add to their general knowledge;
- enhance their vocational prospects.

** Students will have the option to take part in a History, Art Language and Cultural Trip to Italy and Europe in the first term holidays biannually. Students will have the opportunity to take part in various exchange programs over the course of their language studies.



Year 9 Italian – Hooray For Italy
Year 9 Italian – All Together In Italy

**Note: Students will study units Hooray For Italy and All Together In Italy consecutively throughout this course.*

Students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning.

Through their textbook ***Parliamo Italiano Insieme 1,*** they gain more control of grammatical and textual elements. The students focus on consolidation and progression of the systems of language, language variation and change and the role of language and culture.

Students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and broader issues of personal significance. They gain a sound understanding of cultural understanding and new linguistic trends when communicating in Italian.

Areas of Study

- My House
- Food and Healthy Lifestyles
- Telephone Conversations
- Weather and Clothing
- Italian Festivals and Culture
- Daily Routines

It will also be compulsory for students to participate in the Dante Alighieri Poetry Competition in June. Students also have the opportunity to travel on a tour to Italy and Europe (numbers permitting) and participate in an exchange program in July-August each year and host an Italian student. Alternatively, students may choose to travel to Italy in December- January as part of the exchange program in preparation for the VCE year.

Year 10 Italian – Hi Friends!
Year 10 Italian – Touring Italy

**Note: Students will study units Hi Friends! and Touring Italy consecutively throughout this course.*

Students continue to use a range of everyday language both orally and in writing to exchange information about their personal, social, local and broader issues of personal significance. They develop the ability to construct and deconstruct texts and learn about new cultural concepts that develop students' linguistic capability in Italian, progressing to a level at which students can be confident about communicating and expressing their language in real and imaginary situations. They learn to make comparisons and offer reasons for points of view, opinions and preferences.

Students continue to focus on applying the skills of *socialising, informing, creating, translating and reflecting*. The students focus on consolidation and progression of the *systems of language, language variation and change* and the *role of language and culture.*

Areas of Study

- Travel
- Directions
- The City of Venice
- Leisure Activities
- Shopping
- Made in Italy
- Florence and The Renaissance Period

It will also be compulsory for students to participate in the Dante Alighieri Poetry Competition in June at Melbourne University. Students also have the opportunity to travel on a tour to Italy and Europe (numbers permitting) and participate in an exchange program in July-August each year and host an Italian student. Alternatively, students may choose to travel to Italy in December- January as part of the exchange program in preparation for the VCE year.

Year 9 Japanese – About Us
Year 9 Japanese – Let's Say

**Note: Students will study units About Us and Let's Say consecutively throughout this course.*

Students have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. Students will build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

Through their textbook *iiTomo 3/4* they gain more control of grammatical and textual elements. Students continue to focus on applying the skills of *socialising, informing, creating, translating and reflecting*. The students focus on consolidation and progression of the *systems of language, language variation and change* and the *role of language and culture.*

Areas of Study

- People & Places
- Nationalities
- Food & Shopping
- Script Comprehension

Year 10 Japanese – Our Life
Year 10 Japanese – Let's Go Out!

**Note: Students will study units Our Life and Let's Go Out! consecutively throughout this course.*

Students will build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences.
With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture.

Students continue to focus on applying the skills of *socialising, informing, creating, translating and reflecting*.
Further consolidation and progression of the *systems of language, language variation and change* and the *role of language and culture* will take place. They work predominantly from their Gakkou Seikatsu text for this year.

Areas of Study

- Summer Holidays and School Trips
- Environment
- My Future
- Making an Invitation
- Script Comprehension

Students will have the opportunity to partake in speech competitions throughout the year.
Students also have the opportunity to travel on a tour to Japan (numbers permitting) staying with a host family for part of the trip.

EXAMPLES OF POSSIBLE STUDENT PROGRAMS

Example 1
A student planning to accelerate (completing a Year 11 subject in Year 10)

A student in Year 9:

	Compulsory Subjects						Electives	
Semester 1	Religious Education	English 1	Standard Maths 1	Science 1	Physical Education 1	Year 9 History	Japanese	Art Express
Semester 2	Religious Education	English 2	Standard Maths 2	Science 2	Physical Education 2	Good Health	Japanese	Fashionista

This student can tick off the following MNU's:

The Arts	Art Express
Humanities – Geography	
Humanities – Economics	
Design and Technologies	Fashionista

The same student in Year 10:

	Compulsory Subjects				Electives		
Semester 1	Religious Education: Getting It Right	English 3	Standard Maths 3	Science 3	Japanese	Riches & Rights	VCE Studio Art Unit 1
Semester 2	Religious Education: Don't Just Say It Do It	English 4	Maths for Study	Science 4	Japanese	Geography - The World's People and Environments	VCE Studio Art Unit 2

This student can now tick off the following MNU's:

	Year 9	**Year 10**
The Arts	Art Express	
Humanities – Geography		Geography - The World's People and Environments
Humanities – Economics		Riches & Rights
Design and Technologies	Fashionista	

This student nominated to accelerate into a VCE subject at Year 10 with their free choice electives. Completing a subject in Year 9 in the chosen area, better prepares the student to accelerate.

Example 2
A student planning to use their Languages as credit for another subject

A student in Year 9:

	Compulsory Subjects						Electives	
Semester 1	Religious Education	English 1	Standard Maths 1	Science 1	Physical Education 1	Year 9 History	Italian	Riches & Rights
Semester 2	Religious Education	English 2	Standard Maths 2	Science 2	Physical Education 2	Good Health	Italian	Food for Entertaining

This student can tick off the following MNU's:

The Arts	
Humanities – Geography	
Humanities – Economics	Riches & Rights
Design and Technologies	Food for Entertaining

The same student in Year 10:

	Compulsory Subjects				Electives		
Semester 1	Religious Education: Getting It Right	English 3	Standard Maths 3	Science 3	Italian	Peer Support	Psychology
Semester 2	Religious Education: Don't Just Say It Do It	English 4	Maths for Study	Science 4	Italian	Robotics	Art Express

This student can now tick off the following MNU's:

	Year 9	Year 10
The Arts		Art Express
Humanities – Geography		
Humanities – Economics	Riches & Rights	
Design and Technologies	Food for Entertaining	

This student nominated to use their credit from completing two years of Italian towards Geography (therefore not completing a Geography unit).

Example 3
A student who loves PE (or any other subject) but doesn't plan well.

A student in Year 9:

	Compulsory Subjects						**Electives**	
Semester 1	Religious Education	English 1	Standard Maths 1	Science 1	Physical Education 1	Year 9 History	Beyond The Boundary	All Fun and Games
Semester 2	Religious Education	English 2	Standard Maths 2	Science 2	Physical Education 2	Good Health	The Footy Show	Metal Magic

This student can tick off the following MNU's:

The Arts	
Humanities – Geography	
Humanities – Economics	
Design and Technologies	Metal Magic

The same student in Year 10:

	Compulsory Subjects				**Electives**		
Semester 1	Religious Education: Getting It Right	English 3	Standard Maths 3	Science 3	Money, Markets & Citizenship	Graphics Mix	VET Sport & Recreation Unit 1
Semester 2	Religious Education: Don't Just Say It Do It	English 4	Maths for Study	Science 4	Psychology	Geography - The World's People and Environments	VET Sport & Recreation Unit 2

This student can now tick off the following MNU's:

	Year 9	**Year 10**
The Arts		Graphics Mix
Humanities – Geography		Geography - The World's People and Environments
Humanities – Economics		Money Markets & Citizenship
Materials Technology	Metal Magic	

By completing all of the subjects that the student really wanted to do the most in Year 9, this student had to complete many subjects that they didn't enjoy in Year 10. The student also would have liked to study Anatomy of Sport and My Woodwork Rules, but couldn't fit them in.

Example 4
A student who loves PE and English (or any other subject) and plans well.

A student in Year 9:

	Compulsory Subjects						**Electives**	
Semester 1	Religious Education	English 1	Standard Maths 1	Science 1	Physical Education 1	Year 9 History	Metal Magic	Beyond the Boundary
Semester 2	Religious Education	English 2	Standard Maths 2	Science 2	Physical Education 2	Good Health	Graphics Mix	The Footy Show

This student can tick off the following MNU's:

The Arts	Graphics Mix
Humanities – Geography	
Humanities – Economics	
Materials Technology	Metal Magic

The same student in Year 10:

	Compulsory Subjects				**Electives**		
Semester 1	Religious Education: Getting It Right	English 3	Standard Maths 3	Science 3	Money, Markets & Citizenship	Creative Writing	VET Sport & Recreation 1
Semester 2	Religious Education: Don't Just Say It Do It	English 4	Maths for Study	Science 4	Geography - The World's People and Environments	Film Studies	VET Sport & Recreation 2

This student can now tick off the following MNU's:

	Year 9	**Year 10**
The Arts	Graphics Mix	
Humanities – Geography		Geography - The World's People and Environments
Humanities – Economics		Money Markets & Citizenship
Design and Technologies	Metal Magic	

By completing more minimum units in Year 9, this student was able to choose more free choice subjects in Year 10. This planning will help prepare students better for VCE or VCAL.

Vocational Education and Training (VET) Programs

The VET programs offered at St Mary MacKillop College are available to students in Year 10, Year 11 and Year 12. Students may begin these programs in either Year 10 or Year 11. We encourage students to begin the VET programs in Year 10 so that these programs are either finished before Year 12, or can be completed in Year 12. The exception is Sport and Recreation that must be started in Year 10.

Students enrolled in the Victorian Certificate of Applied Learning (VCAL) program have priority of places within the VET program when numbers are limited.

VET programs are able to be counted towards completion of VCE and VCAL certificates.

Cost: A levy is charged for VET subjects. This levy is determined in Term 4 when costing and funding amounts are known for the following year.

VET CERTIFICATES
OFFERED AT ST MARY MACKILLOP COLLEGE

CERTIFICATE	YEAR 1	YEAR 2
Agriculture (Cert II) Registered training through SuniTAFE	X	X
Automotive (Cert II) Registered training through SuniTAFE	X	X
Beauty – Nail Technology (Cert II) Registered training through Murray Ace	X	X
Building & Construction – Carpentry (Cert II) Third year optional to complete certificate	X	X
Community Services (Cert II)	X	X
Electrotechnology (Cert II) Registered training through SuniTAFE	X	X
Engineering Pathways (Cert II) Registered training through SuniTAFE	X	X
Equine Studies (Cert II) Registered training through GO TAFE	X	X
Hospitality – Kitchen Operations (Cert II)	X	X
Salon Assistant (Cert II) Registered training through Murray Ace	X	X
Sport & Recreation (Cert III)	X	X

VET and the VCE

Scored Assessment Subjects

The following VCE VET programs have a study score available to students undertaking the relevant Units 3 and 4 sequence. Students who undertake a scored VCE VET program are required to complete an examination at the end of the year in order to be eligible for a contribution to their ATAR.

- Community Services;
- Equine;
- Hospitality;
- Sport and Recreation.

On successful completion of these subjects, students are eligible for four VCE VET units – two at Units 1 & 2 level and two at Units 3 & 4 level.

Non-scored Assessment Subjects

Students who receive a Units 3 and 4 sequence for any of the following VCE VET programs may be eligible for an increment towards their ATAR (10% of the average of the student's primary four scaled studies). This increment is awarded by the Victorian Tertiary Admissions Centre (VTAC) and further information can be found on the VTAC website.

- Agriculture
- Automotive
- Beauty – Nail Technology
- Building and Construction
- Electrotechnology

On successful completion of these subjects, students are eligible for four VCE VET units – two at Units 1 & 2 level and two at Units 3 & 4 level.

Work Placement

Compulsory work placement is an integral part of VET programs – usually done as a one-week block.
Sport and Recreation work placement will be completed one afternoon a week throughout Year 10 at gyms, recreation offices, sport administration, sports clubs, primary schools, etc.

CERTIFICATE II – AGRICULTURE

This Certificate will be administered by Sunraysia TAFE.

Qualifications
The following qualifications are available in the VCE VET Agriculture, Horticulture and Conservation and Land Management program:

> **AHC20116 Certificate II in Agriculture**
> Certificate II in Agriculture provides students with the knowledge and skills that will enhance their employment prospects in the agriculture industry. Knowledge and skills are developed in harvesting, maintaining livestock feed and water supplies, mustering, moving and penning up livestock, and performing routine farm machinery maintenance.

ATAR Contribution
Students who receive a Units 3 and 4 sequence for VCE VET Agriculture will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

Career Opportunities
Employment opportunities exist in a number of designated sectors such a beef, dairy, sheep and wool production. Job roles vary across different industry sectors and may include: Assistant Animal Attendant/Stockperson, Assistant Farm or Station Hand/Labourer.

CERTIFICATE II – AUTOMOTIVE

This Certificate will be administered by Sunraysia TAFE.

Qualifications
The following qualification is available as a VCE VET program:

> **AUR20716 Certificate II in Automotive Vocational Preparation**
> Certificate II in Automotive Vocational Preparation is state accredited curriculum which offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning.

ATAR Contribution
Students who receive a Units 3 and 4 sequence for VCE VET Automotive will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

Career Opportunities
Completion of the VCE VET Automotive program provides a pathway for students into the automotive industry through traineeship or apprenticeship. With additional training and experience, future employment opportunities may include trimmer, detailer, panel preparer, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic.

CERTIFICATE II – BEAUTY

This Certificate will be administered by Murray Ace.

Qualifications
Certificate II in Nail Services is suitable for people that have a passion for nails and aim to work in the Beauty Industry as a Nail Technician. Nail Technicians provide Manicures, Pedicures and apply Gel and Acrylic Nail Enhancements and Nail Art. This program is designed to give students the education and training to launch their career as a nail technician.

Nail technicians or manicurists perform services such as manicures, pedicures and more advanced nail procedures such as acrylic nail applications and custom nail designs. The course provides training in manicures and pedicures, nail art, advanced nail techniques such as sculptured nails, extension tips, overlays and French acrylic nails, gel nails, and bacteriology.

ATAR Contribution
Students who receive a Units 3 and 4 sequence for VCE VET Beauty – Nail Technology will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

Career Opportunities
Licensed nail technicians can work in full-service beauty salons or specialised nail salons. Future employment opportunities may include employment in a salon, beauty clinic or health resort.

CERTIFICATE II – BUILDING AND CONSTRUCTION

Certificate II in Building and Construction provides students with the knowledge and skills to enhance their employment prospects in the Building and Construction Industry. The certificate provides partial completion of the pre-apprenticeship program in carpentry. An opportunity exists for students who wish to complete the full certificate to undertake a third year.

Qualifications
The following curriculum qualification is available as a VCE VET program:

> **22338VIC Certificate II in Building and Construction Pre-apprenticeship**
> This certificate aims to provide students with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level. This pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting basic plans and drawings, preparing and applying for work in the construction industry, working effectively and sustainably in the construction industry and workplace safety practices onsite. The course also includes a range of units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors.

ATAR Contribution
Students who receive a Unit 3 and 4 sequence for VCE VET Building and Construction will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

Career Opportunities
Further training in this qualification is required for completion of the pre-apprenticeship (if only 2 years are completed) which can lead to an apprenticeship in the Building and Construction Industry in areas such as general construction, carpentry – framework/formwork/finishing. Completion of a third year will reduce the term of apprenticeship by 12 months.

CERTIFICATE II – COMMUNITY SERVICES

The VCE VET Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the community services sector.

Year 1:
Skills will be developed in communication, information provision and processing, administration support and group support. The program enables students to study elective units applicable to early child care, disability and support as well as aged care. At the successful completion of the first year students will obtain their full Certificate II in Community Services

Year 2:
Skills will be developed in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 of the program offer scored assessment, with the selected units contributing to a partial completion of a Certificate III in Community Services.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Community Services must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
******** *Where a student elects not to receive a study score for VCE VET Community Services, no contribution to the ATAR will be available* ********

Career opportunities
The VCE VET Community Services program will assist you in pursuing a career in the community services sector, in areas such as; child care, aged care, home and community care, disability work, social housing, or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case manager. Pathways are also available from this qualification into health sector qualifications such as allied health assistance and nursing. Further study through vocational or higher education can lead to employment in areas such as social work and education.

CERTIFICATE II – ELECTROTECHNOLOGY

The Certificate will be administered by Sunraysia Institute of TAFE.

The new VCE VET Electrical Industry program has been developed to provide a stronger pathway for students into the electrical trades. It recognises the requirements for higher technical skills due to technological changes in the industry.

Qualifications
The following curriculum qualifications are available in the VCE VET Electrical Industry program:

> **22261VIC Certificate II in Electrotechnology Studies (pre-vocational):** a state accredited curriculum that offers students the opportunity to develop their skills and knowledge across a range of electrical sectors, including electrical, electronics, refrigeration and mechanical engineering.
>
> **UEE22011 Certificate II in Electrotechnology (Career Start):** offers students the opportunity to develop competencies for a work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline.

ATAR Contribution
Students who receive a Units 3 and 4 sequence for VCE VET Electrotechnology will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

Career opportunities
The VCE VET Electrical Industry program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the electrical or related industries.

CERTIFICATE II – ENGINEERING

The Certificate will be administered by Sunraysia Institute of TAFE.

Qualifications
The following qualification is available in the VCE VET Engineering program:

> **MEM20413 Certificate II in Engineering Pathways**
> This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Career opportunities
This certificate prepares students with the skills to update a work based engineering apprenticeship leading into a range of careers as an engineering tradesperson within the engineering and manufacturing industries. This occupation includes roles for conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products.

CERTIFICATE II – EQUINE STUDIES

The Certificate will be administered by GO TAFE.

Certificate II in Equine Studies is state accredited qualification which provides access to direct employment opportunities in the equine related industries.

Qualification
The following qualification is available in the VCE VET Equine Studies program:

> **22246VIC Certificate II in Equine Studies**
> Certificate II in Equine Studies is a pathway to employment in different sectors of the equine industry in roles such as stablehands or stud hands or further study in a range of equine or equine related qualifications in horse breeding, sport or racing.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Equine Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
***Where a student elects not to receive a study score for VCE VET Equine Studies, no contribution to the ATAR will be available.*

CERTIFICATE II – HOSPITALITY (KITCHEN OPERATIONS)

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to become competent in a range of kitchen functions and activities. This will enable students to work in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops.

Qualification
The following qualification is available in the VCE VET Hospitality program:

> **SIT20416 Certificate II in Kitchen Operations**
> Certificate II in Kitchen Operations prepares students with a limited range of food preparation and cookery skills to prepare food and menu items. Includes units such as; preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes, preparing poultry dishes.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
***Where a student elects not to receive a study score for VCE VET Hospitality, no contribution to the ATAR will be available.*

Career opportunities
With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook as well as the administrative side of Hospitality such as Hotel Management.

Note: *The College has purchased 24 sets of chef's knives and a full chef's uniform for each participant. These items will be hired out to students for the duration of the course (this cost is included in the course fee). Log books and individual workbooks, for each module, will be included. School shoes fit the required 'solid shoes' required by industry.*

CERTIFICATE II – SALON ASSISTANT

The Certificate will be administered by Murray Ace.

Certificate II in Salon Assistant provides students with a quality and supportive learning environment and enables students to develop the skill, knowledge and competency that will enhance their employability and career opportunities.

Qualification
The following qualification is available in the VCE VET Hair and Beauty program:

> **SHB20216 Certificate II in Salon Assistant:**
> Certificate II in Salon Assistant develops basic skills and knowledge to assist with client services in the hair and beauty industry, and provides a pathway into a hairdressing apprenticeship.

Career opportunities
This qualification reflects the role of individuals who work as salon assistants and are competent in communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. They perform routine functions under direct supervision as part of a hairdressing team.

CERTIFICATE III – SPORT AND RECREATION

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 community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competence undertaken in Units 1 to 4 of the selected program.

Qualifications
The following qualification is available in the VCE VET Sport and Recreation program:

SIS30115 Certificate III in Sport and Recreation
Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Units 1 and 2 are completed in year 10. A big component of Unit 1 & 2 involves the students conducting summer sports, winter sports and athletics coaching sessions at local primary schools. The course links in with AFL clubs as the students conduct the AFL Primary Schools Clinic with AFL footballers, work with David Alderuccio from AFL Central Murray and attend an excursion to Richmond Football Club. Students also have the opportunity to run Sporting Schools Programs at St Mary's Primary School where they get paid $20 an hour. Some of the theory units include provide first aid, participate in work health and safety, developing officiating knowledge and providing customer service. Units 3 and 4, completed in Year 11, offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students have the opportunity to complete a gym training, teach Primary School students and complete an investigation of the Swan Hill Leisure Centre.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
Where a student elects not to receive a study score for VCE VET Sport and Recreation, no contribution to the ATAR will be available

Career opportunities
Completion of Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Possible outcomes may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centre. Many volunteering and paid employment opportunities exist for students who undertake the VCE VET Sport and Recreation program.

SENIOR STUDENT OPTIONS

A world of options for Senior Students

St Mary MacKillop College offers a full range of options to senior students – all of the options from which to develop your own pathway to a future career. Senior school classes provide an environment that prepares students to make the transition from school to the adult world of independent tertiary study or the workforce.

VCE: Victorian Certificate of Education

The VCE Certificate is recognised in Australia and internationally as a university entry qualification. A full certificate is studied over two or three years (Year 11 & 12). The VCE assists students to prepare and qualify for degree and diploma programs at Australian and International Universities and TAFE colleges.

A subject is called a Study. Each Study is broken up into four, semester length, units. Each unit is numbered 1, 2, 3 or 4. Units may be studied at either year level; however, Units 3 & 4 must be studied as a sequence.

VCE UNITS
OFFERED AT ST MARY MACKILLOP COLLEGE

STUDY	UNIT ONE	UNIT TWO	UNIT THREE	UNIT FOUR
Religion and Society		X	X	X
English	X	X	X	X
Literature	X	X	X	X
Arts				
• Dance	X	X	X	X
• Music Performance	X	X		
• Studio Art	X	X	X	X
• Theatre Studies	X	X	X	X
• Visual Communication & Design	X	X	X	X
Business Studies				
• Accounting	X	X	X	X
• Business Management	X	X	X	X
• Legal Studies	X	X	X	X
Health & Physical Education				
• Health & Human Development	X	X	X	X
• Physical Education	X	X	X	X
Humanities				
• 20th Century History	X	X		
• Australian History			X	X
• Geography	X	X	X	X
• Languages: Italian	X	X	X	X
• Languages: Japanese	X	X	X	X
Mathematics				
• General Mathematics	X	X		
• Further Mathematics			X	X
• Mathematical Methods	X	X	X	X
• Specialist Mathematics	X	X	X	X
Science				
• Agricultural and Horticultural Studies	X	X	X	X
• Biology	X	X	X	X
• Chemistry	X	X	X	X
• Environmental Science	X	X	X	X
• Physics	X	X	X	X
• Psychology	X	X	X	X
Technology				
• Food Studies	X	X	X	X
• Product, Design and Technology: Textiles	X	X	X	X
• Product, Design and Technology: Wood	X	X	X	X

It may not always be possible to give a student all his/her preferred elective choices. Student numbers, staffing, timetabling and facilities will all impact on the subjects which will run in 2020.

The *2020 Subject Selection Guide* asks you to choose reserve choices in case a student does not receive his/her first elective choices. The *2020 Subject Preferences* for Year 11 and 12 students must be completed online by **Wednesday 19th June, 2019**. As you read through the booklet, rank your elective choices.

Any questions about subject content can be addressed to the relevant subject teacher or the Curriculum Domain Leader.

Questions or concerns can also be directed to:

- Mrs Sally Looney Director of Teaching and Learning
- Mrs Laura Crow VET & Pathways Coordinator
- Mrs Brenda Brady Careers Advisor and Work Experience Coordinator

Correspondence Policy

St Mary MacKillop College offers a wide range of VCE and VET studies as it endeavours to meet the diverse needs of students, however some of these studies do not attract sufficient students for the school to run the class.

In such cases students can be offered the choice of:

i) Choosing an alternative subject that is running, or

ii) Taking the subject through the Distance Education Centre Victoria (DECV) or Victorian School of Languages (VSL), if it is a subject that we have offered.

Occasionally, a student may choose a study that we do not offer but is offered by DECV or VSL, subject to approval of the Director of Teaching and Learning and Pathways Coordinator. (Note: the DECV and VSL do not offer all subjects).

Skills required by DECV or VSL students:

i) Independent, autonomous learning skills;
ii) Good organisational skills, able to meet deadlines;
iii) Self-motivation skills.

Restrictions

Students are advised to take only one subject by DECV or VSL unless there are exceptional circumstances.

Costs

i) The service fee and the materials cost will be shared by the school and the student, if it is a subject offered by the school, in the current year, which because of lack of numbers does not run. If the student chooses a subject not offered by the school, then the student would normally pay the entire fee.
ii) The cost of telephone calls (made using the school telephone), postage, email, etc. will be met by the school.
iii) Travel to and from Melbourne will be organised and paid for by the student (It is recommended that students attend a minimum of one Melbourne lecture day).

Administration

i) All DECV materials are forwarded to the students by the Senior School Coordinator.
ii) All VSL materials are mailed or emailed directly to the student.
iii) Student work to be sent away for correction and assessment is done so through the Front Office or directly via email.
iv) Regular telephone contact should be made with the DECV or VSL tutor. This should be arranged with the Senior School Coordinator.
v) Scheduling and supervision of SAC's will be organised by the Senior School Coordinator.

DECV subjects will not be timetabled. Students will receive one study line in which to complete the study. Where possible the Senior School Coordinator would attempt to have students studying the same DECV subject in study lessons at the same time.

VSL classes in Italian or Japanese may be timetabled so that students receive a minimum of one lesson tutorial assistance with a current staff member.

DECV subjects are not guaranteed tutorial assistance, however, the College will make every attempt to provide a supporting staff member.

VCE

MINIMUM REQUIREMENTS FOR VCE COMPLETION

The minimum requirement for Satisfactory completion is 16 units which must include:

- Three units from the English Group, including a Unit 3–4 sequence
- At least three sequences of Units 3/4 studies other than English which may include any number of English sequences once the English requirement has been met.
- The remaining Units are those of student choice.
- Please note that VCE VET studies can contribute an unlimited number of units of 3/4 sequences as part of their VCE completion requirements.

THE DIFFERENCE BETWEEN A UNIT 3/4 AND A UNIT 1/2 STUDY

As a general rule of thumb, Unit 1/2 studies are completed at Year 11 level. The teachers of the College assess these Units in their entirety. There are no external examinations set by the VCAA.
The results of Unit 1/2 studies are reported to the VCAA as an S or N result only.
Unit 1/2 studies usually precede Unit 3/4 studies, and are generally academically less challenging.

However, it is important for students to note, that simply obtaining an "S" for a Unit 1/2 study does not assume automatic progression to the same study at Unit 3/4 level. Students must perform to a standard high enough that satisfies the teacher that the student is capable of achieving in that study at Unit 3/4 level.

Unit 3/4 studies are assessed both internally by the teachers of the College, and through external exams which are set by the VCAA. The College reports SAC results to the VCAA. These scores are used in conjunction with the results of the student's external exams to determine their study scores.

SELECTING THE CORRECT COURSE

Given the previous examples, it is crucial that students have a realistic understanding of their own capabilities and the academic requirements of the course. Selecting a pathway that will lead to completing more difficult studies that are scaled up will not automatically result in achieving a high ATAR at the completion of Year 12. Students must plan a pathway that they are capable of achieving success in.

SELECTION OF YOUR COURSE

Prior to initial selection:-

1. You should spend time reading through this booklet carefully. Discuss your preliminary ideas with Subject and your Teacher Advisor, House Leaders, your parents and the Pathways Team. Consider different combinations before making your final decision.
2. Your decisions should take into account your performance this year, your career/occupation goals and subject interests.
3. Please read the whole booklet before making your decision.

SPECIAL CONSIDERATION IN THE VCE

Students may be eligible for special consideration in the VCE under the following circumstances:

1. Students with a diagnosed learning disability or permanent physical disability may apply for Special Exam Arrangements for Unit 3/4 studies they are undertaking. This involves assessment from independent professionals such as Psychologists, and an application is made to the VCAA early in the School Year.
2. Students who have a legitimate reason for missing an internal assessment task, such as illness or bereavement, may apply for Special Consideration to the Senior School Coordinator. In such circumstances where the application is approved, the task is often rescheduled or the subject teacher arranges an alternative task. In all circumstances, the student must show evidence for the absence. This is applicable at both Units 1/2 and Unit 3/4 level.

VCAL: The Victorian Certificate of Applied Learning

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary qualification equivalent to VCE. It is a certificate that has been designed to increase the pathways for young people in Years 11 and 12. VCAL prepares students for further studies in vocational education and training and for employment. VCAL is focussed on the practical aspects of work skills.

VCAL is best suited to students who wish to pursue a vocational pathway of learning. It is for students who are better suited to a "hands on" style of learning.

Some points that may clarify how VCAL works are:

- If you choose to do the VCAL, you will gain practical experience and 'employability' skills as well as the skill you will need to go onto further training in the workplace or at a TAFE institute.
- At St Mary MacKillop College, the VCAL Certificate can be studied as a one of two year course and provided students complete all of the required units, they will be awarded a certificate and statements of results for each level and year completed.
- The students who have previously been enrolled in VCAL have been able to benefit greatly from being able to network with potential employers and / or try out an industry to see whether they are interested in going on to an apprenticeship or traineeship.
- As part of your enrolment, you are required to complete work placement and complete at least one module of a VET program. All students must find an employer in the chosen areas of interest who is prepared to provide work placement for them one day per week. The College will assist in this process if required.
- If you have already started a VET certificate, you may be able to count this towards your VCAL certificate. If you have already completed VCE studies, you may be able to count these towards your VCAL certificate.
- You may commence a VCAL Certificate in Year 12.
- Students enrolled in VCAL at St Mary MacKillop College may complete some VCE subjects to help contribute to their VCAL qualifications. Only certain subjects can be counted. Only a limited number of VCE studies are available for selection.
- VCAL is not a course for students intending to go to university straight away or needing an ATAR score.
- If intending going onto TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course by completing VCAL.
- There is a cost for each VET program undertaken by students. This overall cost is subsidised by the College to some extent.
- If you were to choose to change your mind and complete VCE, it is highly likely that this will involve having to repeat Year 11 although there are some VCE subjects that have been incorporated into the VCAL program.
- Although students will be completing more practical subjects, there is still a writing/theory component to all classes including VET/TAFE.
- In many cases students will be working in small groups projects. This requires that you to work with others, be prepared to negotiate, meet deadlines and resolve conflicts. It also involves speaking to an audience, prospective employers and promoting the projects you are completing.
- As part of a VCAL program you may be able to negotiate tasks you may be completing such as volunteer work outside of school to be used for assessment in VCAL.
- Students need to be prepared to work both independently and with teacher guidance. In the Year 12 (senior level) program, students must work with minimal teacher assistance.

The VCAL Program contains 4 strands:

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

Each Strand has three levels:

- Foundation
- Intermediate
- Senior

VCAL UNITS

UNIT	STUDY	Foundation	Intermediate	Senior
Personal Development Skills	Personal Development Skills	X	X	X
Literacy	VCAL Literacy	X	X	X
Numeracy	VCAL Numeracy	X	X	X
Industry Specific Skills	Any VET Subject	X	X	X
	School Based Apprenticeship / Traineeship (SBAT)	X	X	X
Work Related Skills	Work Skills	X	X	X
Religious Education	Awakenings (Year 11)	X	X	
	Religion & Society Unit 2 (Year 12)	X	X	X

To successfully complete a VCAL certificate a student must achieve each prescribed learning outcome in each unit or module of the VCAL program. Students do not need to achieve a specific grade to successfully complete any units or modules that count toward the VCAL, but must receive a 'Competency'. Each unit or module will have specific requirements that need to be met in order to achieve the outcomes.

Personal Development Skills: Students will participate in community based projects throughout the course. There will be a VCAL camp which the students will organise and attend. All students will also complete a First Aid Certificate as a part of their course.

Work Related Skills: Over the duration of their programs students will be required to undertake work placement and complete specific outcomes in class. Students will be given opportunities to complete external program such as Responsible Serving of Alcohol, driver's permits, white cards for industry and several others depending on student interest and need.

SELECTION OF YOUR COURSE

Prior to initial selection:-

1. You should spend time reading through this booklet carefully. Discuss your preliminary ideas with Subject and Homeroom teachers, House Leaders, your Parents and Careers Adviser. Consider different combinations before making your final decision.
2. Your decisions should take into account your performance this year, your career/occupation goals and subject interests.
3. A VCAL booklet is available from the Pathways office.

Please read the whole booklet before making your decision.

ACCOUNTING

Future: Commerce / Business Degree and Small Business Application.

UNIT 1 (Accreditation 2019 – 2023)	UNIT 2 (Accreditation 2019 – 2023)
ROLE OF ACCOUNTING IN BUSINESS	**ACCOUNTING AND DECISION MAKING FOR A TRADING FIRM**
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non- financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental. .	This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.
Outcomes: On completion of this unit the student should be able to: 1. Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business. 2. Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non- financial indicators to measure business performance.	**Outcomes: On completion of this unit the student should be able to**: **1.** Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions. **2.** Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations. **3.** Record and report for non-current assets and depreciation.
Assessment: Satisfactory completion of the set outcomes.	**Assessment:** Satisfactory completion of the set outcomes.

UNIT 3	(Accreditation 2019 – 2023)	UNIT 4	(Accreditation 2019 – 2023)

FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

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

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Outcomes: On completion of this unit the student should be able to:

1. Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
2. Record transactions and prepare, interpret and analyse accounting reports for a trading business

Assessment:

Unit 3 School-assessed Coursework: 25%

RECORDING, REPORTING, BUDGETING AND DECISION MAKING

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

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

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Outcomes: On completion of this unit the student should be able to:

1. Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
2. Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

Assessment:

Unit 4 School-assessed Coursework: 25%
End of Year Examination: 50%

AGRICULTURAL & HORTICULTURAL STUDIES

Future: Veterinary Science, Agricultural Science, Agribusiness, Agronomy, Agricultural Economics, Animal Science, Soil Science, Plant Science, Horticultural Science, Applied Science, Land Management and Natural Resource Management.

UNIT 1 (Accreditation 2020 – 2024)	UNIT 2 (Accreditation 2020 – 2024)
AGRICULTURAL AND HORTICULTURAL OPERATIONS This area of study focuses on the elements that constitute Australian agricultural and horticultural systems, how these influence the location of agricultural and horticultural businesses, and the scientific approach to investigating aspects of agricultural and horticultural systems.	**PRODUCTION** This unit focuses on plant and animal nutrition, and growth and reproduction and their relationships within agribusiness systems. Students analyse agricultural and/or horticultural production systems in terms of timelines for production, taking into account physical, biological, economic, social and environmental factors. They consider the impacts of climate extremes on plant and animal production and use a scientific approach to investigating aspects of production. Students use a small business project to explore the role of agribusiness in value adding to the product of an agricultural and/or a horticultural business. They consider business and production operations, production and environmental risks, sustainability of operations, and marketing. Students monitor and evaluate the outcomes of the small business project.
Outcomes: On completion of this unit the student should be able to: 1. Describe a range of biological, physical and human resources and their influence on agricultural and/or horticultural systems in the local area, and explain the importance of the application of scientific principles in production. 2. Plan, implement and evaluate management and production activities to operate a small agricultural and/or a horticultural business project involving the care and monitoring of living plants or animals.	**Outcomes: On completion of this unit the student should be able to:** 1. Explain the nutritive and reproductive processes of plants and animals, their application to agricultural and horticultural systems, and specific biological factors that influence production systems. 2. Plan, implement, monitor and evaluate the production processes and marketing of a small agricultural and/or horticultural business project, demonstrating how the business adds value to the product and manages risk.
Assessment: Satisfactory completion of the set outcomes.	**Assessment:** Satisfactory completion of the set outcomes.

UNIT 3 (Accreditation 2020 – 2024)	UNIT 4 (Accreditation 2020 – 2024)
TECHNOLOGY, INNOVATION AND BUSINESS PRACTICES This unit focuses on a range of technology that is currently used by commercial agricultural and/or horticultural businesses, and reviews the areas where change and innovation are occurring. The likely impact of new and emerging developments in technology on the business will be reviewed and analysed. In undertaking this unit students should focus on any one or two commercial agricultural and/or horticultural business(es).	**SUSTAINABLE MANAGEMENT** This unit focuses on the management of agricultural and horticultural systems within the context of ecological sustainability. It takes a holistic ecological approach to issues associated with land, plant and animal management. Students are expected to apply the principles and concepts of such an approach across a range of agricultural and horticultural situations. Students consider the effects of climate change and how business responds to these effects. They develop an understanding of the importance of identification, rectification and prevention of environmental degradation for the sustainability of agribusinesses. Students consider strategies for economic, social and environmentally sustainable resource management within agriculture and horticulture.
Outcomes: On completion of this unit the student should be able to: 1. Describe the role of innovation and technology in agricultural and horticultural practices, analyse past and current initiatives, including unforeseen consequences, and apply innovative processes to agricultural and/or horticultural practices. 2. Identify and describe pests, diseases and weeds of concern to Victorian food and fibre industries, describe principles of integrated pest and weed management, analyse the problem of biological resistances and discuss the role of biosecurity.	**Outcomes: On completion of this unit the student should be able to:** 1. Analyse the impacts of climate change and environmental degradation on food and fibre production, evaluate strategies for environmental protection and rehabilitation, and discuss techniques for monitoring the sustainability of agricultural and/or horticultural practices. 2. Analyse dimensions of sustainability concepts across the food and fibre supply chain, evaluate strategies to improve the sustainability of agricultural and/or horticultural businesses, and discuss the role of dimensions of sustainability in business practices.
Assessment: Unit 3 School-assessed Coursework: 30%	**Assessment:** Unit 4 School-assessed Coursework: 30% End of Year Examination: 40%

BIOLOGY

Future: Work in Agriculture, Horticulture or Health.
Advantage for Pharmacy, Dental Nursing, Nursing, Paramedics, Physiotherapy, Occupational Therapy, Speech Therapy, Medicine, Dietetics and Nutrition.

UNIT 1 (Accreditation 2016 – 2020)	UNIT 2 (Accreditation 2016 – 2020)
HOW DO LIVING THINGS STAY ALIVE? Students are introduced to an organism's challenges in sustaining life. Students examine the cell as the structural and functional unit of life, and the requirements for sustaining cellular processes. They analyse adaptations that enhance an organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored.	**HOW IS CONTINUITY OF LIFE MAINTAINED?** Students focus on cell reproduction and the transmission of biological information. Students learn about the cell cycle. They examine DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore asexual and sexual reproductive strategies, and consider their advantages and disadvantages. The role of stem cells in humans is examined, and their potential use in medical therapies. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.
Outcomes: On completion of this unit the student should be able to: 1. Investigate and explain how cellular structures and systems function to sustain life. 2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth. 3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.	**Outcomes: On completion of this unit the student should be able to**: 1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies. 2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance. 3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
Assessment: Satisfactory completion of the set outcomes.	**Assessment:** Satisfactory completion of the set outcomes.

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)

HOW DO CELLS MAINTAIN LIFE?

Students investigate the workings of the cell. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students consider the types of signals, the transduction of information within the cell and cellular responses. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Outcomes: On completion of this unit the student should be able to:

1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment:

Unit 3 School-assessed Coursework: 16%

HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications,
of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Outcomes: On completion of this unit the student should be able to:

1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment:

Unit 4 School-assessed Coursework: 24%
End of Year Examination: 60%

BUSINESS MANAGEMENT

Future: Background for any business.

UNIT 1 (Accreditation 2017 – 2021)

PLANNING A SMALL BUSINESS

How businesses are formed and the fostering of conditions under which new business ideas can emerge is vital for the nation's wellbeing. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcomes: On completion of this unit the student should be able to:

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment:

Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation 2017 – 2021)

ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business's life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate effective marketing and the best way to meet the needs of the business in terms of staffing and financial record keeping.

Outcomes: On completion of this unit the student should be able to:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these to business related case studies.
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment:

Satisfactory completion of the set outcomes.

UNIT 3 (Accreditation 2017 – 2021)

MANAGING A BUSINESS

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

Outcomes: On completion of this unit the student should be able to:

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment:

Unit 3 School-assessed Coursework: 25%

UNIT 4 (Accreditation 2017 – 2021)

TRANSFORMING A BUSINESS

Students consider the importance of reviewing key performance indicators. They study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

Outcomes: On completion of this unit the student should be able to:

1. Explain the way business change comes about, use key performance indicators to analyse performance, discuss driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect on change on the stakeholders of a business.

Assessment:

Unit 4 School-assessed Coursework: 25%
End of Year Examination: 50%

CHEMISTRY

Future: For Tertiary Entrance.

UNIT 1 (Accreditation 2016 – 2021)	UNIT 2 (Accreditation 2016 – 2021)
HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED? In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.	**WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?** In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water. A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.
Outcomes: On completion of this unit the student should be able to: 1. To relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities. 2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose. 3. Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.	**Outcomes: On completion of this unit the student should be able to:** 1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts. 2. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases. 3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.
Assessment: Satisfactory completion of the set outcomes.	**Assessment:** Satisfactory completion of the set outcomes.

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)
HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY? In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate different reaction systems, including how to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.	**HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?** In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. A practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
Outcomes: On completion of this unit the student should be able to: 1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact. 2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.	**Outcomes: On completion of this unit the student should be able to:** 1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules. 2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry. 3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
Assessment: Unit 3 School-assessed Coursework: 16%	**Assessment:** Unit 4 School-assessed Coursework: 24% End of Year Examination: 60%

DANCE

Future: VCE Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism.

UNIT 1 (Accreditation 2019 – 2023)	UNIT 2 (Accreditation 2019 – 2023)
In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.	In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students are introduced to a range of dance traditions, styles and works. Dance traditions, styles and works selected for study should encompass the dance output of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Students may also study material such as dance from other cultures, music theatre, the work of tap/jazz or street performers, ballet choreographers, and/or modern dance. Students describe the movement vocabulary in their own and others' dances by identifying the use of movement categories and ways the elements of movement have been manipulated through the use of choreographic devices. Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the ways movement has been manipulated and structured.
Outcomes: On completion of this unit the student should be able to: 1. Describe and document features of their own other choreographers' dance works. 2. Choreograph and perform a solo, duo, and/or group dance work and complete structured improvisations. 3. Safely and expressively perform a learnt solo or group dance work. 4. Describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer's body.	**Outcomes: On completion of this unit the student should be able to:** 1. Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works. 2. Complete structured improvisations and choreograph and perform a solo, duo or group dance work. 3. Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.
Assessment: Based on successful achievement of outcomes	**Assessment:** Based on successful achievement of outcomes

UNIT 3 (Accreditation 2019 – 2023)	UNIT 4 (Accreditation 2019 – 2023)
In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers. Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth and/or twenty-first centuries. These dance works must be selected from the Prescribed list of dance works for Unit 3. The Prescribed list for Unit 3 includes solo works, duos and works where the performance of a particular dancer in a group can be studied independently. Students analyse how the intentions chosen by choreographers are developed through the use of choreographic devices and arrangement of phrases and sections. They analyse the dance design and use of movement vocabulary in the selected works and consider influences on the choreographers' choices of intention, movement vocabulary and production aspects of the dance works. Students consider the influence these choreographers and/or the selected dance works have had on the arts, artists and/or society.	In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work, students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures (canon, contrast, unison, and asymmetrical and symmetrical groupings and relationships) and spatial organisation (direction, level, focus and dimension) and investigate the influences on choices made by choreographers in these works.
Outcomes: On completion of this unit the student should be able to: 1. Analyse two selected dance works. 2. Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work. 3. Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used	**Outcomes: On completion of this unit the student should be able to:** 1. Analyse a selected group dance work. 2. Choreograph, rehearse, perform and analyse their realisation of a solo dance work.
Assessment: Unit 3 School-assessed Coursework: 15%	**Assessment:** Unit 4 School-assessed Coursework: 10% End of Year Performance Examination: 50% End of Year Examination: 25%
NB: Levy There may need to be a trip/s organised to view professional dance works for review. There would be associated costs for travel, accommodation and admission to be paid by the family.	**NB: Levy** There may need to be a trip/s organised to view professional dance works for review. There would be associated costs for travel, accommodation and admission to be paid by the family.

ENGLISH

Future: Counts in Primary four calculations for ATAR.
Must pass Units 3 & 4 in order to receive an ATAR.

UNIT 1 (Accreditation 2016 – 2020)

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.

Area of Study 1 - Reading and Creating Texts
Outcome 1 - On completion of this unit the student should be able to produce analytical and creative responses to texts.

Area of Study 2 - Analysing and Presenting Argument
Outcome 2 - On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment:
Based on the successful achievement of outcomes.

UNIT 2 (Accreditation 2016 – 2020)

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Area of Study 1 - Reading and Comparing Texts
Outcome 1 – On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2 - Analysing and Presenting Argument
Outcome 2 – On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment:
Based on the successful achievement of outcomes.

UNIT 3 (Accreditation 2017 – 2020)

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

Area of Study 1 - Reading and Creating Texts
Outcome 1 - On completion of this unit the student should be able to produce an analytical interpretation of a selected text, **and** a creative response to a different selected text.

Area of Study 2 - Analysing & Presenting Argument
Outcome 2 - On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Assessment:
Unit 3 School-assessed Coursework: 25%

UNIT 4 (Accreditation 2017 – 2020)

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

Area of Study 1 - Reading and Comparing Texts
Outcome 1 – On completion of this unit the student should be able to produce a detailed comparison, which analyses how two selected texts present ideas, issues and themes.

Area of Study 2 - Presenting Argument
Outcome 2 - On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment:
Unit 4 School-assessed Coursework: 25%
End of Year Examination: 50%

PLEASE CONSULT THE VCAA WEBSITE FOR A MORE COMPREHENSIVE OVERVIEW OF THE COURSE.
ww.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf

ENVIRONMENTAL SCIENCE

Future: Environmental Field Officer, Forestry Worker, Marine Biologist, Zoologist, Agronomist, Surveyor, Park Ranger, Farmer, Farm Manager.

UNIT 1 (Accreditation 2016 – 2020)	UNIT 2 (Accreditation 2016 – 2020)
HOW ARE EARTH'S SYSTEMS CONNECTED?	**HOW CAN POLLUTION BE MANAGED?**
Students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.	Students explore pollution and its impacts on Earth's four systems. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on humans and the environment. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.
Outcomes: On completion of this unit the student should be able to: 1. Compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth's four systems interact to sustain life. 2. Describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth's four systems over different time scales. 3. Design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.	**Outcomes: On completion of this unit the student should be able to**: 1. Compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options. 2. Compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere. 3. Investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.
Assessment: Satisfactory completion of the set outcomes.	**Assessment:** Satisfactory completion of the set outcomes.

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)
HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED? Students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.	**HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?** Students analyse the impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. Students develop skills in data interpretation, test predictions, and recognise the limitations of data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence.
Outcomes: On completion of this unit the student should be able to: 1. Explain the importance of Earth's biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species. 2. Explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.	**Outcomes: On completion of this unit the student should be able to:** 1. Compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment. 2. Explain the causes and effects of changes to Earth's climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment. 3. Design and undertake a practical investigation related to biodiversity or energy use from an environmental management perspective, and present methodologies, findings and conclusions in a scientific poster.
Assessment: Unit 3 School-assessed Coursework: 20%	**Assessment:** Unit 4 School-assessed Coursework: 30% End of Year Examination: 50%

FOOD STUDIES

Future: Career Options: Hospitality, TAFE, Food Technologist, Catering, Education, Owner of Food-Based Business.

UNIT 1 (Accreditation 2017 – 2021)	UNIT 2 (Accreditation 2017 – 2021)

FOOD ORIGINS

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

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

They consider the influence of technology and globalisation on food patterns. Throughout this unit, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Outcomes: On completion of this unit the student should be able to:

1. Explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
2. Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Assessment:

Based on successful achievement of outcomes.

A levy will be charged for this subject

FOOD MAKERS

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

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

Outcomes: On completion of this unit the student should be able to:

1. Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through immigration in the preparation of food products.
2. Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Assessment:

Based on successful achievement of outcomes.

A levy will be charged for this subject.

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)

FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Outcomes: On completion of this unit the student should be able to:

1. Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

2. Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Assessment:

Unit 3 School-assessed Coursework: 30%

FOOD ISSUES, CHALLENGERS AND FUTURES

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

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Outcomes: On completion of this unit the student should be able to:

1. Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
2. Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Assessment:

Unit 4 School-assessed Coursework: 30%
End of Year Examination: 40%

GEOGRAPHY

UNIT 1 (Accreditation 2016 – 2020)

HAZARDS AND DISASTERS

In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of differing scales. They study one from at least two different types of hazards covered during the course for example, coastal hazards and an alien animal invasion, or floods and oil spills. Students will also investigate response planning to hazard and hazard management. This unit will involve a Fieldwork task.

Outcomes: On completion of this unit the student should be able to:

1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment:

Based on successful achievement of outcomes.

UNIT 2 (Accreditation 2016 – 2020)

TOURISM

Throughout this unit students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students will also explore the environmental, economic and socio-cultural impacts of different types of tourism, comparing a local area with another tourist location overseas. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. This unit will involve a Fieldwork task.

Outcomes: On completion of this unit the student should be able to:

1. Analyse, describe and explain the nature of tourism at a range of scales.
2. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Assessment:

Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2016 – 2020)

CHANGING THE LAND

In this unit students will select a local area and investigate the processes and impacts of land use change. They will analyse the impact of these changes and review policies and documentation that is used for sustainable land use. They will also investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at different locations.

Outcomes: On completion of this unit the student should be able to:

1. Analyse, describe and explain land use change and assess its impacts.
2. Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Assessment:

Unit 3 School-assessed Coursework: 25%

UNIT 4 (Accreditation 2016 – 2020)

HUMAN POPULATION – TRENDS AND ISSUES

In this area of study students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements.

Students will also undertake an investigation into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another county.

Outcomes: On completion of this unit the student should be able to:

1. Analyse, describe and explain population dynamics on a global scale.
2. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Assessment:

Unit 4 School-assessed Coursework: 25%
End of Year Examination: 50%

HEALTH AND HUMAN DEVELOPMENT

Future: Suitable for jobs in health promotion, nursing, education, sports nutrition and child care industries.

UNIT 1 (Accreditation 2018 – 2022)	UNIT 2 (Accreditation 2018 – 2022)
UNDERSTANDING HEALTH AND WELLBEING This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.	**MANAGING HEALTH AND DEVELOPMENT** This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.
Outcomes: On completion of this unit the student should be able to: 1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth. 2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information. 3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.	**Outcomes: On completion of this unit the student should be able to:** 1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept. 2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies. 3. Analyse a selected health issue facing Australia's health system, and evaluate community and/or government actions that may address the issue.
Assessment: Based on successful achievement of outcomes.	**Assessment:** Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2018 – 2022)	UNIT 4 (Accreditation 2018 – 2022)
AUSTRALIA'S HEALTH IN A GLOBALISED WORLD This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.	**HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT** This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.
Outcomes: On completion of this unit the student should be able to: 1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. 2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.	**Outcomes: On completion of this unit the student should be able to:** 1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. 2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Coursework: 25% End of Year Examination: 50%

TWENTIETH CENTURY HISTORY

Future: Background for any Arts, Journalism, Law or Social Studies Course at Tertiary level

UNIT 1 (Accreditation 2016 – 2020)	UNIT 2 (Accreditation 2016 – 2020)

20TH CENTURY HISTORY (1918-1939)

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

Outcomes: On completion of this unit the student should be able to:

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Assessment:

Based on successful achievement of outcomes.

20TH CENTURY HISTORY (1945-2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Outcomes: On completion of this unit the student should be able to:

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment:

Based on successful achievement of outcomes.

AUSTRALIAN HISTORY

Future: Background for any Arts, Journalism, Law or Social Studies Course at Tertiary level.

UNIT 3 (Accreditation 2016 – 2020)	UNIT 4 (Accreditation 2016 – 2020)
TRANSFORMATIONS: COLONIAL SOCIETY TO NATION In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new versions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One has on the country's egalitarian and socially progressive aspirations.	**TRANSFORMATIONS: OLD CERTAINTIES AND NEW VISIONS** In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929-1939 or World War Two 1939-1945. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.
Outcomes: On completion of this unit the student should be able to: 1. Analyse the nature of change in the Port Phillip District/Victoria in the period 1834-1860. 2. Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.	**Outcomes: On completion of this unit the student should be able to:** 1. Analyse the social, economic and political consequences of a crisis on the nation. 2. Analyse and evaluate two key social, economic and political changes in late twentieth century Australia.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Coursework: 25% End of Year Examination: 50%

LANGUAGES – ITALIAN

Future: Interpreting, Social Services, Ethnic Affairs, Tourism & Hospitality Industries, International Relations, The Arts, Commerce, Technology, Science, Education etc. Higher Tertiary Entrance Ranking.

UNIT 1 (Accreditation 2019 – 2023)	UNIT 2 (Accreditation 2019 – 2023)
ITALIAN The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.	**ITALIAN** The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.
Area of Study 1 - Interpersonal communication Outcome 1 - On completion of this unit the student should be able to exchange meaning in a spoken interaction in Italian.	**Area of Study 1 - Interpersonal communication** Outcome 1 - On completion of this unit the student should be able to respond in writing in Italian to spoken, written or visual texts presented in Italian.
Area of Study 2 - Interpretive communication Outcome 2 - On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English.	**Area of Study 2 - Interpretive communication** Outcome 2 - On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.
Area of Study 3 - Presentational communication Outcome 3 - On completion of this unit the student should be able to present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.	**Area of Study 3 - Presentational communication** Outcome 3 - On completion of this unit the student should be able to explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.
Assessment: Based on successful achievement of outcomes.	**Assessment:** Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2020 – 2023)	UNIT 4 (Accreditation 2020 – 2023)
ITALIAN The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.	**ITALIAN** The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.
Area of Study 1 - Interpersonal communication Outcome 1 - On completion of this unit the student should be able to participate in a spoken exchange in Italian to resolve a personal issue.	**Area of Study 1 - Interpersonal communication** Outcome 1 - On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Italian.
Area of Study 2 - Interpretive communication Outcome 2 - On completion of this unit the student should be able to interpret information from texts and write responses in Italian.	**Area of Study 2 - Interpretive communication** Outcome 2 - On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Italian. To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 2.
Area of Study 3 - Presentational communication Outcome 3 - On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Italian.	**Area of Study 3 - Presentational communication** Outcome 3 - On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Coursework: 25% End of Year Examinations: 50% Oral component 12.5% Written component 37.5%

LANGUAGES – JAPANESE

Future: Interpreting, Social Services, Ethnic Affairs, Tourism & Hospitality Industries, International Relations, The Arts, Commerce, Technology, Science, Education etc. Higher Tertiary Entrance Ranking.

UNIT 1 (Accreditation 2019 – 2023)	UNIT 2 (Accreditation 2019 – 2023)
JAPANESE The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.	**JAPANESE** The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.
Area of Study 1- Interpersonal Communication Outcome 1 - On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.	**Area of Study 1 - Interpersonal Communication** Outcome 1 - On completion of this unit the student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.
Area of Study 2- Interpretive Communication Outcome 2 - On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.	**Area of Study 2 - Interpretive Communication** Outcome 2 - On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.
Area of Study 3- Presentational Communication Outcome 3 - On completion of this unit the student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.	**Area of Study 3 – Presentational Communication** Outcome 3 - On completion of this unit the student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.
Assessment: Based on successful achievement of outcomes.	**Assessment:** Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2005 – 2019)	UNIT 4 (Accreditation 2005 – 2019)
JAPANESE The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.	**JAPANESE** The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.
Outcome 1 - On completion of this unit the student should be able to express ideas through the production of original texts. **Outcome 2** - On completion of this unit the student should be able to analyse and use information from spoken texts. **Outcome 3** - On completion of this unit the student should be able to exchange information, opinions and experiences.	**Outcome 1** - On completion of this unit the student should be able to analyse and use information from written texts. **Outcome 2** - On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Coursework: 25% End of Year Examinations: 50% Oral Component 12.5% Written Component 37.5%

LEGAL STUDIES

Future: Business/Commerce studies at Tertiary level.

UNIT 1	(Accreditation 2018 – 2022)	UNIT 2	(Accreditation 2018 – 2022)

GUILT AND LIABILITY

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

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

Outcomes: On completion of this unit the student should be able to:

1. Describe the main sources and types of law, and assess the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Assessment:

Based on successful achievement of outcomes.

SANCTIONS, REMEDIES AND RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed.

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

Outcomes: On completion of this unit the student should be able to:

1. Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment:

Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2018 – 2022)	UNIT 4 (Accreditation 2018 – 2022)

RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.

In this unit students examine the methods and institutions 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.

Outcomes: On completion of this unit the student should be able to:

1. Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
2. Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Assessment:

Unit 3 School-assessed Coursework: 25%

THE PEOPLE AND THE LAW

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.

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

Outcomes: On completion of this unit the student should be able to:

1. Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment:

Unit 4 School-assessed Coursework: 25%
End of Year Examination: 50%

LITERATURE

Future: Students should enjoy reading and be able to write well, or be willing to work hard to improve their written expression. Will improve English skills, be a valuable asset for all VCE subjects. Will enhance enjoyment of reading. Successful completion of Units 3 and 4 of Literature will prove beneficial to many career choices, such as Politics, Journalism, Law, Teaching, and entry to the Public Service, Advertising, Professional Writing, etc.

UNIT 1 (Accreditation 2016 – 2020)	UNIT 2 (Accreditation 2016 – 2020)
APPROACHES TO LITERATURE In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.	**CONTEXT AND CONNECTIONS** In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.
Outcomes: **Area of Study 1 – Reading Practises** Outcome 1 - On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses. **Area of Study 2 – Ideas and Concerns in Texts** Outcome 2 - On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.	**Outcomes:** **Area of Study 1 – The Texts, The Reader and Their Contexts** Outcome 1 - On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context. **Area of Study 2 – Exploring Connections Between Texts** Outcome 2 - On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.
Assessment: Based on the successful achievement of outcomes.	**Assessment:** Based on the successful achievement of outcomes.

UNIT 3 (Accreditation 2017 – 2020)	UNIT 4 (Accreditation 2017 – 2020)
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.	In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.
Outcomes:	**Outcomes:**
Area of Study 1 – Adaptations and Transformations. Outcome 1 On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.	**Area of Study 1 – Literary Perspectives.** Outcome 1 On completion of this unit the student should be able to produce an interpretation of a text using different literary perspectives to inform their view.
Area of Study 2 – Creative Responses to Texts Outcome 2 On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.	**Area of Study 2 - Close Analysis.** Outcome 2 On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Coursework: 25% End of Year Examination: 50%

MATHEMATICS

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

This study is designed to provide access to worthwhile and challenging mathematical learning in such a way that takes the needs and aspirations of a wide range of students into account. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

STRUCTURE

The study is made up of the following units:

Units 1 and 2: General Mathematics
Mathematical Methods
Specialist Mathematics

Units 3 and 4: Further Mathematics
Mathematical Methods
Specialist Mathematics

Each unit contains between two and four areas of study.

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. *NB. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.*

POSSIBLE COMBINATION OF MATHEMATICS UNITS

There are a variety of ways in which a student may complete their mathematical studies and these depend upon the skill level of the student, their intentions post-secondary, and their interests. The following are some possible combinations:

UNIT 1 & 2	**UNIT 3 & 4**
General Mathematics	Further Mathematics
General Mathematics and Mathematical Methods	Mathematical Methods and/or Further Mathematics
General Mathematics and Mathematical Methods**	Mathematical Methods and Specialist Mathematics
Mathematical Methods	Mathematical Methods and/or Further Mathematics
Mathematical Methods**	Mathematical Methods and Specialist Mathematics
Mathematical Methods and Specialist Mathematics	Mathematical Methods and Specialist Mathematics
General Mathematics and Specialist Mathematics and Mathematical Methods	Further Mathematics, Mathematical Methods, and Specialist Mathematics

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

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. There are no restrictions on the number of units students may obtain credit towards satisfactory completion of the VCE.

TECHNOLOGY

CAS calculators (Years 10 to 12)

CAS (or Computer Algebra Systems) calculators are required in Mathematics by **all students in Years 10 to 12***. These calculators have the ability to operate with algebraic functions and expressions including calculus, analyse data through the use of spreadsheets, graph functions and solve problems with dynamic geometry software. They are an assumed piece of technology for examinations, particularly the external exams upon the completion of Unit 3 and 4 Mathematics Subjects in the VCE.

*The exception is in **Foundation Mathematics Units 1 and 2** where a scientific calculator is sufficient for this study. The college recommends the **Texas Instruments TI30X.**

The preferred CAS calculator is the **Texas Instruments TI-Nspire (CAS) calculator.** There are currently two models that are suitable for studies at this college:

- TI-Nspire CAS – Touchpad (black colour)
- TI-Nspire CX CAS (black with a colour screen)

MUSIC PERFORMANCE

Future: Musician/Vocalist, Music teaching, Music Administration, Music Therapy, Music Industry specialist (Composing, Remixing, Sound Engineer)

UNIT 1 (Accreditation 2017 – 2021)	UNIT 2 (Accreditation 2017 – 2021)
This unit focuses on building students' performance and musicianship skills to 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 endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.	This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.
Outcomes: On completion of this unit the student should be able to: 1. prepare and perform a program of group and solo works 2. demonstrate and discuss techniques relevant to the performance of selected works. 3. able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.	**Outcomes:** On completion of this unit the student should be able to: 1. prepare and perform a program of group and solo works 2. demonstrate and discuss techniques relevant to performance of selected works 3. re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted 4. devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.
Assessment: Based on successful achievement of outcomes	**Assessment:** Based on successful achievement of outcomes

PHYSICAL EDUCATION

Future: Teaching and Applied Science Courses.
Sport and Recreation Industry.

UNIT 1 (Accreditation 2017 – 2021)	UNIT 2 (Accreditation 2017 – 2021)
THE HUMAN BODY IN MOTION In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the acute responses of our body systems in response to exercise. Students research legal and illegal methods to enhance performance along with risk minimisation strategies.	**PHYSICAL ACTIVITY, SPORT AND SOCIETY** Students investigate the role of physical activity in society and varied community groups. They develop an understanding of the National Physical Activity Guidelines, ways to promote physical activity in society, and the impact it has on personal health. Students investigate various factors that influence individuals and populations to participate in physical activity.
Outcomes: On completion of this unit the student should be able to: 4. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement. 5. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.	**Outcomes:** On completion of this unit the student should be able to: 5. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group. 6. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.
Assessment: Based on successful achievement of outcomes	**Assessment:** Based on successful achievement of outcomes

UNIT 3 (Accreditation 2018 – 2021)	UNIT 4 (Accreditation 2018 – 2021)

MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Outcomes: On completion of this unit the student should be able to:

1. Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies

Assessment:
Unit 3 School-assessed Coursework: 25%

TRAINING TO IMPROVE PERFORMANCE

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Outcomes: On completion of this unit the student should be able to:

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment:
Unit 4 School-assessed Coursework: 25%
End of Year Examination: 50%

PHYSICS

Future: Prerequisite for many Tertiary Science and Engineering Courses.
Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

UNIT 1 (Accreditation 2016 – 2021)

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Unit 1 also focuses on subatomic particles in the nucleus such as quarks, neutrons, neutrinos, positrons and the Higgs Boson particle. There is a high emphasis on developing conceptual models to analyse electrical phenomena and circuit components. Unit 1 also examines the environmental impacts of Earth's thermal systems and human activities with reference to the greenhouse effect.

Outcomes: On completion of this unit the student should be able to:

1. Describe the thermodynamic principals related to heating processes, including concepts of temperature, energy and work.
2. Apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and described the safe and effective use of electricity by individuals and the community.
3. Describe the nature of matter and subatomic particles; explain how atoms were formed and how atoms can produce energy.

Assessment:
Based on successful achievement of outcomes.

UNIT 2 (Accreditation 2016 – 2021)

This unit focuses on exploring the power of experiments in developing models and theories. A core component of this unit is focused on motion and how it can be explained to objects on Earth and beyond.

Students will design and undertake an experimental investigation involving at least one independent, continuous variable that is related to motion and the physical world. Unit 2 also investigates one of 12 options relating to different observations of the physical world.

Outcomes: On completion of this unit the student should be able to:

1. Investigate, analyse and mathematically model the motion of particles and bodies.
2. Investigate different observations of the physical world that can be extended to investigating the solar system and the life of stars.
3. 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.

Assessment:
Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.	In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students design and undertake investigations involving at least two continuous independent variables.
Outcomes: On completion of this unit the student should be able to: 1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites. 2. Analyse and evaluate an electricity generation and distribution system. 3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.	**Outcomes: On completion of this unit the student should be able to:** 1. Apply wave concepts to analyse, interpret and explain the behaviour of light. 2. Provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence. 3. Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster.
Assessment: Unit 3 School-assessed Coursework: 21%	**Assessment:** Unit 4 School-assessed Coursework: 19% End of Year Examination: 60%

PRODUCT, DESIGN AND TECHNOLOGY - TEXTILES

Future: Prerequisite for many tertiary and TAFE courses. e.g. Design and Arts, Fashion Design. Students can combine this subject with Studio Arts and/or Visual Communication.

UNIT 1 (Accreditation 2018 – 2022)	UNIT 2 (Accreditation 2018 – 2022)
SUSTAINABLE PRODUCT REDEVELOPMENT This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.	**COLLABORATIVE DESIGN** In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.
Area of Study 1 - Sustainable redevelopment of a product Outcome 1 - On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues. **Area of Study 2 - Producing and evaluating a redeveloped product** Outcome 2 - On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.	**Area of Study 1 - Designing within a team** Outcome 1 - On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief. **Area of Study 2 - Producing and evaluating within a team** Outcome 2 - On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.
Assessment: Based on successful achievement of outcomes.	**Assessment:** Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2018 – 2022)	UNIT 4 (Accreditation 2018 – 2022)

APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context.

This unit examines different settings and takes students through the product design process as they design for end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Area of Study 1 - Designing for end-user/s

Outcome 1 - On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.

Area of Study 2 - Product development in industry

Outcome 2 - On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Area of Study 3 - Designing for others

Outcome 3 - On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Assessment:

Unit 3 School-assessed Coursework: 12%

PRODUCT DEVELOPMENT AND EVALUATION

Product development and evaluation In this unit, students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Area of Study 1 - Product analysis and comparison

Outcome 1 - On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Area of Study 2 - Product manufacture

Outcome 2 - On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Area of Study 3 - Product evaluation

Outcome 3 - On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

Assessment:

Unit 4 School-assessed Coursework: 8%
Unit 4 School-assessed Task: 50%
End of Year Exam: 30%

PRODUCT, DESIGN AND TECHNOLOGY - WOODWORK

Future: Product Manufacture.

UNIT 1 (Accreditation 2018 – 2022)	UNIT 2 (Accreditation 2018 – 2022)
SUSTAINABLE PRODUCT REDEVELOPMENT This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.	**COLLABORATIVE DESIGN** In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.
Area of Study 1 - Sustainable redevelopment of a product Outcome 1 - On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues. **Area of Study 2 - Producing and evaluating a redeveloped product** Outcome 2 - On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.	**Area of Study 1 - Designing within a team** Outcome 1 - On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief. **Area of Study 1 - Producing and evaluating within a team** Outcome 2 - On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.
Assessment: Satisfactory completion of the set outcomes.	**Assessment:** Satisfactory completion of the set outcomes.

UNIT 3 (Accreditation 2018 – 2022)	UNIT 4 (Accreditation 2018 – 2022)

APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context.

This unit examines different settings and takes students through the product design process as they design for end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Area of Study 1 - Designing for end-user/s

Outcome 1 - On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.

Area of Study 2 - Product development in industry

Outcome 2 - On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Area of Study 3 - Designing for others

Outcome 3 - On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Assessment:

Unit 3 School-assessed Coursework: 12%

PRODUCT DEVELOPMENT AND EVALUATION

Product development and evaluation In this unit, students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Area of Study 1 - Product analysis and comparison

Outcome 1 - On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Area of Study 2 - Product manufacture

Outcome 2 - On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Area of Study 3 - Product evaluation

Outcome 3 - On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

Assessment:

Unit 4 School-assessed Coursework: 8%
Unit 4 School-assessed Task: 50%
End of Year Exam: 30%

All materials used in the production of the practical project are to be purchased by the student.

PSYCHOLOGY

UNIT 1 (Accreditation 2016 – 2021)	UNIT 2 (Accreditation 2016 – 2021)
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary students have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.	In this unit, students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition play in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in a specific way.
Outcomes: On completion of this unit the student should be able to: 1. Describe how understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. 2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development. 3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.	**Outcomes: On completion of this unit the student should be able to:** 1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions. 2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently. 3. Undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.
Assessment: Based on successful achievement of outcomes	**Assessment:** Based on successful achievement of outcomes

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.	In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.
Outcomes: On completion of this unit the student should be able to: 1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning. 2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.	**Outcomes: On completion of this unit the student should be able to:** 1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning. 2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing. 3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.
Assessment: Unit 3 School-assessed Coursework: 16%	**Assessment:** Unit 4 School-assessed Coursework: 24% End of Year Examination: 60%

Religion and Society

UNIT 2 **(Accreditation 2017 – 2021)**

Religion and Ethics (Year 12 Only)

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions of the times within a culture at a certain point in time.

Today, religious and philosophical traditions interact with other sources of moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice. These remain fundamental to many legal and social systems, and to codes of behaviour. These perspectives and values constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist.

Outcomes: On completion of this unit the student should be able to:

1. Explain the variety of influences on ethical decision making and moral judgment in societies where multiple worldviews coexist.
2. Explain how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews coexist.
3. Explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

Assessment:

Based on successful achievement of outcomes.

LPC AWAKENINGS

This is a school based and assessed program offering units of work developed in the Awakenings curriculum. Over two semesters students will study three units which will be internally assessed.

LPC GOD

Imaging God
This unit explores how religion and religious ideas are presented in art, music, literature and film. The theological perspective conveyed in various arts works will be examined in the light of associated historical and societal perspectives. In this unit students will be exposed to the ways that the arts present religious ideas, express religious sentiment, engage in prayer, and challenge religious ideas.

Outcomes: On completion of this unit the student should be able to:

1. Investigate the ways in which religion and religious ideas are presented in various art forms. Identify the historical and social concerns of the time.
2. Identify the potential for personal religious experience through engaging in, and reflecting on, the arts.

Assessment:
This subject is school based and therefore is not a VCE subject. All assessment will be internal.

LPC CHRISTIAN LIFE

Called to Action - Releasing the Gifts
In this unit students investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. Students will explore Church teachings relevant to these issues and practical and Christian responses.

Outcomes: On completion of this unit the student should be able to:

1. Identify and analyse contemporary social justice issues.
2. Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues.
3. Express personal understandings, beliefs and questions about their responsibilities in the context of the Christian response to global issues.
4. Investigate and communicate practical and Christian responses to social justice issues.

Assessment:
This subject is school based and therefore is not a VCE subject. All assessment will be internal.

LPC JESUS CHRIST

Who is Jesus of History?
In this unit students examine and consider the identity and mission of Jesus of Nazareth as revealed in the Gospels. In addition, through a study of credal statements and the Church's Tradition they explore insights into what it means to call Jesus of Nazareth, the Christ of Faith.

Outcomes: On completion of this unit the student should be able to:

1. Research, describe and analyse a range of scriptural perspectives on the identity and mission of Jesus of Nazareth.
2. Access and utilise source materials to show developments in Christology, the Christian community's understanding of the historical Jesus and the Christ of Faith.
3. Express personal understandings, beliefs and questions about Jesus Christ.
4. Communicate understandings and responses in a variety of ways, using appropriate religious language and choosing media appropriate to the content and the audience.

Assessment:
This subject is school based and therefore is not a VCE subject. All assessment will be internal.

RELIGION AND SOCIETY

Students who choose to study Religion and Society Units 3 & 4 must choose the sequence as one.

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)
THE SEARCH FOR MEANING In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.	**RELIGION, CHALLENGE AND CHANGE** This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.
Outcomes: On completion of this unit the student should be able to: 1. Discuss and analyse the nature and purpose of religion and religious beliefs. 2. Examine how beliefs and their expression in other aspects of religion is intended to respond to the search for meaning. 3. Discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.	**Outcomes: On completion of this unit the student should be able to:** 1. Discuss, analyse and compare stances and supporting responses taken by religions as they are challenged. 2. Discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Coursework: 25% End of year Examination: 50%

STUDIO ARTS

Future: Studio Arts can assist students who need to put a folio together for Fine Arts, Visual Arts and/or Design Tertiary Courses.

UNIT 1 (Accreditation 2017 – 2021)	UNIT 2 (Accreditation 2017 – 2021)
STUDIO INSPIRATION AND TECHNIQUES In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.	**STUDIO EXPLORATION AND CONCEPTS** In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.
Outcomes: On completion of this unit the student should be able to: 1. Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language. 2. Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s. 3. Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.	**Outcomes: On completion of this unit the student should be able to:** 1. Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork. 2. Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.
Assessment: Based on successful achievement of outcomes	**Assessment:** Based on successful achievement of outcomes

UNIT 3 (Accreditation 2017 – 2021)	UNIT 4 (Accreditation 2017 – 2021)

STUDIO PRACTICES AND PROCESSES

Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas which involves recording trials and experimentation together with analysis and evaluation of their ideas. From this process, students progressively develop and identify a range of potential directions.

Students also investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

Outcomes: On completion of this unit the student should be able to:

1. Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
2. Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
3. Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Assessment:

Unit 3 School-assessed Coursework: 5%

Unit 3 School-assessed Task

The student's level of performance in achieving Outcomes 1 and 2 in Unit 3 will be assessed in conjunction with Unit 4 Outcomes 1 and 2 through a School-assessed Task which contributes 60% to the final study score for this subject. Both Unit 3&4 folio's will be subject to external review.

Outcome 1 & 2 consists of an Exploration Proposal and a developmental folio of student work.

STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Outcomes: On completion of this unit the student should be able to:

1. Present at least two finished artworks based on potential directions from Unit 3 that demonstrate refinement and application of materials and techniques and communicate the student's ideas expressed in the exploration proposal.
2. Provide visual and written documentation that identifies and evaluates the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
3. Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment:

Unit 4 School-assessed Coursework: 5%
Unit 3 & 4 School-assessed Task: 60%
End of year Examination: 30%

Unit 4 School-assessed Task

The student's level of performance in achieving Outcomes 1 and 2 in Unit 3 will be assessed in conjunction with Unit 4 Outcomes 1 and 2 through a School-assessed Task which contributes 60% to the final study score for this subject. Both Unit 3&4 folio's will be subject to external review.

Outcome 1 & 2 consists of the presentation of at least two finished artworks with an evaluation of studio processes.

Material Costs: *A levy will be charged for this subject*. The school will provide basic Art materials, however students will be responsible for sourcing any further specialist materials they require for final folio pieces. Students will need 2 A3 folders and a box of 100 plastic pockets. Visiting exhibitions are a mandatory part of the course and may require additional costs.

THEATRE STUDIES

Future: Various courses in Theatre at selected Universities. Bachelor of Arts. Teaching. Acting for stage/screen. Theatre Production. Community Theatre. Musical Theatre.

UNIT 1 (Accreditation 2019 – 2023)	UNIT 2 (Accreditation 2019 – 2023)

PRE-MODERN THEATRE

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

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

Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Outcomes: On completion of this unit the student should be able to:

1. Explore pre-modern theatre styles and conventions.
2. Interpret scripts from the pre-modern era.
3. Analyse a play in performance.

Assessment:

Based on successful achievement of outcomes.

NB: Levy

One trip to Melbourne to analyse a professional production: Cost approximately $100.

MODERN THEATRE

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Outcomes: On completion of this unit the student should be able to:

1. Explore modern theatre styles and conventions.
2. Interpret scripts from the modern era.
3. Analyse and evaluate a theatre production.

Assessment:

Based on successful achievement of outcomes.

NB: Levy

Theatre Companies Tour:
2 day Melbourne trip: Cost approximately $150.

Students must understand that they will be required to commit to rehearsals outside of set class time.

UNIT 3 (Accreditation 2019 – 2023)	UNIT 4 (Accreditation 2019 – 2023)
PRODUCING THEATRE In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.	**PRESENTING AN INTERPRETATION** In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination published annually by the Victorian Curriculum and Assessment Authority and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realize their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.
Outcomes: On completion of this unit the student should be able to: 1. Stage theatre. 2. Interpret a script. 3. Analyse and evaluate theatre.	**Outcomes: On completion of this unit the student should be able to:** 1. Research and present theatrical possibilities 2. Interpret a monologue. 3. Analyse and evaluate a performance.
Assessment: Unit 3 School-assessed Coursework: 30%	**Assessment:** Unit 4 School-assessed Coursework: 15% Monologue Performance: 25% End of Year Examination: 30%
School-assessed Coursework: A folio of material on two areas of stagecraft An analysis and evaluation Creative interpretation A written analysis of a production interpretation from a prescribed list	School-assessed Coursework: Written Report Oral Presentation Analysis of actor in performance

NB Levy:
Students must be prepared to pay for one trip to Melbourne and tickets for performance analysis in each semester.
Unit 3 & 4 – Two shows and a monologue workshop. Cost approximately $50.00.

Students must understand that they will be required to commit to rehearsals outside of set class time.

VISUAL COMMUNICATION AND DESIGN

Future: Employment in design (Architecture, Draftsperson, Illustration, Graphic Design, Product Design, Interior Design, Film/TV/Theatre Design etc.), University studies.

UNIT 1 (Accreditation 2018 – 2022)	UNIT 2 (Accreditation 2018 – 2022)

VISUAL COMMUNICATION

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Outcomes: On completion of this unit the student should be able to:

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Assessment:

Based on the successful achievement of outcomes

COMMUNICATION IN CONTEXT

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Outcomes: On completion of this unit the student should be able to:

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment:

Based on the successful achievement of outcomes

UNIT 3 (Accreditation 2018 – 2022)	UNIT 4 (Accreditation 2018 – 2022)
VISUAL COMMUNICATION PRACTICES In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.	**DESIGNING TO A BRIEF** 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. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.
Outcomes: On completion of this unit the student should be able to: 1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields. 2. Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices. 3. Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.	**Outcomes: On completion of this unit the student should be able to:** 1. Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief. 2. Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.
Assessment: Unit 3 School-assessed Coursework: 25%	**Assessment:** Unit 4 School-assessed Task: 40% End of Year Examination: 35%

APPENDIX 1

WHAT IS A STUDY SCORE?

For every Unit 3/4 study a student completes, the VCAA will calculate a score out of 50 for that student.

The score of 50 is a combination of the student's internal and external assessment. For many studies, 50% of this score is calculated from internal assessment and 50% from external assessment. For Mathematic subjects, 34% is internally scored and 66% via external exams.

The external exams allow the VCAA to compare students across the State, and consequently adjustments in internal scores can be made, based on the performance of the class in the external exam.

Within every study, 70% of the students completing that study will receive a score between 23 and 37. 8% of students will receive a score of 40 or above.

For every study, a score of 30 is the State average.

THE SCALING OF SCORES

Studies (subjects) are not academically equal in demand. This is quite obvious. For example, Specialist Maths, Chemistry, Literature, and Japanese Second Language tend to be very challenging academically. Other studies perhaps could be seen as academically less challenging.

2018 SCALING REPORT

The following table gives the 2018 scaled means and standard deviations as well as the VTAC scaled study scores (rounded to the nearest integer) corresponding to the study scores of 20, 25, 30, 35, 40, 45 and 50. The formal aggregation process uses VTAC scaled study scores to two decimal places, but the following information gives an indication of how scaling adjusts scores in the various studies.

Code	2018 Study	Mean	St. Dev.	20	25	30	35	40	45	50
AC	Accounting	30.4	7.2	19	25	30	36	41	46	50
AH	Agricultural & Horticultural Studies)	24.4	6.9	14	19	24	29	35	42	50
AT	Art	27.4	7.6	14	20	26	32	39	45	50
BI	Biology	30.4	7.3	20	25	30	36	41	46	50
BM	Business Management	26.9	7.3	16	21	26	32	38	44	50
CH	Chemistry	33.8	7.2	23	29	34	39	44	47	50
	Computing:									
IT02	Informatics	25.9	7.2	14	19	24	30	37	43	50
IT03	Software Development	28.2	7.2	16	21	27	33	39	45	50
DA	Dance	29.1	6.5	19	24	28	33	38	44	50
DR	Drama	27.6	7.3	17	22	27	32	38	44	50
EC	Economics	31.9	6.9	22	27	32	37	42	46	50
EN	English	28.1	7.5	17	22	28	33	39	45	50
EF	English (EAL)	29.2	7.8	17	23	29	35	41	46	50
EG	English Language	32.4	7.2	21	27	33	38	42	47	50
EV	Environmental Science	27.6	7.1	18	22	27	33	38	44	50
FT	Food Studies	24.4	7.3	14	18	23	29	35	42	50
GE	Geography	28.6	7.3	18	23	28	34	39	45	50
HH	Health and Human Development	26.5	7.2	16	21	26	31	37	43	50
	History:									
HI17	Ancient History	27.2	8.5	14	20	27	33	40	46	50
HA	Australian History	27.9	7.7	16	21	27	33	39	45	50
HR	Revolutions	29.1	7.7	17	23	29	35	40	46	50
IE	Industry and Enterprise	24.2	8.1	12	17	22	28	35	43	50
	Languages:									
IL	Italian	36.2	6.5	26	31	36	41	45	48	50
JS	Japanese Second Language	37.8	6.7	27	33	39	43	47	49	51

LS	Legal Studies	28.2	7.6	17	22	28	34	39	45	50
LI	Literature	31.0	7.3	20	26	31	36	41	46	50
	Mathematics:									
NF	Further Mathematics	27.7	7.0	18	22	27	32	38	44	50
NJ	Mathematical Methods	33.9	8.4	21	28	35	40	45	49	51
NS	Specialist Mathematics	40.2	8.1	27	35	41	47	51	53	55
ME	Media	26.1	7.3	14	19	25	31	37	44	50
	Music:									
MC05	Music Investigation	30.3	6.2	21	25	28	32	36	41	50
MC04	Music Performance	29.7	7.2	19	24	29	35	40	45	50
MD	Music Style and Composition	31.5	6.5	21	26	31	37	42	46	50
PE	Physical Education	27.1	7.3	17	21	27	32	38	44	50
PH	Physics	32.1	7.3	21	27	32	38	43	47	50
	Politics:									
PS03	Australian Politics	31.5	6.5	21	27	32	37	41	46	50
PS05	Global Politics	32.2	7.2	21	27	32	38	43	47	50
DT	Product Design and Technology	24.5	7.0	12	17	22	28	34	42	50
PY	Psychology	28.3	7.3	17	23	28	33	39	45	50
RS	Religion and Society	29.0	7.5	17	23	29	34	40	45	50
SA	Studio Arts	26.3	7.4	14	19	24	31	37	44	50
TS	Theatre Studies	28.8	7.3	18	23	28	34	40	45	50
VC	Visual Communication Design	27.0	7.2	16	20	26	31	37	44	50
	VCE VET:									
BU23	VCE VET Business	24.2	6.9	14	19	24	29	35	42	50
CT41	VCE VET Community Services	23.9	7.3	14	18	22	27	33	40	50
DN06	VCE VET Dance	27.7	6.6	18	23	27	32	37	42	50
EG16	VCE VET Engineering Studies	24.0	6.2	18	22	26	30	35	40	50
EQ05	VCE VET Equine Studies	27.6	6.1	18	22	27	32	38	44	50
FN19	VCE VET Furnishing	25.3	5.7	17	21	25	29	34	40	50
HS32	VCE VET Hospitality (Kitchen Operations)	24.5	6.6	15	19	24	29	34	41	50
IN60	VCE VET Information Technology	24.4	6.1	16	20	24	29	34	40	50
SR41	VCE VET Sport and Recreation	23.8	6.7	14	18	23	28	33	40	50

2018 Scaled Aggregate Table

Based on the 2018 scaling and aggregation process, the following table gives an indication of the minimum scaled aggregate required to achieve at least a particular ATAR. The table can be used to check roughly an ATAR calculation.

2018 ATAR	Min Scaled 2018 Aggregate for ATAR
40.00	90.79
45.00	96.74
50.00	102.58
55.00	108.39
60.00	114.17
62.00	116.55
64.00	118.96
65.00	120.11
66.00	121.34
68.00	123.83
70.00	126.46
72.00	128.97
74.00	131.69
75.00	133.12
76.00	134.59
78.00	137.41
80.00	140.35
82.00	143.59
84.00	147.00
85.00	148.76
86.00	150.54
88.00	154.45
90.00	158.75
91.00	161.02
92.00	163.34
93.00	165.90
94.00	168.76
95.00	171.96
96.00	175.79
97.00	180.05
97.50	182.45
98.00	185.22
98.50	188.70
99.00	192.83
99.25	195.20
99.50	198.29
99.60	199.87
99.70	201.64
99.80	204.52
99.90	208.13

APPENDIX 2

CALCULATING THE ATAR

The reason why scores are adjusted is to allow for the calculation of the ATAR. This allows students across the State to be allocated a ranking – a score between 10 and 99.95. This ranking allows Tertiary Institutions to set a rank for entrance into their course. These do, of course, fluctuate depending on supply and demand.

However, very popular courses such as Physiotherapy, for example, have an ATAR requirement of well in excess of 90.

Courses at Tertiary Institutions in Melbourne, particularly Melbourne University and Monash University, also tend to have quite high ATAR's for their courses, again due to the high demand of students wishing to study at these institutions.

To calculate the ATAR:

The student's best 4 scaled scores are added together. One of these must be from the English Group. At St Mary MacKillop College, this can be English or English Literature.

10% of any 5th and/or 6th study scores are also added to this total.

This effectively will give the student a score out of 220.

As a general rule, a score aggregate to ATAR will be as follows:

Score aggregate	ATAR
200	99.60
180	97.00
160	90.60
140	79.80
120	64.90
100	47.70
80	<30

Again as a general rule, if a student completes studies that are affected minimally by scaling, and work to the State average of 30 for all of their studies, they can expect an ATAR in the 60's.

EXAMPLES OF STUDENTS STUDY SCORE AND ATAR.

Following are some examples of the scores students have received and their conversions to an ATAR.

STUDY	SCORE 1	SCORE 2	SCORE 3	STUDY SCORE	ADJUSTED SCORE
ENGLISH	B+	B+	C	31	28
ITALIAN	B+	A	B	33	40
FURTHER MATHEMATICS	A	B+	B+	36	33
PSYCHOLOGY	B	A	B	32	30
MATHEMATICAL METHODS	B	D	D	24	30
RELIGION AND SOCIETY	A	A	B+	35	34
				TOTAL	**152**
				ATAR	**87**

Score 1: Is usually a grade derived from the student's internal assessment results for Unit 3
Score 2: Is usually a grade derived from the student's internal assessment results for Unit 4
Score 3: Is a grade derived from the student's end of year exam result.

For some studies, such as Mathematics, students complete two end of year exams, and that are recorded as Score 2 and Score 3. Score 1 is a grade derived from the student's internal assessment over the entire year.

APPENDIX 3

St Mary MacKillop College VCE Acceleration Policy

Students at St Mary MacKillop College are encouraged to accelerate their studies at VCE, conditional upon meeting subject specific prerequisites.

Only in exceptional circumstances will students be permitted to undertake **more** than **one** accelerated subject sequence. In this case the Director of Teaching and Learning, in conjunction with the Deputy Principal and Pathways Coordinator shall make the final decision. This decision may also be based on advice given by current subject teachers within the KLA of the studies wishing to be accelerated.

Unit 1/2 Subjects

For students wishing to accelerate into VCE Units 1 & 2 whilst still completing Year 10, are required to apply to the Director of Curriculum and Pathways Coordinator. This application form is available on the College website and in the Pastoral Care Centre. Students are required to meet the following criteria to accelerate into a Unit 1 & 2 sequence:

a. The student must have completed a Unit of Study within that subject area in the year of application.
b. The student must have (VH) within that study.
c. The student must have the endorsement of that subject teacher.

Unit 3/4 Subjects

Students previously accelerated into a Unit 1/2 sequence are not automatically accelerated into a Unit 3/4. Students wishing to accelerate into VCE Units 3/4 at Year 11 following acceleration into Units 1/2 level at Year 10, must maintain a High – Very High average and gain the endorsement of their Unit 1/2 teacher.

Students wishing to accelerate into a Unit 3/4 sequence at Year 11 without having completed the Unit 1/2 sequence must complete an application form outlining the reasons they wish to be accelerated within this subject area, and obtain the endorsement of the current Unit 3/4 teacher of that subject after completing a trial Unit 2 Exam to demonstrate their level of understanding (higher than a 70% achievement is usually required).

Interviews

All candidates seeking VCE acceleration into either Units 1 or 2 or Units 3/4 may be required to attend an interview to supplement their application with the Director of Teaching and Learning / Pathways Coordinator or both.

English

Under NO circumstances may students apply for acceleration into higher levels of English.

Scored 3/4 VET subjects

Scored 3/4 VET subjects shall be considered a form of acceleration when an application to accelerate in more than one VCE subject is submitted.

Units 3/4 Mathematical Methods and Specialist Mathematics

For students wishing to undertake Specialist Mathematics at Year 12 level, students must obtain an average of 80% for all tests and assignments throughout the completion of Physics or Mathematical Methods or complete Specialist Mathematics Units 1/2 at Year 11 level.