

Reverence

# 2024

Dignity

$$A^2 + B^2 = C^2$$

Generosity

Compassion

## CURRICULUM HANDBOOK

Forgiveness

Gratitude



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# Vision

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

## Mission

At St Mary MacKillop College we are people who affirm the dignity of every person, who act with respect and compassion, who reverence relationships, who have hearts for generosity and forgiveness.

*We celebrate our Catholic identity.*

*We respect the unique dignity, faith and gifts of each person.*

*We value learning, aspiration and connectedness and we work together to create a positive future.*

## Our Values

We are people who recognise and value the dignity of every person.

We believe in –

- the capacity of all members of our community to make meaningful contribution to the life of our school
- having the opportunity to express, celebrate and live out our faith
- teaching and Learning that is creative, engaging, purposeful and dynamic
- striving to push the boundaries of our capabilities in order to learn and grow
- a learning environment that allows each member of the community to flourish.

We are people who strive to act with respect and compassion.

We believe in –

- building positive and respectful relationships with all members of our community
- living lives that reflect loving care and service and compassionate hearts
- demonstrating empathy and love of neighbour
- responding to others in our local and global family
- respecting, sharing and caring for the resources of the earth as part of the community of creation.

We are people who give reverence to the relationships formed in our community.

We believe in –

- an attitude of openness, understanding and welcome to others
- a spirit of hospitality and inclusion
- building relationships based in equality, trust and integrity
- listening, speaking and communicating in a way that is respectful and reflects sensitivity to others
- working with others in a spirit of inclusion and authentic collaboration.

We are people who act with generosity and forgiveness.

We believe in –

- promoting resilience and perseverance
- Teaching and Learning for the whole person
- opportunities to live out the Gospel imperative of loving our neighbour
- working to resolve conflict in a restorative way
- active participation in our community
- reaching out to support others.

# Vision for Teaching and Learning

At St Mary MacKillop College we have high expectations of our students so we equip them with the knowledge, skills and dispositions for lifelong learning.

We pursue excellence through a teaching and learning environment that is inclusive, engaging and encourages growth.

We value collaboration, innovation and building strong relationships.

## 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. These years are the breadth years where the experiences provided support students to identify their interests and strengths.

Years 9 and 10 are the pathway years. During this time 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.

In the senior years, Years 11 and 12, students are encouraged to follow their own choice to undertake the VCE or VCAL. Through a rigorous subject selection counselling process, students are guided through selecting subjects for which they have a natural disposition and interest, and that will assist them in their journey post-secondary school. We offer a comprehensive range of VCE subjects, a vibrant VCAL program, along with a suite of VET subjects.

We recognise that all students are individuals who have their own preferred learning styles. We are committed to holistic education and providing opportunities to ensure our students flourish and achieve their personal excellence throughout their secondary school learning journey.

## 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 to Year 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 lifelong learning, social development and active and informed citizenship.

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

Under the Victorian Curriculum, the curriculum is divided into eight Learning Areas; English, Health & Physical Education, Humanities, Languages, Mathematics, Science, Technologies and The Arts. At St Mary MacKillop College, students also have the opportunity to engage in Religious Education Studies and Vocational Education.

## Suggested Approach to Selecting Electives

Students must plan for two years, although only selecting subjects 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. Consider subjects needed for Year 11 VCE or VCAL

## Contact Staff for Information and Advice

Specific subject information, in addition to the information contained within this book, can be obtained from the relevant Curriculum Leader.

The Curriculum Leaders in 2023 are:

### Learning Area

English  
English as an Additional Language or Dialect  
Health and Physical Education  
Humanities  
Mathematics  
Religious Education  
Science  
Arts  
Technologies  
Languages

### Curriculum Leader

Mr Mark Leary  
Mrs Sheelagh Leary  
Mrs Laura Crow  
Mrs Monique Watt  
Mr Damian Howison  
Mrs Sheelagh Leary  
Mr Jim Hogan  
Mr Jeremy Wood  
Mrs Monique Watt  
Mrs Maria Salvo

## Career Pathway Counselling

Career Counselling is available to students through Mrs Sally Looney 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 Subject 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 and 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)**

Assessment in each 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.

Eligible EAL/D students will be assessed on the EAL/D pathway in English.

### **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.

| <b>Subject Grading Language</b> |   |
|---------------------------------|---|
| <b>Very High<br/>VH</b>         | All of the criteria have been addressed to a very high standard.                                  |
| <b>High<br/>H</b>               | Most of the criteria have been addressed to a high standard.                                      |
| <b>Medium<br/>M</b>             | The criteria have been addressed to a medium standard.  |
| <b>Low<br/>L</b>                | The criteria have been addressed to a medium to low standard.                                     |
| <b>Very Low<br/>VL</b>          | The criteria have been addressed to a low standard. Some criteria may not have been addressed.    |
| <b>Late Submission<br/>LS</b>   | The criteria have been addressed to an appropriate standard; however the work was submitted late. |
| <b>Not Yet<br/>NY</b>           | Criteria have been addressed at a very low standard, or work was not submitted                    |
| <b>Not Assessed<br/>NA</b>      | The task was not assessed.  |
| <b>Absent<br/>AB</b>            | Student was absent during this task.  |

# **ASSESSMENT & REPORTING**

## **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, VCE VM and VPC guidelines. They allow parents to see what level of performance their student has achieved compared to state-wide standards for that year level. It also includes a statement of areas where the student may be able to improve.

| <b>Learning Areas</b>   | <b>Capabilities</b>   |
|---|---|
| The Arts <ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li><li>• Visual Communication Design</li></ul> EnglishEnglish as an Additional Language or DialectHealth and Physical EducationHumanities <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Geography</li><li>• History</li></ul> LanguagesMathematicsScienceTechnologies <ul style="list-style-type: none"><li>• Design and Technologies</li><li>• Digital Technologies</li></ul> | Critical and Creative Thinking<br>Ethical<br>Intercultural<br>Personal and Social |

# YEAR 7 & 8 CURRICULUM

| Year 7                         | Lessons per cycle    | Hours per week | Year 8                         | Lessons per cycle    | Hours per week |
|--------------------------------|----------------------|----------------|--------------------------------|----------------------|----------------|
| Religious Education            | 3                    | 1.83           | Religious Education            | 3                    | 1.83           |
| English                        | 6                    | 3.65           | English                        | 6                    | 3.65           |
| Mathematics                    | 6                    | 3.65           | Mathematics                    | 6                    | 3.65           |
| Humanities                     | 4                    | 2.43           | Humanities                     | 5                    | 2.43           |
| Science                        | 5                    | 3.04           | Science                        | 5                    | 3.04           |
| Physical Education             | 4                    | 2.43           | Physical Education             | 3                    | 2.43           |
| Wellbeing                      | 1                    | 0.36           | Wellbeing                      | 1                    | 0.36           |
| <b>Art/Technologies/Health</b> | <b>10 Week Cycle</b> |                | <b>Art/Technologies/Health</b> | <b>10 Week Cycle</b> |                |
| Art & Design                   | 2                    | 1.21           | Art & Design                   | 2                    | 1.21           |
| Digital Technologies           | 2                    | 1.21           | Digital Technologies           | 2                    | 1.21           |
| Drama                          | 2                    | 1.21           | Drama                          | 2                    | 1.21           |
| Food Technology                | 2                    | 1.21           | Food Technology                | 2                    | 1.21           |
| Health                         | 2                    | 1.21           | Health                         | 2                    | 1.21           |
| Music                          | 2                    | 1.21           | Music                          | 2                    | 1.21           |
| Textiles                       | 2                    | 1.21           | Textiles                       | 2                    | 1.21           |
| Wood Work                      | 2                    | 1.21           | Wood Work                      | 2                    | 1.21           |
| <b>Elective Choice</b>         |                      |                | <b>Elective Choice</b>         |                      |                |
| Italian                        | 3                    | 1.83           | Italian                        | 3                    | 1.83           |
| Japanese                       | 3                    | 1.83           | Japanese                       | 3                    | 1.83           |
| <b>By Invitation Only</b>      |                      |                | <b>By Invitation Only</b>      |                      |                |
| EAL/D                          | 3                    | 1.83           | EAL/D                          | 3                    | 1.83           |

## Lesson Length

Each lesson length is 71 minutes. There are four lessons per day.

## Languages

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

## Arts/Technologies Program

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

## English as an Additional Language or Dialect (EAL/D)

Eligible students who are already learning English as an Additional Language may be invited to continue with this in Years 7 and 8. This is in addition to the mainstream English classes.



# RELIGIOUS EDUCATION

## RELIGIOUS EDUCATION

The study of Religious Education is compulsory at every year level in St Mary MacKillop College, reflecting the paramount importance that is placed upon it.

The Awakenings Religious Education Curriculum aims to engage all students in learning experiences that are designed to enable them to develop the knowledge, skills and attitudes needed to live meaningfully and act responsibly in relation to the religious traditions or worldviews with which they and/or others identify.

The content of Religious Education is founded on the Catholic Christian Tradition. From this perspective all students are invited and challenged to enter into meaningful dialogue that promotes richer understanding and more conscious identification regarding each one's faith-stance or worldview. The use of a sequenced, stage-appropriate continuum, enables students to be 'an active subject, conscious and co-responsible, and not merely a silent and passive recipient' (GDC, n. 167).

Religious Education at St Mary MacKillop College follows the Ballarat Diocesan guidelines in a recontextualising approach to pedagogy which is:

- **Animated:** subjects are active agents of their own learning: meaning makers, truth seekers, inquirers into their living story
- **Dialogical:** the communicative nature of the Catholic faith seeks to draw people into dialogue
- **Contextual:** drawing on the authentic context of the learner and what it offers to the dialogue as the locus of learning
- **Multi-correlational:** evoking, encouraging, confronting various world views, attending to otherness and difference
- **Transformational:** a life-long project of identity formation nurtured through encounter with the others, human and divine, and with the 'otherness' of the Catholic Tradition
- **Intentional:** teachers are key to creating an open, trusting and relational environment that nurtures dialogue through roles of witness, moderator, specialist, co-inquirer and designer.
- **Assessment for learning (formative):** assessment as learning (ongoing) and assessment of learning (summative) is used together with peer assessment and self-assessment. **The faith, worldview and personal attitudes of students are not part of this assessment.** Assessment is concerned with the skills and knowledge of the learner-comparable with the assessment of students in other subjects.

The Awakenings Religious Education Curriculum 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 National Framing Paper on Religious Education (NCEC, 2017).

- Scripture, Israel and Jesus (SIJ)
- Church and Tradition (CT)
- Prayer, Liturgy and Sacraments (PLS)
- Christian Ethics: Personal and Social (CEPS)
- God, Religion and Society (GRS)

It is from these strands that teachers design, rather than 'plan' the units of work. There is an intentionality around the content of Religious Education connecting sincerely to life and to the context of the students. "Experience shows that the Catholic religion knows how to encounter, respect and esteem different cultures. (Educating to Intercultural Dialogue, n.61).

# RELIGIOUS EDUCATION

## YEAR 7 SEMESTER 1

### **BELONGING**

In this unit, students will investigate the concept of belonging. They will explore their own faith and world view. They will also identify how prayer can invite a relationship with others and for Christians a particular relationship with God and creation.

### **RELATING**

In this unit, students will identify expressions of Christian discipleship today with influence for people of any religious belief or philosophy. They will also distinguish the different literary forms which make up the Old and New Testament, reflect upon the sacred significance of the Bible for people within its time and for our time, and identify one way in which God's dream for the world helps people now.

## YEAR 7 SEMESTER 2

### **CALLING**

In this unit, students will research Scripture passages that inform and present the teachings of Jesus to guide the flourishing of people in their daily lives. They will also investigate the history and current works of Catholic institutes and/or organisations that work for the mission of the Church.

### **FUFILLING**

In this unit, students will examine the rituals, symbols, and history of the Christian sacraments of initiation, healing, and loving service with a view to appreciating the sense of communal praise to God and the identity they enable. They will also explore the mystery of the Trinity as a relationship of mutual love amongst the Father, Son, and Holy Spirit; a relationship into which all is invited, from the perspective of the Christian faith.

## YEAR 8 SEMESTER 1

### **JOURNEYING**

In this unit, students will analyse the scriptural, historical, and cultural context of the early Christian community (Jews and Gentiles) and how the Holy Spirit inspired and supported that community through periods of growth and challenge. They will also research scripture passages which inform and present the teachings of Jesus to guide the flourishing of people in their daily lives

### **MISSION**

In this unit, students will critique the principles of Catholic social teaching and evaluate their contribution to the greater good. They will also propose how religious or other philosophies of life address what it means to be human and support this using evidence.

## YEAR 8 SEMESTER 2

### **CHOICE**

In this unit, students explore the concept of an informed conscience and explain how it relates to an understanding of being made in the image and likeness of God. They will also identify and discuss challenges and possibilities for discerning the common good in a plural society.

### **RIGHT RELATIONSHIPS**

In this unit, students will investigate the history and current works of Catholic institutes and/or organisations that work for the mission of the Church. They will also explore the concept of covenant in the Old and New Testament and investigate how people, in spite of their infidelity, persist in trying to live their lives in 'right relationship' with God, self, others, and creation

## ENGLISH

English at St Mary MacKillop College is concerned with language use in each of the 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 contain items 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.

## YEAR 7

This is a full year compulsory subject. The Year 7 English course is centred firmly on the 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 multimodal 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

Whilst we highly value hand-written work and quality penmanship, 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.

# 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**

Whilst we highly value hand-written work and quality penmanship, 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.

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Many students at St Mary MacKillop College speak a language other than English at home. This is a great asset in a globalised world. Bilingualism has been proven to have cognitive benefits to the individual and it greatly enriches the cultural competency of the whole community.

Currently, students' first languages and cultures include Afghan, French, Gujarati, Fijian, Italian, Arabic, Tongan, Vietnamese, Dinka, Juba, Punjabi, Burmese, Dari, Farsi, Urdu, Spanish, Punjabi, Acholi, Nuer, Swahili, Hazaraghi, Kalenjin, Filipino, Shona, Urdu, Afrikaans, Japanese, Thai, Mandarin and Nepalese.

English as an additional language or dialect (EAL/D) students are provided with a range of opportunities to expand their linguistic repertoires, and one of the main ways to do this is through critical engagement with print and digital texts, including visual, multimodal and interactive texts. The study of various texts supports the development of communicative skills, linguistic knowledge and cultural understandings.

Depending upon the student's ability in English, some bilingual students in Year 7 and Year 8 may be invited into a small group in order to learn English language with an EAL/D teacher. This is usually instead of selecting another language to learn such Italian or Japanese, but it is in addition to their mainstream English lessons. Students who take part in this EAL/D option are further supported by being assessed on the English as an Additional Language Scope and Sequence Pathway ([See here](#)) until their English is at a standard that it may be assessed using the Australian Curriculum criteria. However, there is no timeline or pressure for a transition from one form of assessment to the other to ever take place.

The three language modes that are studied in EAL/D are the same as in the English curriculum, Speaking and Listening, Reading and Viewing and Writing. Within each of these modes, the EAL/D content descriptions are grouped into the following strands:

- Communication focuses on communicating in spoken and written English for social and academic purposes, and the meanings that learners interpret and convey.

- Cultural and plurilingual awareness (use of two or more languages) focuses on understanding and using the cultural conventions of spoken and written communication in Standard Australian English – including the relationships between text and context, and audience and purpose – and drawing on the knowledge and resources of students' other languages and cultures to negotiate communication and enhance learning.
- Linguistic structures and features focus on control over the structures and features of spoken and written English, at the levels of word, sentence and whole text. Linguistic structures and features of texts include an understanding of the genre, form and language conventions selected by authors to convey meaning.

All teachers at the College encourage EAL/D students to draw on their bilingual knowledge as a way to enhance their understanding of the English language. The inclusion of plurilingual awareness in the curriculum acknowledges the value of competence in multiple languages. A student who develops plurilingual awareness is able to integrate their knowledge of multiple languages in a way that enriches their communication and learning in all languages. This inclusion in the curriculum validates the importance of language and the role it plays in an individual's sense of self and identity.

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

The aims of the EAL/D curriculum are to ensure that students:

- develop functional English language and literacy skills
- learn to listen to, speak, read, view, write and create spoken, print and digital texts, including visual, multimodal and interactive texts, across a growing range of contexts with accuracy, fluency and purpose
- understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities
- develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full appreciation of them all.

All teachers ensure that any student experiencing difficulty understanding academic English, or expressing themselves in standard Australian English, is not prevented from accessing subject specific content and skills because of it.

Year 9 and 10 EAL/D students may be eligible for in-class support with an EAL/D specialist or they may be invited to access further individual support outside of the class.

Furthermore, eligible EAL/D students in Years 11 and 12 may take VCE EAL, which competes against students for whom English is a second or other language, rather than compete in VCE English with students whose first language is English.

Despite the hurdles caused by learning new academic subjects in a language that students are also learning, the current bilingual students at the College tend to inspire everyone by having a strong work ethic, self-motivation and the determination to succeed.



# MATHEMATICS

## 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.

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

Humanities at St Mary MacKillop College is taught to all students from Years 7 to 9 and becomes an elective option in 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

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 Egypt and China, 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 Medieval Europe, Japan under the Shoguns and Indigenous culture pre-colonisation. 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 world's landforms and the different processes that have formed these over millions of years.

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

### **History**

- The European and Mediterranean World - Medieval Europe
- The Asia-Pacific World – Japan under the shoguns
- Indigenous culture pre-colonisation

### **Economics and Business**

- The market system and government
- Rights & responsibilities in the marketplace
- Business decisions

### **Geography**

- Changing Nations
- Landforms and Landscapes

## 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 processes 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, Excretory and Respiratory systems. They investigate advances in technology that assist with the functioning of the human body and the ethics surrounding this.

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

## 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** address 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** address 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** address 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.

# HEALTH AND PHYSICAL EDUCATION

## 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.

# THE ARTS / TECHNOLOGIES

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

### THE ARTS

#### 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.

# THE ARTS / TECHNOLOGIES

## TECHNOLOGIES

### DIGITAL TECHNOLOGIES

#### Year 7

Digital technology in Year 7 introduces students to 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 to plan and develop their own site in response to a social issue.

#### Year 8

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 program a progress bar for a presentation using basic coding and create an automated editing program with code. 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.

*A levy will be charged to cover the cost of foodstuffs.*

#### 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 cookery methods. Students study the importance of nutrition, with a focus on the impact of hidden sugars in food. Students are encouraged to make independent decisions and follow the design process involving investigation, development and evaluation stages.

*A levy will be charged to cover the cost of foodstuffs.*

## 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 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 Travelling to Italy
- Greetings
- Numbers, Colours and Adjectives
- School Life
- Celebrations and Festivals
- Transport

## 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 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
- Countries and Nationalities
- 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 studies, 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**

- Greetings and Numbers
- Animals and Adjectives
- Family
- Japanese Culture
- 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 studies, 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
- Japanese Culture
- Script Comprehension



# YEAR 9 & 10 VERTICAL CURRICULUM

## Contemporary Learning at St Mary MacKillop College

St Mary MacKillop College is committed to continuous improvement and innovation in our programs to ensure they are relevant and engaging to our learners. We are proud to provide a contemporary, rigorous and inclusive curriculum where the student is at the centre of all learning experiences. In 2024, we will continue to ensure our curriculum is robust and develops the 21st century skills that will prepare our students for their journey beyond secondary school.

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. The number of students choosing a subject, staffing, timetabling and the availability of facilities will all impact on the subjects which will run in 2024.**

The *2024 Subject Selection Guide* asks you to choose reserve choices in case a student does not receive their first elective choices. The *2024 Subject Preferences* for Year 9 and 10 students must be completed online by **9am Wednesday 7<sup>th</sup> June**. As you read through the booklet, please rank your elective choices.

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

Questions or concerns can also be directed to:

- Mr Nathan Lane Deputy Principal Teaching and Learning
- Mrs Sally Looney Pathways Coordinator
- Mrs Brenda Brady Careers Advisor and Work Experience Coordinator

|                  | 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 & 10 VERTICAL CURRICULUM

| Year 9 and 10 Curriculum Structure |                     |         |             |         |   |                |   |
|------------------------------------|---------------------|---------|-------------|---------|---|----------------|---|
|                                    | Compulsory Subjects |         |             |         |   |                | Elective Subjects                       |
| Year 9                             | Religious Education | English | Mathematics | Science | Physical Education                      | Good Health    | Selection of 4 semester length subjects |
|                                    |                     |         |             |         |   | Year 9 History |   |
| Lessons per cycle                  | 4                   | 6       | 6           | 6       | 2                                       | 5              | 5                                       |
| Hours per Week                     | 2.43                | 3.65    | 3.65        | 3.65    | 1.21                                    | 3.04           | 3.04                                    |
| Year 10                            | Religious Education | English | Mathematics | Science | Selection of 6 semester length subjects |                |   |
| Lessons per cycle                  | 4                   | 6       | 6           | 6       | 5                                       |                |   |
| Hours per Week                     | 2.43                | 3.65    | 3.65        | 3.65    | 3.04                                    |                |   |

## 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 (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 electives.

## 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                         |                              | Design & Technologies               |                              |
|------------------------------|------------------------------|-------------------------------------|------------------------------|
| Performing Arts              | Drama                        | Technology (Agriculture)            | Agriculture - Food and Fibre |
| Performing Arts              | Dance                        | Technology (Food)                   | Around the World             |
| Performing Arts              | Music                        |                                     | Food for Entertaining        |
| Visual Arts                  | Art Express                  | Technology (Wood/Metal)             | DIY Wood Design              |
|                              | Art Explosion (Year 10 Only) |                                     | Metal Magic                  |
|                              | Design Communication         |                                     | My Woodwork Rules            |
|                              | Graphics Mix                 | Technology (Textiles)               | Funky Fabrics                |
|                              |                              |                                     |                              |
| Economics                    |                              | Geography                           |                              |
| Money, Markets & Citizenship | Riches and Rights            | The World's People and Environments |                              |

### 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           | Health & Physical Education | Healthy Choices (Year 10 only)        |
|                      | Leap into Literature (Year 10 only)       |                             | Peer Support (Year 10 only)           |
| Digital Technologies | Digital Imaging and Graphics              |                             | All Fun and Games                     |
|                      | Interactive Media and Game Design         |                             | Anatomy of Sport                      |
| History              | History of the Modern World and Australia | Science                     | Science Investigations (Year 10 only) |
|                      |   |                             | Psychology (Year 10 only)             |
| Geography            | A Changing World                          |                             |                                       |

### VET Subjects

**Only available for Year 10 students**

|                               |                          |
|-------------------------------|--------------------------|
| VET Automotive                | VET Beauty               |
| VET Building and Construction | VET Community Services   |
| VET Engineering               | VET Hair Salon Assistant |
| VET Hospitality               | VET Sport and Recreation |

# RELIGIOUS EDUCATION

## RELIGIOUS EDUCATION

The study of Religious Education is compulsory at every year level in St Mary MacKillop College, reflecting the paramount importance that is placed upon it.

The Awakenings Religious Education Curriculum aims to engage all students in learning experiences that are designed to enable them to develop the knowledge, skills and attitudes needed to live meaningfully and act responsibly in relation to the religious traditions or worldviews with which they and/or others identify.

The content of Religious Education is founded on the Catholic Christian Tradition. From this perspective all students are invited and challenged to enter into meaningful dialogue that promotes richer understanding and more conscious identification regarding each one's faith-stance or worldview. The use of a sequenced, stage-appropriate continuum, enables students to be 'an active subject, conscious and co-responsible, and not merely a silent and passive recipient' (GDC, n. 167).

Religious Education at St Mary MacKillop College follows the Ballarat Diocesan guidelines in a recontextualising approach to pedagogy which is:

- **Animated:** subjects are active agents of their own learning: meaning makers, truth seekers, inquirers into their living story
- **Dialogical:** the communicative nature of the Catholic faith seeks to draw people into dialogue
- **Contextual:** drawing on the authentic context of the learner and what it offers to the dialogue as the locus of learning
- **Multi-correlational:** evoking, encouraging, confronting various world views, attending to otherness and difference
- **Transformational:** a life-long project of identity formation nurtured through encounter with the others, human and divine, and with the 'otherness' of the Catholic Tradition
- **Intentional:** teachers are key to creating an open, trusting and relational environment that nurtures dialogue through roles of witness, moderator, specialist, co-inquirer and designer.
- **Assessment for learning (formative):** assessment as learning (ongoing) and assessment of learning (summative) is used together with peer assessment and self-assessment. **The faith, worldview and personal attitudes of students are not part of this assessment.** Assessment is concerned with the skills and knowledge of the learner-comparable with the assessment of students in other subjects.

The Awakenings Religious Education Curriculum 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 National Framing Paper on Religious Education (NCEC, 2017).

- Scripture, Israel and Jesus (SIJ)
- Church and Tradition (CT)
- Prayer, Liturgy and Sacraments (PLS)
- Christian Ethics: Personal and Social (CEPS)
- God, Religion and Society (GRS)

It is from these strands that teachers design, rather than 'plan' the units of work. There is an intentionality around the content of Religious Education connecting sincerely to life and to the context of the students. "Experience shows that the Catholic religion knows how to encounter, respect and esteem different cultures. (Educating to Intercultural Dialogue, n.61).

# RELIGIOUS EDUCATION

## YEAR 9 RELIOUS EDUCATION

Year 9 students will study Religious Education as part of a project based learning (PBL) curriculum.

**They will explore aspects of the Awakenings strands within the PBL curriculum.**

### RENEW

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.

### STEWARDSHIP

Students will focus on the responsibility we all have towards the world, care of the environment and nature. Students are supported to care for one another and cultivate unity within the diversity of the environmental movement, our Church, and our diverse societies and cultures.

### COMMUNITY

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.

### RESPONDING BEYOND WORDS

Students will articulate an understanding of Christian hope, liberation, and new life brought about by Jesus' life, death, and resurrection as expressed in Scripture. From the Catholic perspective, students will discern and articulate the relationship between the Eucharist and how people of faith are called to be Eucharistic people in the world today.

## YEAR 10 SEMESTER 1

### 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.

### 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.

## YEAR 10 SEMESTER 2

### DECISION MAKING

In this unit students will show how, in the Christian tradition, moral responsibility towards self and others (human and other than human), are developed over time and are fostered in the community of the Church, local and global. Also that the Church is a dynamic community called to know, understand and encounter other systems of meaning and belief.

### RESPONSIBILITY

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

## 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.

Year 9 and Year 10 English 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 three areas of study - Reading and Exploring Texts, Crafting and Creating Texts & Exploring argument - in preparation for VCE English.

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 and 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.

Students should choose a pathway that best suits their individual needs. Students may choose a different level of English from year to year; however, they should make their choice in consultation with their current English teacher, members of the Pathways team or the Deputy Principal: Teaching and Learning.

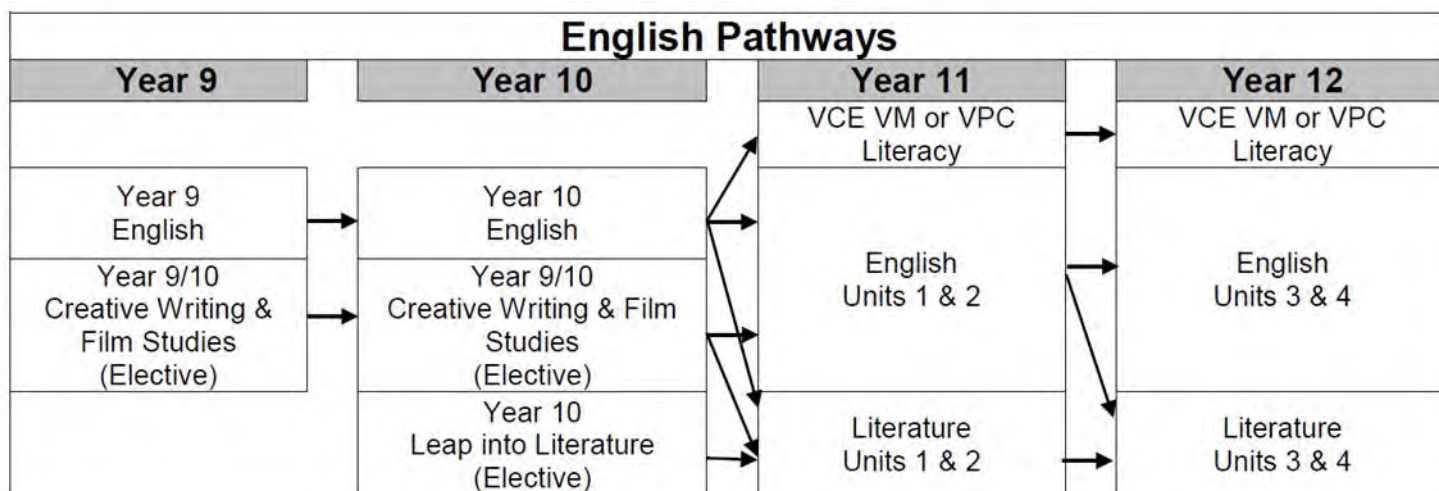
All Units Require:

- That the students maintain an English folder. The folder will contain 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.

The students will be assessed through a number of summative processes in English:

- Reading and exploring texts: persuasive, expository, analytical writing.
- Exploring argument: writing in various forms, oral presentations
- Creating texts: adapting various forms of writing to suit their context, audience and purpose.
- 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 that analyse texts and communicate 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 and exploring texts, Crafting and creating texts & Exploring argument.

## YEAR 9 & 10 CREATIVE WRITING & FILM STUDIES (ELECTIVE)

This elective focuses on all things to do with writing creatively and the study of films. Looking closely at the features of different written forms, students will undoubtedly develop their writing skills further in an enjoyable, low-stakes environment! Students will be given the opportunity to explore their own interests and engage in lively discussions. Within film studies, students will explore and analyse a variety of feature and short films. Students will learn how the construction of the film positions viewers to understand different ideas about society, history and humanity. All aspects of this elective will complement and enhance student's skills in both the VCE English and Literature courses.

## YEAR 10 LEAP INTO LITERATURE (ELECTIVE)

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. 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.

# MATHEMATICS

## 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:

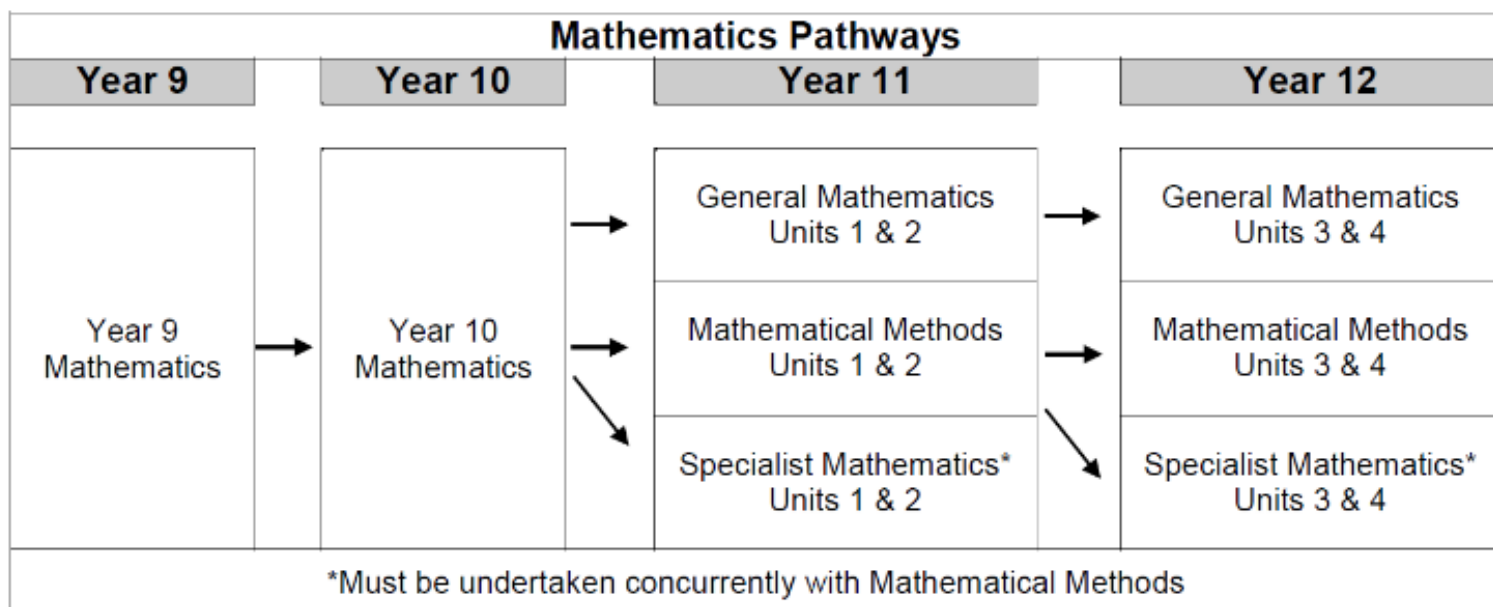
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

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:

- Understanding
- Fluency
- Reasoning
- Problem Solving

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.





# MATHEMATICS

## 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)

## YEAR 9 MATHEMATICS

In Year 9, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

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).

## YEAR 10 MATHEMATICS

In Year 10, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

The subject aims to expose students to a more in-depth study of Algebra, Measurement and Geometry, and more sophisticated concepts of Probability.

Topics include: Algebra (expressions, equations and inequations, simultaneous equations, quadratic equations), Graphs and functions (quadratic functions) Chance II (conditional probabilities, independent events), Data (Bivariate data and analyses), Measurement and Geometry (surface area and volume problems, Pythagoras and trigonometry).

## 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 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.

Students then learn the topic *Rave Party*. Students learn about electrical energy. Students also learn about magnetic fields and the effect of electromagnets on current. *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 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.

| Science Pathways |   |                                   |   |                                   |   |                                   |
|------------------|---|-----------------------------------|---|-----------------------------------|---|-----------------------------------|
| Year 9           |   | Year 10                           |   | Year 11                           |   | Year 12                           |
| Year 9 Science   |  | Science Investigations (Elective) | → | Biology Units 1 & 2               | → | Biology Units 3 & 4               |
|                  |   |                                   | → | Chemistry Units 1 & 2             | → | Chemistry Units 3 & 4             |
|                  |   | Year 10 Science                   | → | Environmental Science Units 1 & 2 | → | Environmental Science Units 3 & 4 |
|                  |   |                                   | → | Physics Units 1 & 2               | → | Physics Units 3 & 4               |
|                  |   | Psychology (Elective)             | → | Psychology Units 1 & 2            | → | Psychology Units 3 & 4            |

## 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.

In *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 is *Apocalypso*. 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.

## SCIENCE INVESTIGATIONS (YEAR 10 ONLY)

Science Investigations is a subject that offers students the opportunity to develop their science investigation and design skills. There is a strong focus on practical tasks related to the key concepts in unit one curriculum for Biology, Chemistry and Physics. Key skills such as developing aims and hypotheses, planning and undertaking investigations, analysing and evaluating data, methods and scientific models, communicating and explaining scientific ideas, are all addressed whilst exploring the basic key knowledge of these unit one subjects. These skills are utilised and assessed in all VCE Science courses and would ideally be suited to students who plan to further their studies of science into VCE.

## PSYCHOLOGY (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 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.

# HEALTH AND PHYSICAL EDUCATION

## HEALTH

The following units are covered across the Health subjects 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.
- Investigate the impact of cyberbullying on individuals and society and look at ways to be safe and supportive online.

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.

| Health and Physical Education Pathways |   |  |   |  |  |
|--|---|--|---|--|--|
| Year 9                                 |   | Year 9 or Year 10                            |   | Year 11                                | Year 12                                |
| Good Health (Compulsory)               | → | Healthy Choices (Year 10 Only)               | → | Health & Human Development Units 1 & 2 | Health & Human Development Units 3 & 4 |
|  | → | Peer Support (Year 10 Only)                  | → |  |  |
|  | → | Sports Science and Nutrition                 | → |  |  |
| Physical Education (Compulsory)        | → | All Fun & Games                              | → | Physical Education Units 1 & 2         | Physical Education Units 3 & 4         |
|  | → | Anatomy of Sport                             | → |  |  |
|  | → | VET Sport & Recreation Year 1 (Year 10 Only) | → |  |  |
|  |   |  |   | VET Sport & Recreation Year 2          |  |

# HEALTH AND PHYSICAL EDUCATION

## 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.

## 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 four distinct topics – Safe Partying, Cyber Safety, Respectful Relationships and Sex Education. Areas of study include the social effects on individuals and communities in regards to safe partying, the impact of cyberbullying and strategies to stay safe and supportive online, respectful relationships, and STI's, contraception, puberty and parenthood.

## YEAR 9 & 10 ELECTIVES

### HEALTHY CHOICES

#### (YEAR 10 ONLY)

This unit will cover the key topics of:

- Health Professions: Students investigate different health professions such as physiotherapists, paramedics, occupational therapists, dietitians and radiologists. This involves guest speakers and research into three health professions the students would like to focus on.
- 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 and child development: Incorporating decision making, values, choices, teenage pregnancy, child development, 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. This unit will also investigate mental health and the health of the Australian population.

### 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.



# HEALTH AND PHYSICAL EDUCATION

## 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 to evaluate their success.

## SPORTS SCIENCE AND NUTRITION

Sport Science and Nutrition is a combined HAPE elective that covers key topics from the VCE curriculum; Nutrition, Biomechanics & Skill Acquisition. It will have both practical and theoretical components in the course. Students will also engage in local sports and allied health industries to gain a more applied understanding of the topics covered; including and not limited to; Exercise Physiologists, Osteopaths, Nutritionists, Physiotherapists, Health Promotion and local gymnasiums. Sports Science and Nutrition is an elective that will prepare students going into VCE Physical Education (PE) or Health and Human Development (HHD).

## 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.

VET Sport and Recreation 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, and attend an excursion to Richmond Football Club. Students also have the opportunity to run Sporting Schools Programs at St Mary's Primary School.

# HUMANITIES

## 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:

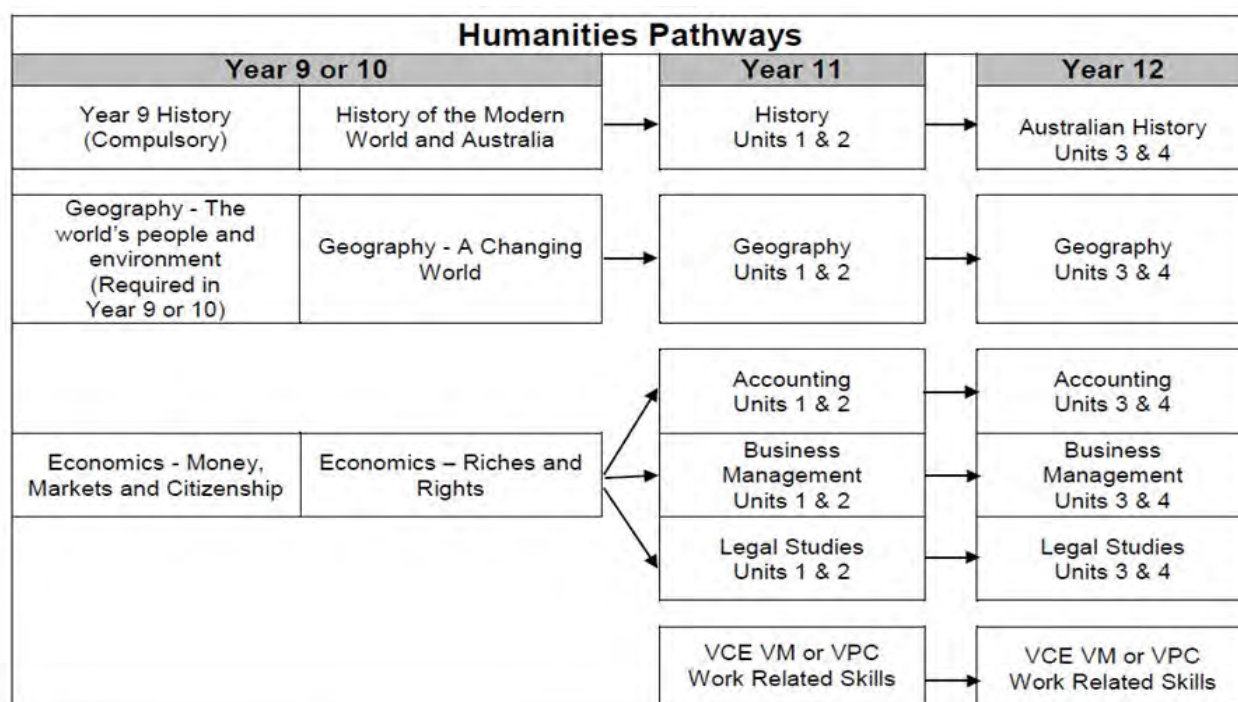
- Australia and all of its peoples – knowledge of the economic, historical, geographical, environmental, social and cultural development of the Australian continent.
- Civics and citizenship education – the role of responsible citizens and an understanding of the values which underpin Australian society, 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.

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 Coordinator Leader in consultation with each student's teacher.

## YEAR 9 HISTORY (COMPULSORY SUBJECT)

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 and the impact this had on international affairs and conflict, with a focus on the causes and Australia's involvement in World War I.



# HUMANITIES

## **GEOGRAPHY – THE WORLD’S PEOPLE AND ENVIRONMENTS (REQUIRED IN YEAR 9 OR 10)**

Geography – The World's People and Environments is a semester long 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 issues.

## **ECONOMICS – MONEY, MARKETS AND CITIZENSHIP**

In this unit, students will learn to identify financial risks such as scams and identity theft, while 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 insurance, 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 – RICHES AND RIGHTS**

This unit enables students 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 a real hands on experience of the legal system through examination of real life issues.

## **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 I and World War II, including continuing efforts to achieve peace and security in the world and Australia's involvement in World War II. 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. Students focus their study towards the Indigenous Rights Movement and the Vietnam War.



## 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.

The aims of Pathways classes in Year 9 & 10 are:

- 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 VCE VM and VPC pathways, VET subjects, acceleration into VCE subjects and school-based apprenticeship options;
- To prepare students for Work Experience and VET placements in Year 10.

Pathways classes include:

- Self-awareness lessons to establish individual interests, skills and abilities
- Vocational questionnaire to link student's interests with possible pathways
- Career exploration
- Access to Pathways resources such as job guide, myfuture, tertiary websites
- Guest speakers from diverse range of industries
- Goal-setting
- Curriculum information regarding VCE and VCE VM and VPC
- 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

The Arts are an important and valuable outlet for the communication of ideas, feelings and beliefs and are major sources of intellectual, physical, spiritual and emotional development, understanding and enjoyment throughout life.

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.

## PERFORMING ARTS

### DRAMA

This unit will involve students reading a variety of scripted works and selecting one for performance and/or creating their own self devised piece for performance. 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, dramaturge and technician. This unit culminates in a performance.

If the opportunity arises, students will be able to view a professional theatre production and participate in associated workshops.

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.

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.

### 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 solo dance pieces are also prepared for public performance.

### MUSIC

In this course, students will learn practical skills on an instrument, preferably one they are already learning (or have learned previously). They will learn practical skills through individual and ensemble performance. Group pieces are prepared for public performance. Students will also further their understanding of basic music theory in the areas of music analysis and aural training. Basic rock music theory is also covered in the areas of major and minor chords, intervals, key signatures and chord progressions. An introduction to PA set-up, mixing and some recording is also covered.

| Performing Arts Pathways |   |                                  |   |                                  |
|--------------------------|---|----------------------------------|---|----------------------------------|
| Year 9 or 10             |   | Year 11                          |   | Year 12                          |
| Drama                    | → | Theatre Studies<br>Units 1 & 2   | → | Theatre Studies<br>Units 3 & 4   |
| Dance                    | → | Dance<br>Units 1 & 2             | → | Dance<br>Units 3 & 4             |
| Music                    | → | Music Performance<br>Units 1 & 2 | → | Music Performance<br>Units 3 & 4 |

# THE ARTS

## VISUAL ARTS PATHWAYS

### ART EXPRESS

In this subject, students will explore a range of mediums and materials to create artworks. They will be involved in producing artworks 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.

### ART EXPLOSION (YEAR 10 ONLY)

In this subject, students will create artworks inspired by established Artists and also extend their own ideas for creative expression. The course allows each participant to build their own Art practice, furthering skills in various mediums, techniques and processes. The subject is recommended for entry into VCE Art Making and Exhibiting (formally VCE Studio Arts).

## DESIGN COMMUNICATION

Design Communication is a study which focuses upon communication of ideas and the presentation of information in two and three dimensional formats. Students have the opportunity to develop and refine freehand drawing skills, rendering skills and technical drawing skills. Various practical and analysis activities will explore and improve student understanding of the design elements and design principles. Students will use a variety of media and advanced techniques completing manual and digital drawing methods in relation to specific design tasks. They will use the design process to respond to a design brief and a range of exercises to produce final presentations that meet the needs of a particular audience. 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 VCE Visual Communication Design.

### GRAPHICS MIX

Students will be given opportunities to develop a variety of skills in different areas such as technical drawing for industrial design, freehand drawing and rendering, illustration, surface graphics and promotion, 2 Dimensional and 3 Dimensional design, and editorial design. Students will develop and extend their drawing and design skills both by hand and using computer software such as Adobe Photoshop and Illustrator. This course is designed to build essential skills and understanding of graphic design for further study in VCE Art Making and Exhibiting or VCE Visual Communication Design.

| Visual Arts Pathways            |   |   |   |   |
|---------------------------------|---|---|---|---|
| Year 9 or 10                    |   | Year 11                                       |   | Year 12                                       |
| Art Express                     | → | Art Making and Exhibiting<br>Units 1 & 2*     | → | Art Making and Exhibiting<br>Units 3 & 4*     |
| Art Explosion<br>(Year 10 Only) |   | *This replaces VCE<br>Studio Arts from 2023   |   | *This replaces VCE Studio<br>Arts from 2023   |
| Graphics Mix                    | → | Visual Communication<br>Design<br>Units 1 & 2 | → | Visual Communication<br>Design<br>Units 3 & 4 |
| Design Communication            |   |   |   |   |

# TECHNOLOGY

## TECHNOLOGY

Technology education provides students with the knowledge and skills necessary for producing quality products that effectively either 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 units, allowing them the opportunity to design and produce products that satisfy the needs of both the user and the wider community.

| Technology Pathways          |   |  |   |  |   |  |
|------------------------------|---|--|---|--|---|--|
| Year 9 or Year 10            |   | Year 10 (VET) or Year 11                           |   | Year 11 or Year 12                                 |   | Year 12  |
| Agriculture - Food and Fibre | → | Agricultural and Horticultural Studies Units 1 & 2 | → | Agricultural and Horticultural Studies Units 3 & 4 |   | Agricultural and Horticultural Studies Units 3 & 4 |
|                              |   |  |   |  |   |  |
| Around the World             | → | Food Studies Units 1 & 2                           | → | Food Studies Units 3 & 4                           |   | Food Studies Units 3 & 4                           |
|                              |   |  |   |  |   |  |
| Food for Entertaining        | → | VET Hospitality – Kitchen Operations Year 1        | → | VET Hospitality – Kitchen Operations Year 2        |   | VET Hospitality – Kitchen Operations Year 2        |
|                              |   |  |   |  |   |  |
| DIY Wood Design              | → | Product Design and Technology – Wood Units 1 & 2   | → | Product Design and Technology – Wood Units 3 & 4   |   | Product Design and Technology – Wood Units 3 & 4   |
|                              | ↘ |  |   |  |   |  |
| My Woodwork Rules            | → | VET Building and Construction Year 1               | → | VET Building and Construction Year 2               | → | VET Building and Construction Year 3               |
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# TECHNOLOGY

## AGRICULTURAL STUDIES

### AGRICULTURE - FOOD AND FIBRE

Students will have an opportunity to learn about the important role of agriculture and horticulture in our daily lives and its importance in our local, national and global communities. With an emphasis on sustainable food production, students will have a hands on learning experience in the following areas; vertical farming, market gardens, drones and global positioning system (GPS) for managing animals, crop sensors or automated animal feeding or milking. They will examine the marketing chain of a range of agricultural products and outline the effect of product processing and advertising on demand and price. They will learn about Poultry farming which includes chicken physiology and how eggs are produced. They will also compare chickens grown for meat and chickens grown for egg production.

## FOOD STUDIES

### AROUND THE WORLD

During this semester of Food Technology, students will explore foods, food habits and patterns from a variety of countries including Australia. Students will investigate factors that influence the food choices of a selected country and will implement the design process in the development and production of two international dishes. Students will be required to work safely and use appropriate equipment to produce design solutions as well as evaluate the effectiveness and suitability of the productions completed.

### FOOD FOR ENTERTAINING

During this 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 Hamper 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.

## PRODUCT DESIGN AND TECHNOLOGY

### 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.

### FUNKY FABRICS: FABRIC EMBELLISHMENT

Students will continue to develop their sewing skills by creating simple garments through the use of a commercial clothing pattern. Students will also learn fabric embellishments techniques to transform fabrics into expressive pieces by applying a range of printing and dyeing techniques, beading as well as hand and machine embroidery.

# DIGITAL TECHNOLOGIES

## DIGITAL TECHNOLOGIES

### 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

This subject 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 Adobe Photoshop, Character Animator, and Animate 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.

| Digital Technologies Pathways     |   |  |   |  |
|-----------------------------------|---|--|---|--|
| Year 9 or 10                      |   | Year 11                                    |   | Year 12                                    |
| Digital Imaging & Graphics (DIG)  | → | Visual Communication Design<br>Units 1 & 2 | → | Visual Communication Design<br>Units 3 & 4 |
| Interactive Media and Game Design | → | Visual Communication Design<br>Units 1 & 2 | → | Visual Communication Design<br>Units 3 & 4 |

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

## YEAR 9 ITALIAN

### HOORAY FOR ITALY AND ALL TOGETHER IN ITALY

Students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. Students build on grammatical and textual elements. They 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

## YEAR 10 ITALIAN

### HI FRIENDS! AND TOURING ITALY

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

Students will also participate in the Dante Alighieri Poetry Competition in June at Melbourne University. Students may also have the opportunity to travel on a tour to Italy and Europe (numbers permitting). Alternatively, students may choose to travel to Italy in December/January as part of the exchange program in preparation for the VCE year.



# LANGUAGES

## YEAR 9 JAPANESE

### ABOUT US AND LET'S SAY

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 and Places
- Nationalities
- Food and Shopping
- Script Comprehension

## YEAR 10 JAPANESE

### OUR LIFE AND LET'S GO OUT!

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 iiTomo 3/4 textbook 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.

| Languages Pathways |   |                  |   |                      |   |                      |
|--------------------|---|------------------|---|----------------------|---|----------------------|
| Year 9             |   | Year 10          |   | Year 11              |   | Year 12              |
| Year 9 Italian     | → | Year 10 Italian  | → | Italian Units 1 & 2  | → | Italian Units 3 & 4  |
| Year 9 Japanese    | → | Year 10 Japanese | → | Japanese Units 1 & 2 | → | Japanese Units 3 & 4 |

# 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        |                            |
|-------------------|---------------------|---------|-------------|---------|--------------------|----------------|------------------|----------------------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Physical Education | Year 9 History | Art Express      | Food for Entertaining      |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Physical Education | Good Health    | Anatomy of Sport | Sports Science & Nutrition |

This student can tick off the following Minimum Number of Units:

|                                |                       |
|--------------------------------|-----------------------|
| <b>The Arts</b>                | Art Express           |
| <b>Humanities – Geography</b>  |                       |
| <b>Humanities – Economics</b>  |                       |
| <b>Design and Technologies</b> | Food for Entertaining |

The same student in Year 10:

|                   | Compulsory Subjects |         |             |         | Electives     |                                     |                                       |
|-------------------|---------------------|---------|-------------|---------|---------------|-------------------------------------|---------------------------------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Art Explosion | Money, Markets & Citizenship        | VCE Health & Human Development Unit 1 |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Peer Support  | The World's People and Environments | VCE Health & Human Development Unit 2 |

This student can now tick off the following Minimum Number of Units:

|                                | Year 9        | Year 10                             |
|--------------------------------|---------------|-------------------------------------|
| <b>The Arts</b>                | Art Express   |                                     |
| <b>Humanities – Geography</b>  |               | The World's People and Environments |
| <b>Humanities – Economics</b>  |               | Money, Markets & Citizenship        |
| <b>Design and Technologies</b> | Funky Fabrics |                                     |

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.

# EXAMPLES OF POSSIBLE STUDENT PROGRAMS

## Example 2

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

A student in Year 9:

|                   | Compulsory Subjects |         |             |         |                    |                | Electives |                              |
|-------------------|---------------------|---------|-------------|---------|--------------------|----------------|-----------|------------------------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Physical Education | Year 9 History | Italian   | Food for Entertaining        |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Physical Education | Good Health    | Italian   | Money, Markets & Citizenship |

This student can tick off the following Minimum Number of Units:

|                                |                              |
|--------------------------------|------------------------------|
| <b>The Arts</b>                |                              |
| <b>Humanities – Geography</b>  |                              |
| <b>Humanities – Economics</b>  | Money, Markets & Citizenship |
| <b>Design and Technologies</b> | Food for Entertaining        |

The same student in Year 10:

|                   | Compulsory Subjects |         |             |         | Electives |                                   |              |
|-------------------|---------------------|---------|-------------|---------|-----------|-----------------------------------|--------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Italian   | Drama                             | Peer Support |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Italian   | Creative Writing and Film Studies | Psychology   |

This student can now tick off the following Minimum Number of Units:

|                                | Year 9                       | Year 10 |
|--------------------------------|------------------------------|---------|
| <b>The Arts</b>                |                              | Drama   |
| <b>Humanities – Geography</b>  | NA                           | NA      |
| <b>Humanities – Economics</b>  | Money, Markets & Citizenship |         |
| <b>Design and Technologies</b> | Food for Entertaining        |         |

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

# EXAMPLES OF POSSIBLE STUDENT PROGRAMS

## Example 3

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

A student in Year 9:

|                   | Compulsory Subjects |         |             |         |                    |                | Electives                    |                 |
|-------------------|---------------------|---------|-------------|---------|--------------------|----------------|------------------------------|-----------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Physical Education | Year 9 History | All Fun and Games            | DIY Wood Design |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Physical Education | Good Health    | Sports Science and Nutrition | Metal Magic     |

This student can tick off the following Minimum Number of Units:

|                                |             |
|--------------------------------|-------------|
| <b>The Arts</b>                |             |
| <b>Humanities – Geography</b>  |             |
| <b>Humanities – Economics</b>  |             |
| <b>Design and Technologies</b> | Metal Magic |

The same student in Year 10:

|                   | Compulsory Subjects |         |             |         | Electives                   |                                     |                               |
|-------------------|---------------------|---------|-------------|---------|-----------------------------|-------------------------------------|-------------------------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Graphics Mix                | Healthy Choices                     | VET Sport & Recreation Unit 1 |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Money Markets & Citizenship | The World's People and Environments | VET Sport & Recreation Unit 2 |

This student can now tick off the following Minimum Number of Units:

|                                | Year 9      | Year 10                             |
|--------------------------------|-------------|-------------------------------------|
| <b>The Arts</b>                |             | Graphics Mix                        |
| <b>Humanities – Geography</b>  |             | The World's People and Environments |
| <b>Humanities – Economics</b>  |             | Money Markets & Citizenship         |
| <b>Design and Technologies</b> | 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 more subjects that they didn't enjoy in Year 10. The student also would have liked to study Peer Support and My Woodwork Rules, but couldn't fit them in.

# EXAMPLES OF POSSIBLE STUDENT PROGRAMS

## Example 4

A student who loves PE and Technology (or any other subject) and plans well.

A student in Year 9:

|                   | Compulsory Subjects |         |             |         |                    |                | Electives         |                 |
|-------------------|---------------------|---------|-------------|---------|--------------------|----------------|-------------------|-----------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Physical Education | Year 9 History | All Fun and Games | DIY Wood Design |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Physical Education | Good Health    | Graphics Mix      | Metal Magic     |

This student can tick off the following Minimum Number of Units

|                                |              |
|--------------------------------|--------------|
| <b>The Arts</b>                | Graphics Mix |
| <b>Humanities – Geography</b>  |              |
| <b>Humanities – Economics</b>  |              |
| <b>Design and Technologies</b> | Metal Magic  |

The same student in Year 10:

|                   | Compulsory Subjects |         |             |         | Electives                   |                                     |                               |
|-------------------|---------------------|---------|-------------|---------|-----------------------------|-------------------------------------|-------------------------------|
| <b>Semester 1</b> | Religious Education | English | Mathematics | Science | Anatomy of Sport            | Peer Support                        | VET Sport & Recreation Unit 1 |
| <b>Semester 2</b> | Religious Education | English | Mathematics | Science | Money Markets & Citizenship | The World's People and Environments | VET Sport & Recreation Unit 2 |

This student can now tick off the following Minimum Number of Units:

|                                | Year 9       | Year 10                             |
|--------------------------------|--------------|-------------------------------------|
| <b>The Arts</b>                | Graphics Mix |                                     |
| <b>Humanities – Economics</b>  |              | Money Markets & Citizenship         |
| <b>Humanities – Geography</b>  |              | The World's People and Environments |
| <b>Design and Technologies</b> | 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, VCE VM or VPC.

# 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 VCE Vocational Major or Victorian Pathways Certificate (previously VCAL) have priority of places within the VET program when numbers are limited.

VET programs are able to be counted towards completion of all VCE 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

| VET CERTIFICATE   | YEAR 1 | YEAR 2 |
|---|--------|--------|
| Automotive Vocational Preparation (Cert II)   | X      | X      |
| Beauty Services (Cert III)  | X      | X      |
| Building & Construction – Pre-Apprenticeship (Cert II)<br>Third year optional to complete certificate | X      | X      |
| Community Services (Cert II)<br>Second year - partial completion of<br>Cert III Community Services    | X      | X      |
| Engineering Pathways/Studies (Cert II)  | X      | X      |
| Hospitality – Kitchen Operations (Cert II)  | X      | X      |
| Salon Assistant (Cert II)   | X      | X      |
| Sport & Recreation (Cert III)   | X      | X      |

Other VET subjects can be made available. Speak to the Pathways staff if you have an interest that is not offered above.

## 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
- 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. This increment is awarded by the Victorian Tertiary Admissions Centre (VTAC) and further information can be found on the VTAC website.

- Automotive
- Beauty Services – Nail Technology
- Building and Construction
- Engineering
- Salon Assistant

Please note: not all VET subjects provide credit as a VCE VET Units 3 and 4 sequence. In some cases, students may only receive credit at Units 1 and 2 level.

### **Work Placement**

Compulsory work placement is an integral part of VET programs – usually done as a one-week block.

VET 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 – AUTOMOTIVE VOCATIONAL PREPARATION

### **Qualification:**

The Certificate II in Automotive Vocational Preparation covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.

### **ATAR Contribution:**

Students who achieve a Units 3 and 4 sequence may be eligible for an increment towards their ATAR.

### **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 III – BEAUTY SERVICES

### **Qualification:**

The Certificate III in Beauty 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 Services may be eligible for an increment towards their ATAR.

### **Career Opportunities:**

Nail services are a growing industry. Licensed nail technicians can work in full-service beauty salons or specialised nail salons. After completing this course, students will have the training to be able to gain employment in a salon, beauty clinic or health resort.

## CERTIFICATE II – BUILDING AND CONSTRUCTION

### **Qualification:**

The Certificate II in Building and Construction Pre-Apprenticeship aims to provide learners 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, erecting and safely using working platforms, interpreting basic plans and drawings, 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 that underpin the Certificate III qualifications in the bricklaying, carpentry, joinery, shop fitting and stair building, painting and decorating, plastering, stonemasonry, wall and ceiling lining and wall and floor tiling trade sectors.

# VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

The Certificate II in Building and Construction Pre-apprenticeship includes the unit CPCCWHS1001 Prepare to work safely in the construction industry with an allocation of 6 hours. This unit is recognised by Work Safe Victoria for the registration of construction workers for work health and safety induction and is required prior to undertaking work experience or structured work placement.

## **ATAR Contribution:**

Students who achieves a Unit 3 and 4 sequence may be eligible for an increment towards their ATAR.

## **Career Opportunities:**

Certificate II in Building and Construction provides students with a broad range of skills and knowledge to pursue a career or further training in a number of building trades within the building sector. An opportunity exists for students who wish to complete the full certificate to undertake a third year.

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 term of apprenticeship by 12 months.

## **CERTIFICATE II – COMMUNITY SERVICES**

### **Qualification:**

The Certificate II in Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. 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: The VET Community Services program offers students the opportunity to further learn about the community services sector and explore specific contexts of work. 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 The Certificate III in Community Services.

**\*\* Note:** The Units 3 and 4 sequences of VCE VET Community Services are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequences without first completing Units 1 and 2.

### **ATAR Contribution:**

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Community Services must undertake a 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
- alcohol and other drug work
- disability work
- social housing
- 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 – ENGINEERING PATHWAYS/STUDIES

### **Qualifications:**

The Certificate II in Engineering Pathways or Certificate II in Engineering Studies 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.

### **ATAR Contribution:**

A student who achieves a Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the fourth study score of the primary four).

### **Career Opportunities:**

The Certificate II in Engineering Pathways or Engineering Studies 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 – HOSPITALITY (KITCHEN OPERATIONS)

### **Qualification:**

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

The Certificate II in 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.

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

### **Qualification:**

The Certificate II in Salon Assistant is suitable for prepares students to provide assistance with client services in hairdressing salons. This course includes units such as; greet and prepare clients for salon services, communicate as part of a salon team, provide shampoo and basin services, dry hair to shape, and maintain and organise tools, equipment and work areas.

### **ATAR Contribution:**

Students who complete VET Salon Assistant will receive recognition at VCE Units 1 and 2 level, and will not be eligible for an increment towards their ATAR.

### **Career Opportunities:**

Certificate II in Salon Assistant provides students with a broad range of skills and knowledge to pursue a career or further training within the hairdressing sector. The combined skills and knowledge do not provide for a job outcome as a hairdresser as this qualification is intended to prepare individuals for further training.

## CERTIFICATE III – SPORT AND RECREATION

### **Qualification:**

The 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. Some of the theory units include providing first aid, participating 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 Plan and Conduct Programs, Conduct Sports Coaching Sessions, Participate in Work Health & Safety, Facilitate Groups and Educate User Groups. Students have the opportunity to complete a gym training session, 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

**It may not always be possible to give a student all their preferred elective choices. The number of students choosing a subject, staffing, timetabling and the availability of facilities will all impact on the subjects which will run in 2024.**

The *2024 Subject Selection Guide* asks you to choose reserve choices in case a student does not receive his/her first elective choices. The *2024 Subject Preferences* for Year 11 and 12 students must be completed online by **9am Wednesday 7<sup>th</sup> June**. 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 Leader.

Questions or concerns can also be directed to:

- Mr Nathan Lane Deputy Principal Teaching and Learning
- Mrs Sally Looney 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:

- Choosing an alternative subject that is running, or
- Taking the subject through the Virtual School Victoria (VSV) 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 VSV or VSL, subject to approval of the Deputy Principal Teaching and Learning and the Pathways Coordinator. (Note: the VSV and VSL do not offer all subjects).

Skills required by VSV or VSL students:

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

## **Restrictions**

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

## **Costs**

- 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.
- The cost of telephone calls (made using the school telephone), postage, email, etc. will be met by the school.
- 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**

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

VSV 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 VSV subject in study lessons at the same time. VSV subjects are not guaranteed tutorial assistance, however, the College will make every attempt to provide a supporting staff member.

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.

# SENIOR STUDENT OPTIONS

## VICTORIAN CERTIFICATE OF EDUCATION (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

Every student has different interests and strengths. Make sure your path is right for you. Before you choose your pathway and subject preferences, talk to your teacher or the Pathways team.

### 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.



# 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 and 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 and 4 must be studied as a sequence.

## VCE UNITS OFFERED AT ST MARY MACKILLOP COLLEGE

| STUDY                                      | UNIT ONE | UNIT TWO | UNIT THREE | UNIT FOUR |
|--|----------|----------|------------|-----------|
| <b>Religious Education</b>                 |          |          |            |           |
| • Religion and Society                     |          | X        |            |           |
| <b>English</b>                             |          |          |            |           |
| • English                                  | X        | X        | X          | X         |
| • English as an Additional Language        | X        | X        | X          | X         |
| • Literature                               | X        | X        | X          | X         |
| <b>Health &amp; Physical Education</b>     |          |          |            |           |
| • Health & Human Development               | X        | X        | X          | X         |
| • Physical Education                       | X        | X        | X          | X         |
| <b>Humanities</b>                          |          |          |            |           |
| • Accounting                               | X        | X        | X          | X         |
| • Business Management                      | X        | X        | X          | X         |
| • Geography                                | X        | X        | X          | X         |
| • Modern History                           | X        | X        |            |           |
| • History: Revolutions                     |          |          | X          | X         |
| • Legal Studies                            | X        | X        | X          | X         |
| <b>Languages</b>                           |          |          |            |           |
| • Italian                                  | X        | X        | X          | X         |
| • Japanese                                 | X        | X        | X          | X         |
| <b>Mathematics</b>                         |          |          |            |           |
| • General Mathematics                      | X        | X        | X          | X         |
| • Mathematical Methods                     | X        | X        | X          | X         |
| • Specialist Mathematics                   | X        | X        | X          | X         |
| <b>Science</b>                             |          |          |            |           |
| • 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         |
| <b>Technology</b>                          |          |          |            |           |
| • Agricultural and Horticultural Studies   | X        | X        | X          | X         |
| • Food Studies                             | X        | X        | X          | X         |
| • Product, Design and Technology: Textiles | X        | X        | X          | X         |
| • Product, Design and Technology: Wood     | X        | X        | X          | X         |
| <b>The Arts</b>                            |          |          |            |           |
| • Art Making and Exhibiting                | X        | X        | X          | X         |
| • Dance                                    | X        | X        | X          | X         |
| • Music Performance                        | X        | X        |            |           |
| • Theatre Studies                          | X        | X        | X          | X         |
| • Visual Communication Design              | X        | X        | X          | X         |

# SENIOR STUDENT OPTIONS

## VCE UNITS

## RELIGIOUS EDUCATION

### RELIGION AND SOCIETY

VCE Religion and Society Unit 2 enables students to understand the complex interactions between religion and society over time. This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations. This subject is compulsory in Year 12.

## ENGLISH

### ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The study of VCE English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community

### LITERATURE

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses. Literature will prove beneficial to many career choices, such as Politics, Journalism, Law, Teaching, Advertising, Professional Writing, etc.

## HEALTH AND PHYSICAL EDUCATION

### HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### PHYSICAL EDUCATION

VCE Physical Education equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

# SENIOR STUDENT OPTIONS

## HUMANITIES

### ACCOUNTING

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

### BUSINESS MANAGEMENT

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

### GEOGRAPHY

In VCE Geography students develop a range of skills, in investigation, collection of data, interpretation, analysis and communication of geographic information. These skills are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

### HISTORY

Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. It fosters an understanding of human agency and informs decision making in the present. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens. It provides a background for any Arts, Journalism, Law or Social Studies course at university.

### LEGAL STUDIES

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

## LANGUAGES

### LANGUAGES – ITALIAN

The study of VCE Italian provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Italian is a means of communication. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

### LANGUAGES – JAPANESE

The study of VCE Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

# SENIOR STUDENT OPTIONS

## MATHEMATICS

### MATHEMATICS

VCE Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

### GENERAL MATHEMATICS

VCE General Mathematics provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

### MATHEMATICAL METHODS

VCE Mathematical Methods provide for the study of simple elementary functions, transformations and 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, technology, engineering and mathematics (STEM), humanities, economics and medicine.

### SPECIALIST MATHEMATICS

VCE Specialist Mathematics provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 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 logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

## SCIENCE

### BIOLOGY

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

### CHEMISTRY

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

### ENVIRONMENTAL SCIENCE

VCE Environmental Science provides pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.

# SENIOR STUDENT OPTIONS

## **PHYSICS**

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. 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.

## **PSYCHOLOGY**

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

## **TECHNOLOGY**

### **AGRICULTURAL & HORTICULTURAL STUDIES**

VCE Agricultural and Horticultural Studies develops students' understanding of sustainable agricultural and horticultural systems within current economic, social and environmental contexts, and in view of ethical considerations. Sustainable management of food and fibre industries is vital for local, national and global markets. This study provides opportunities for students to experience and understand these primary industries, with a particular focus on the ways in which change and innovation are reshaping practices, careers and business opportunities. The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural business practice and natural resource management.

### **FOOD STUDIES**

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

### **PRODUCT, DESIGN AND TECHNOLOGY - TEXTILES**

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, fashion, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

### **PRODUCT, DESIGN AND TECHNOLOGY - WOODWORK**

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, furniture, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

# SENIOR STUDENT OPTIONS

## THE ARTS

### ART MAKING AND EXHIBITING

VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study also encourages students to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

### DANCE

VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works. The study also prepares students to be discerning, reflective and critical viewers of dance and provides pathways to training and tertiary study in dance performance and associated careers within the dance industry.

### MUSIC PERFORMANCE

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

### THEATRE STUDIES

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

### VISUAL COMMUNICATION DESIGN

The study of VCE Visual Communication Design provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.



# SENIOR STUDENT OPTIONS

## THE VICTORIAN APPLIED LEARNING CERTIFICATES

The Victorian Certificate of Applied Learning (VCAL) has undergone significant restructuring in 2023. What was formerly known simply as VCAL now exists in two distinct formats known as:

- VCE Vocational Major (VM) and
- The Victorian Pathways Certificate (VPC).

Both pathways aim to deliver a realistic and valuable program for students and to prepare students for further studies in vocational education and training and/or for employment.

The two certificates are best suited to students who wish to pursue a vocational pathway of learning. It is for students who are better suited to a more “hands on” style of learning.

Some points that may clarify how the Applied Learning certificates work are:

- If you choose to undertake an Applied Learning pathway, 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 Victorian Pathways Certificate (VPC) can be studied as a one or 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. (See below information).
- The VCE Vocational Major (VM) is a 2-year program where, provided students complete all of the required units, they will be awarded a certificate and statements of results for each level and year completed. (See below information).
- As part of your enrolment in the VCE Vocational Major (VM), you are required to complete work placements and complete at least 180 hrs of a VET program. All students must find an employer/s in the chosen areas of interest who is prepared to provide work placement for them for a designated period of time. This may vary depending on the timetable and other structural issues. The College will assist in this process if required.
- As part of your enrolment in the Victorian Pathways Certificate (VPC), you are required to complete work placements and are encouraged to consider a VET program. All students must find an employer/s in the chosen areas of interest who is prepared to provide work placement for them for a designated period of time. This may vary depending on the timetable and other structural issues. 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, either the VM or VPC. If you have already completed VCE studies, you may be able to count these towards your certificate.
- You may commence a VM or VPC course in Year 12, however an audit of successfully completed unit 1 and 2 subjects will be undertaken to assess likely eligibility of successful completion of a certificate.
- Students may complete other VCE subjects offered to help contribute to their VCE VM certificate. Only certain subjects can be counted. Only a limited number of VCE studies are available for selection due to timetable constraints.
- The VCE Vocational Major and Victorian Pathways Certificate do not provide automatic entry to university courses which require 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 their chosen pathway.
- There is a cost for each VET program undertaken by students. VET fees are communicated in Term 4 once the new year’s costings have been identified.
- If you were to choose to change your mind and wish to complete a VCE program to obtain an ATAR, it is likely that this will involve having to repeat Year 11 depending on the VCE subjects that have been incorporated into the program.
- Although students will be completing more practical subjects, there is still a significant writing/theory component to all classes, including VET subjects.

# SENIOR STUDENT OPTIONS

- In many cases students will be working in small groups on projects. This requires that you 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 your program you may be able to negotiate tasks, such as volunteer work outside of school, to be used for assessment in your course.
- Students need to be prepared to work both independently and with teacher guidance. In Unit 3 and 4 (Year 12, senior level) program, students must work with minimal teacher assistance.

The VCE Vocational Major program will consist of:

- An applied learning approach
- A flexible and integrated approach
- S or N results are still decided by the teacher
- A minimum of 16 units in total must be completed (some students may complete 20)
  - A student must complete 3 VCE VM Literacy
  - A student must complete 3 other unit 3&4 sequences
  - A student must complete 2 units of VCE VM Numeracy, VCE VM Personal Development Skills and VCE VM Work Related Skills
  - A student must complete other units to achieve the minimum number of units.
- 180 nominal hours of VET must be achieved.
- Credit for VCE subjects undertaken

The VCE Vocational Major program:

- Is a 2-year certificate
- Will have no external or exam-like assessments, except for some VET subjects (and the GAT)
- Students will receive an enhanced Statement of Results for exit points prior to the end of Year 12.
- Completing the VCE VM requirements means that students have also completed the requirements of the VCE.

The Victorian Pathways Certificate will consist of:

- An applied learning approach
- S or N results are still decided by the teacher
- No external or exam-like assessments, except for some VET subjects.
- 12 units in total must be completed as a minimum
  - A student must complete at least 2 units of VPC Literacy, VPC Numeracy, VPC Work Related Skills, and VPC Personal Development Skills

The Victorian Pathways Certificate:

- May be completed in 12 months or longer depending on the student's needs and abilities.
- May be able to have a mid-year completion
- Is not a Senior Secondary Certificate
- Students will receive credit for Cert I level VET units

The new certificates still contain 4 key strands:

- Literacy (VCE VM or VPC strand)
- Numeracy (VCE VM or VPC strand)
- Personal Development Skills (VCE VM or VPC strand)
- Work Related Skills (VCE VM or VPC strand)

# SENIOR STUDENT OPTIONS

## Who is the VCE-Vocational Major (VM) for?

- Students in Year 11 and 12 who would benefit from an applied learning approach to teaching and assessment.
- Students who would benefit from the flexibility to combine Structured Workplace Learning (SWL) or a School based Apprenticeship Training (SBAT) in their senior school program.
- Students who are not requiring a direct pathway to university via an ATAR.

## Who is the Victorian Pathways Certificate (VPC) for?

- Students in Year 11 and 12 who cannot participate in the VCE (including the Vocational Major).
- Students who have missed significant periods of school.
- Vulnerable students at risk of disengaging from their education.
- Students with additional needs.

The VPC will not be suitable for all students and should be offered to students on an as-needs basis.

## Pathways Beyond Year 12

|        |  |   |
|--------|--|---|
| VCE    | Tertiary study options requiring an ATAR     | Apprenticeship or employment                          |
| VCE-VM | Tertiary study options not requiring an ATAR | Apprenticeship or employment                          |
| VPC    | VCE VM or Certificate II level VET           | Community participation, apprenticeship or employment |

## Units Within Each Certificate

| UNIT                        | STUDY  | VPC           | VCE VM   |
|-----------------------------|--|---------------|----------|
| Literacy                    | Literacy or VCE English (for VM)                 | Y             | Y        |
| Numeracy                    | Numeracy or VCE Maths(for VM)                    | Y             | Y        |
| Industry Specific Skills    | Any VET Subject                                  | Choice exists | Y        |
| Personal Development Skills | School Based Apprenticeship / Traineeship (SBAT) | Possibly      | Possibly |
|                             | Personal Development Skills                      | Y             | Y        |
| Work Related Skills         | Work Skills                                      | Y             | Y        |
| Religious Education         | Awakenings (Year 11)                             | Y             | Y        |
|                             | Religion & Society Unit 2 (Year 12)              | Y             | Y        |

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

# SENIOR STUDENT OPTIONS

**VCE Vocational Major Literacy:** This study focuses on the development of the knowledge and skills required to be literate in Australia today. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

**VPC Literacy:** This study enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. This study is intended to meet the literacy needs of students with a wide range of abilities and aspirations.

**VCE Vocational Major Numeracy:** This study focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

**VPC Numeracy:** The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

**Personal Development Skills:** Students will participate in community based projects throughout the course. There will be a camp which the students will help organise and attend. All students will also complete a First Aid Certificate as a part of their course as well as other courses based on student interest and need.

**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 programs 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 2024 Victorian Applied Learning booklet will be available from the Pathways Office.

Please read the whole booklet before making your decision.

# ACCOUNTING

| UNIT 1<br>(Accreditation 2019 – 2024)   | UNIT 2<br>(Accreditation 2019 – 2024)   |
|---|---|
| <b>ROLE OF ACCOUNTING IN BUSINESS</b> <p>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.</p> <p>Students record financial data and prepare reports for service businesses owned by sole proprietors.</p> <p>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.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> | <b>ACCOUNTING AND DECISION MAKING FOR A TRADING FIRM</b> <p>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.</p> <p>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.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Record and report for non-current assets and depreciation.</li></ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> |

# ACCOUNTING

| UNIT 3  | (Accreditation 2019 – 2024) | UNIT 4   | (Accreditation 2019 – 2024) |
|---|-----------------------------|--|-----------------------------|
| <b>FINANCIAL ACCOUNTING FOR A TRADING BUSINESS</b>  |                             | <b>RECORDING, REPORTING, BUDGETING AND DECISION MAKING</b>   |                             |
| <p>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.</p> <p>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.</p> <p>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.</p> |                             | <p>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.</p> <p>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.</p> <p>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.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>   |                             |
| <ul style="list-style-type: none"><li>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.</li><li>Record transactions and prepare, interpret and analyse accounting reports for a trading business.</li></ul>  |                             | <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>   |                             |
| <b>Assessment:</b>  |                             | <b>Assessment:</b>   |                             |
| Unit 3 School-assessed Coursework: 25%  |                             | Unit 4 School-assessed Coursework: 25%   |                             |
|   |                             | End of Year Examination: 50%   |                             |



# AGRICULTURAL & HORTICULTURAL STUDIES

| UNIT 1   | (Accreditation 2020 – 2025) | UNIT 2  | (Accreditation 2020 – 2025) |
|--|-----------------------------|---|-----------------------------|
| <b>CHANGE AND OPPORTUNITY</b>  |                             | <b>GROWING PLANTS AND ANIMALS</b>   |                             |
| <p>In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice understandings.</p> |                             | <p>In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>   |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             |
| <ul style="list-style-type: none"><li>• Identify major food and fibre production industries in Australia, describe career pathways within these industries, discuss a range of influences on agricultural and horticultural practices, and undertake practical analysis of conditions required for food and fibre production.</li><li>• Identify safe and productive agricultural and horticultural systems, explain optimal selection of suitable plants and animals, and demonstrate the collection and application of data in a practical task/s.</li></ul>   |                             | <ul style="list-style-type: none"><li>• Analyse the growth stages of plants, describe plant genetics and reproduction, and demonstrate the propagation of plants and the measurement of plant growth.</li><li>• Compare animal production methods, explain animal digestion, nutrition, growth and reproduction, and demonstrate practical aspects of managing animals in agriculture.</li></ul>  |                             |
| <b>Assessment:</b><br>Satisfactory completion of the set outcomes.   |                             | <b>Assessment:</b><br>Satisfactory completion of the set outcomes.  |                             |

# AGRICULTURAL & HORTICULTURAL STUDIES

## UNIT 3

(Accreditation 2020 – 2025)

### SECURING THE FUTURE

In this unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences. Students consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity: the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.

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

- 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.
- 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.

#### Assessment:

Unit 3 School-assessed Coursework: 30%

## UNIT 4

(Accreditation 2020 – 2025)

### SUSTAINABLE FOOD AND FIBRE PRODUCTION

In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. In particular, students consider the constant monitoring of environmental indicators. Within the context of agricultural and/or horticultural practices, sustainability is viewed as both a challenge and an opportunity, with students extending their thinking across the entire production chain from resource suppliers through to consumers. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products. Students undertake practical tasks reflecting all dimensions of sustainable management of agricultural and/or horticultural practices as well as ethical considerations.

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

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

# ART MAKING AND EXHIBITING

| UNIT 1   | (Accreditation 2023 – 2027) | UNIT 2  | (Accreditation 2023 – 2027) |
|--|-----------------------------|---|-----------------------------|
| <b>EXPLORE, EXPAND AND INVESTIGATE</b>   |                             | <b>UNDERSTAND, DEVELOP AND RESOLVE</b>  |                             |
| <p>In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.</p> <p>Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.</p> |                             | <p>In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.</p> <p>Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.</p> <p>Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.</p> <p>Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>   |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             |
| <ul style="list-style-type: none"><li>• Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.</li><li>• Make and present at least one finished artwork and document their art making in a Visual Arts journal.</li><li>• Research Australian artists and present information about them in a format appropriate for a proposed exhibition.</li></ul>  |                             | <ul style="list-style-type: none"><li>• Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.</li><li>• Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.</li><li>• Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.</li></ul>  |                             |
| <b>Assessment:</b><br>Based on successful achievement of outcomes  |                             | <b>Assessment:</b><br>Based on successful achievement of outcomes   |                             |

# ART MAKING AND EXHIBITING

| UNIT 3   | (Accreditation 2023 – 2027) | UNIT 4   | (Accreditation 2023 – 2027) |
|--|-----------------------------|--|-----------------------------|
| <b>COLLECT, EXTEND AND CONNECT</b>   |                             | <b>CONSOLIDATE, PRESENT AND CONSERVE</b>   |                             |
| <p>In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks</p> <p>Students use their Visual Arts journal to record their art making. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.</p> <p>In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.</p> <p>Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.</p> |                             | <p>In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.</p> <p>Throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.</p> <p>Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>   |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>   |                             |
| <ul style="list-style-type: none"><li>• collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.</li><li>• make artworks in specific art forms, prepare and present a critique, and reflect on feedback.</li><li>• research and plan an exhibition of the artworks of three artists.</li></ul>   |                             | <ul style="list-style-type: none"><li>• Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.</li><li>• Plan and display at least one finished artwork in a specific art form, and present a critique.</li><li>• Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.</li></ul>   |                             |
| <b>Assessment:</b>   |                             | <b>Assessment:</b>   |                             |
| Unit 3 School-assessed Coursework: 5%  |                             | Unit 4 School-assessed Coursework: 5%  |                             |
| <b>Unit 3 School-assessed Task</b>   |                             | Unit 3 & 4 School-assessed Task: 60%   |                             |
| 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.  |                             | End of Year Examination: 30%   |                             |
|  |                             | <b>Unit 4 School-assessed Task</b>   |                             |
|  |                             | 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.  |                             |
| <b>Material Costs:</b>   |                             |  |                             |
| <i>A levy will be charged for this subject.</i> 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.  |                             |  |                             |

| UNIT 1<br>(Accreditation 2022 – 2026)  | UNIT 2<br>(Accreditation 2022 – 2026)  |
|--|--|
| <p><b>HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?</b></p> <p>Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.</li> <li>• Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.</li> <li>• Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.</li> </ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> | <p><b>HOW DOES INHERITANCE IMPACT ON DIVERSITY?</b></p> <p>Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.</p> <p>Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival.</p> <p>Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.</li> <li>• Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.</li> <li>• Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.</li> </ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> |

| UNIT 3  | (Accreditation 2022 – 2026) | UNIT 4   | (Accreditation 2022 – 2026) |
|---|-----------------------------|--|-----------------------------|
| <b>HOW DO CELLS MAINTAIN LIFE?</b><br><p>Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.</p> <p>Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.</p> <p>Students will apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.</li> <li>Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.</li> </ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 20%</p> |                             | <b>HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?</b><br><p>Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.</p> <p>Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.</li> <li>Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.</li> <li>Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.</li> </ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 30%<br/>End of Year Examination: 50%</p> |                             |



# BUSINESS MANAGEMENT

## UNIT 1

(Accreditation 2023 – 2027)

### PLANNING A SMALL BUSINESS

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

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

- Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- Describe the internal business environment and analyse how factors from within it may affect business planning.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

#### Assessment:

Satisfactory completion of the set outcomes.

## UNIT 2

(Accreditation 2023 – 2027)

### 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:**

- Explain the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
- Explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

#### Assessment:

Satisfactory completion of the set outcomes.

## UNIT 3

(Accreditation 2023 – 2027)

### 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 and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses.

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

- Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- 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 2023 – 2027)

### 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 effective management and leadership in change management.

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

- Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.
- Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

#### Assessment:

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

| UNIT 1   | (Accreditation 2023 – 2027) | UNIT 2  | (Accreditation 2023 – 2027) |
|--|-----------------------------|---|-----------------------------|
| <b>HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?</b><br><p>In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.</p> <p>Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.</p> <p>Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.</li> <li>• Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.</li> <li>• Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.</li> </ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> |                             | <b>HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?</b><br><p>In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.</p> <p>Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.</p> <p>Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.</li> <li>• Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.</li> <li>• Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.</li> </ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> |                             |

| UNIT 3<br>(Accreditation 2024 – 2027)  | UNIT 4<br>(Accreditation 2024 – 2027)   |
|--|---|
| <p><b>HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?</b></p> <p>In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.</p> <p>Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.</p> <p>They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.</li> <li>• Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.</li> </ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 20%</p> | <p><b>HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?</b></p> <p>In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.</p> <p>Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.</p> <p>A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.</li> <li>• Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.</li> <li>• Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.</li> </ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 24%<br/>End of Year Examination: 60%</p> |

# DANCE

| UNIT 1  | (Accreditation 2019 – 2025) | UNIT 2  | (Accreditation 2019 – 2025) |
|---|-----------------------------|---|-----------------------------|
| <p>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.</p> <p>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.</p> |                             | <p>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.</p> <p>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.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             |
| <ul style="list-style-type: none"><li>• Describe and document features of their own other choreographers' dance works.</li><li>• Choreograph and perform a solo, duo, and/or group dance work and complete structured improvisations.</li><li>• Safely and expressively perform a learnt solo or group dance work.</li><li>• 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.</li></ul>  |                             | <ul style="list-style-type: none"><li>• Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.</li><li>• Complete structured improvisations and choreograph and perform a solo, duo or group dance work.</li><li>• Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.</li></ul>   |                             |
| <b>Assessment:</b><br>Based on successful achievement of outcomes   |                             | <b>Assessment:</b><br>Based on successful achievement of outcomes   |                             |

| UNIT 3<br>(Accreditation 2019 – 2025)  | UNIT 4<br>(Accreditation 2019 – 2025)  |
|--|--|
| <p>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.</p> <p>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.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse two selected dance works.</li> <li>Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.</li> <li>Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.</li> </ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 15%</p> <p><b>NB: Levy</b><br/>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.</p> | <p>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.</p> <p>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.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse a selected group dance work.</li> <li>Choreograph, rehearse, perform and analyse their realisation of a solo dance work.</li> </ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 10%<br/>End of Year Performance Examination: 50%<br/>End of Year Examination: 25%</p> |



| UNIT 1<br>(Accreditation 2023 – 2027)   | UNIT 2<br>(Accreditation 2023 – 2027)  |
|---|--|
| <p><b>Area of Study 1 - Reading and Exploring Texts</b><br/>In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.</p> <p><b>Area of Study 2 - Crafting Texts</b><br/>In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.</p> <p><b>Area of Study 1 - Reading and Exploring Texts</b><br/><u>Outcome 1</u> - On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.</p> <p><b>Area of Study 2 - Crafting Texts</b><br/><u>Outcome 2</u> - On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during the writing process.</p> <p><b>Assessment:</b><br/>Based on the successful achievement of outcomes.</p> | <p><b>Area of Study 1 - Reading and Exploring Texts</b><br/>In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.</p> <p><b>Area of Study 2 - Exploring Argument</b><br/>In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.</p> <p><b>Area of Study 1 - Reading and Exploring Texts</b><br/><u>Outcome 1</u> – On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.</p> <p><b>Area of Study 2 - Exploring Argument</b><br/><u>Outcome 2</u> – On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.</p> <p><b>Assessment:</b><br/>Based on the successful achievement of outcomes.</p> |

**Eligible EAL students will be VCAA English as an Additional Language Study Design in the mainstream classroom.**

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx#Units1and2>



| UNIT 3   | (Accreditation 2024 – 2027) | UNIT 4  | (Accreditation 2024 – 2027) |
|--|-----------------------------|---|-----------------------------|
| <p>In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.</p> |                             | <p>In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.</p>   |                             |
| <p><b>Area of Study 1 - Reading and responding to texts</b><br/> <b>Outcome 1</b> - On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.</p>  |                             | <p><b>Area of Study 1 - Reading and responding to texts</b><br/> <b>Outcome 1</b> – On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.</p>                                 |                             |
| <p><b>Area of Study 2 - Creating texts</b><br/> <b>Outcome 2</b> - On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes</p>   |                             | <p><b>Area of Study 2 - Analysing Argument</b><br/> <b>Outcome 2</b> - On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.</p> |                             |
| <p><b>Assessment:</b><br/> Unit 3 School-assessed Coursework: 25%</p>  |                             | <p><b>Assessment:</b><br/> Unit 4 School-assessed Coursework: 25%<br/> End of Year Examination: 50%</p>   |                             |

**Eligible EAL students will be VCAA English as an Additional Language Study Design in the mainstream classroom.**

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx#Units1and2>

**PLEASE CONSULT THE VCAA WEBSITE FOR A MORE COMPREHENSIVE OVERVIEW OF THE COURSE.**

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

# ENVIRONMENTAL SCIENCE

| UNIT 1   | (Accreditation 2022 – 2026)   | UNIT 2  | (Accreditation 2022 – 2026)                  |
|--|---|---|--|
| <b>HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?</b>     | <p>Students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.</p>  | <b>WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?</b> <p>Students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.</p> <p>A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.</p>   |  |
| <b>Outcomes: On completion of this unit the student should be able to:</b> | <ul style="list-style-type: none"><li>• Describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.</li><li>• Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.</li><li>• Draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.</li></ul> | <b>Outcomes: On completion of this unit the student should be able to:</b> <ul style="list-style-type: none"><li>• Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.</li><li>• Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.</li><li>• Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.</li></ul> |  |
| <b>Assessment:</b>   | Satisfactory completion of the set outcomes.  | <b>Assessment:</b>  | Satisfactory completion of the set outcomes. |

# ENVIRONMENTAL SCIENCE

| UNIT 3  | (Accreditation 2022 – 2026) | UNIT 4  | (Accreditation 2022 – 2026) |
|---|-----------------------------|---|-----------------------------|
| <b>HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?</b>   |                             | <b>HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?</b>   |                             |
| <p>Students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.</p> |                             | <p>Students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use. Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             |
| <ul style="list-style-type: none"><li>• Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.</li><li>• Explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.</li></ul>  |                             | <ul style="list-style-type: none"><li>• Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.</li><li>• Compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.</li><li>• Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.</li></ul>  |                             |
| <b>Assessment:</b>  |                             | <b>Assessment:</b>  |                             |
| Unit 3 School-assessed Coursework: 20%  |                             | Unit 4 School-assessed Coursework: 30%  |                             |
|   |                             | End of Year Examination: 50%  |                             |

## UNIT 1

(Accreditation 2023 – 2027)

### FOOD ORIGINS

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their 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 one particular food-producing region 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.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

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

- Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
- Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

#### **Assessment:**

Based on successful achievement of outcomes.

**A levy will be charged for this subject**

## UNIT 2

(Accreditation 2023 – 2027)

### 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 domestic and small-scale 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:**

- Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
- Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

#### **Assessment:**

Based on successful achievement of outcomes.

**A levy will be charged for this subject.**

## UNIT 3

(Accreditation 2023 – 2027)

### FOOD IN DAILY LIFE

In this unit students investigate 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 science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: 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.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through 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:**

- Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
- Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

#### Assessment:

Unit 3 School-assessed Coursework: 30%

## UNIT 4

(Accreditation 2023 – 2027)

### FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus 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, and 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.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They 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.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

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

- Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

#### Assessment:

Unit 4 School-assessed Coursework: 30%

End of Year Examination: 40%

# GEOGRAPHY

| UNIT 1<br>(Accreditation 2021 - 2026)  | UNIT 2<br>(Accreditation 2021 – 2026)  |
|--|--|
| <p><b>HAZARDS AND DISASTERS</b></p> <p>This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the nature of hazards and the impacts of hazard events at a range of scales.</li> <li>Analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.</li> </ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes.</p> | <p><b>TOURISM – ISSUES AND CHALLENGES</b></p> <p>In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the nature of tourism at a range of scales.</li> <li>Analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.</li> </ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes.</p> |
| UNIT 3<br>(Accreditation 2021 – 2026)  | UNIT 4<br>(Accreditation 2021 – 2026)  |
| <p><b>CHANGING THE LAND</b></p> <p>This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.</li> <li>Analyse land use change and evaluate its impacts.</li> </ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 25%</p>                    | <p><b>HUMAN POPULATION – TRENDS AND ISSUES</b></p> <p>Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.</p> <p>Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse and discuss population dynamics on a global scale.</li> <li>Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.</li> </ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 25%<br/>End of Year Examination: 50%</p>  |



# HEALTH AND HUMAN DEVELOPMENT

## UNIT 1

(Accreditation 2018 – 2024)

### UNDERSTANDING HEALTH AND WELLBEING

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

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

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

- 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.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

#### Assessment:

Based on successful achievement of outcomes.

## UNIT 2

(Accreditation 2018 – 2024)

### MANAGING HEALTH AND DEVELOPMENT

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

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

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

- 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.
- 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.
- 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.

# HEALTH AND HUMAN DEVELOPMENT

## UNIT 3

(Accreditation 2018 – 2024)

### 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.

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

- 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.
- Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

#### **Assessment:**

Unit 3 School-assessed Coursework: 25%

## UNIT 4

(Accreditation 2018 – 2024)

### 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:**

- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- 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 4 School-assessed Coursework: 25%

End of Year Examination: 50%

# MODERN HISTORY

| UNIT 1  | (Accreditation 2022 – 2026) | UNIT 2  | (Accreditation 2022 – 2026) |
|---|-----------------------------|---|-----------------------------|
| <b>CHANGE AND CONFLICT</b>  |                             | <b>THE CHANGING WORLD ORDER</b>   |                             |
| <p>In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.</p> <p>The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.</p> |                             | <p>In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.</p> <p>The establishment of the United Nations (UN) 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. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one.</p> <p>The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             | <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             |
| <ul style="list-style-type: none"><li>• Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.</li><li>• Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.</li></ul>  |                             | <ul style="list-style-type: none"><li>• Explain the causes of the Cold War and analyse its consequences on nations and people.</li><li>• Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.</li></ul>   |                             |
| <b>Assessment:</b>  |                             | <b>Assessment:</b>  |                             |
| Based on successful achievement of outcomes.  |                             | Based on successful achievement of outcomes.  |                             |

# HISTORY: REVOLUTIONS

## UNIT 3 & UNIT 4

(Accreditation 2022 – 2026)

### CAUSES OF REVOLUTION

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution.

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

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, colonial responses to the Boston Tea Party or, in France, the calling of the Estates-General.

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who have shaped and influenced the course of revolution. Individuals including Louis XVI and Emmanuel Joseph Sieyès in France, and Tsar Nicholas II and Vladimir Lenin in Russia had a significant impact on the course of revolution. Popular movements such as the Sons and Daughters of Liberty in America and the Red Army in China showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order and/or established order.

Students evaluate historical sources about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

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

- Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
- Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

### Assessment:

Unit 3 School-assessed Coursework: 25%

### CONSEQUENCES OF REVOLUTION

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution.

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable.

Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

In analysing the past, students examine the historical perspectives of those who lived in the post-revolutionary society and their experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China.

Students evaluate historical sources about the success and outcomes of the revolution, the new regime's consolidation of power, the degree to which they achieved and/or compromised their revolutionary ideology, and the extent of continuity and change in the society.

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

- Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
- Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

### Assessment:

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

# LANGUAGES – ITALIAN

| UNIT 1  | (Accreditation 2019 – 2027) | UNIT 2  | (Accreditation 2019 – 2027) |
|---|-----------------------------|---|-----------------------------|
| <b>ITALIAN</b><br>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. |                             | <b>ITALIAN</b><br>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. |                             |
| <b>Area of Study 1 - Interpersonal communication</b><br><u>Outcome 1</u> - On completion of this unit the student should be able to exchange meaning in a spoken interaction in Italian.  |                             | <b>Area of Study 1 - Interpersonal communication</b><br><u>Outcome 1</u> - 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.  |                             |
| <b>Area of Study 2 - Interpretive communication</b><br><u>Outcome 2</u> - 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.  |                             | <b>Area of Study 2 - Interpretive communication</b><br><u>Outcome 2</u> - 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.   |                             |
| <b>Area of Study 3 - Presentational communication</b><br><u>Outcome 3</u> - 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.  |                             | <b>Area of Study 3 - Presentational communication</b><br><u>Outcome 3</u> - 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.  |                             |
| <b>Assessment:</b><br>Based on successful achievement of outcomes.  |                             | <b>Assessment:</b><br>Based on successful achievement of outcomes.  |                             |

# LANGUAGES – ITALIAN

| UNIT 3  | (Accreditation 2020 – 2027) | UNIT 4  | (Accreditation 2020 – 2027) |
|---|-----------------------------|---|-----------------------------|
| <b>ITALIAN</b><br>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. |                             | <b>ITALIAN</b><br>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. |                             |
| <b>Area of Study 1 - Interpersonal communication</b><br><u>Outcome 1</u> - On completion of this unit the student should be able to participate in a spoken exchange in Italian to resolve a personal issue.  |                             | <b>Area of Study 1 - Interpersonal communication</b><br><u>Outcome 1</u> - On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Italian.  |                             |
| <b>Area of Study 2 - Interpretive communication</b><br><u>Outcome 2</u> - On completion of this unit the student should be able to interpret information from texts and write responses in Italian.   |                             | <b>Area of Study 2 - Interpretive communication</b><br><u>Outcome 2</u> - 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.  |                             |
| <b>Area of Study 3 - Presentational communication</b><br><u>Outcome 3</u> - On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Italian.   |                             | <b>Area of Study 3 - Presentational communication</b><br><u>Outcome 3</u> - 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.  |                             |
| <b>Assessment:</b><br>Unit 3 School-assessed Coursework: 25%  |                             | <b>Assessment:</b><br>Unit 4 School-assessed Coursework: 25%<br>End of Year Examinations: 50%<br>Oral component 12.5%<br>Written component 37.5%  |                             |



# LANGUAGES – JAPANESE

| UNIT 1  | (Accreditation 2019 – 2027) | UNIT 2  | (Accreditation 2019 – 2027) |
|---|-----------------------------|---|-----------------------------|
| <b>JAPANESE</b><br>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. |                             | <b>JAPANESE</b><br>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. |                             |
| <b>Area of Study 1- Interpersonal Communication</b><br><u>Outcome 1</u> - On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.  |                             | <b>Area of Study 1 - Interpersonal Communication</b><br><u>Outcome 1</u> - 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.  |                             |
| <b>Area of Study 2- Interpretive Communication</b><br><u>Outcome 2</u> - 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.   |                             | <b>Area of Study 2 - Interpretive Communication</b><br><u>Outcome 2</u> - 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.  |                             |
| <b>Area of Study 3- Presentational Communication</b><br><u>Outcome 3</u> - 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.  |                             | <b>Area of Study 3 – Presentational Communication</b><br><u>Outcome 3</u> - 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.  |                             |
| <b>Assessment:</b><br>Based on successful achievement of outcomes.  |                             | <b>Assessment:</b><br>Based on successful achievement of outcomes.  |                             |

# LANGUAGES – JAPANESE

| UNIT 3   | (Accreditation 2020 – 2027) | UNIT 4   | (Accreditation 2020 – 2027) |
|--|-----------------------------|--|-----------------------------|
| <b>JAPANESE</b><br>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. |                             | <b>JAPANESE</b><br>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. |                             |
| <b>Area of Study 1 - Interpersonal Communication</b><br><u>Outcome 1</u> - On completion of this unit the student should be able to participate in a spoken exchange in Japanese to resolve a personal issue.  |                             | <b>Area of Study 1 - Interpersonal Communication</b><br><u>Outcome 1</u> - On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese.  |                             |
| <b>Area of Study 2 - Interpretive Communication</b><br><u>Outcome 2</u> - On completion of this unit the student should be able to interpret information from texts and write responses in Japanese.   |                             | <b>Area of Study 2 - Interpretive Communication</b><br><u>Outcome 2</u> - 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 Japanese.  |                             |
| <b>Area of Study 3 - Presentational Communication</b><br><u>Outcome 3</u> - On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.   |                             | <b>Area of Study 3 - Presentational Communication</b><br><u>Outcome 3</u> - 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 Japanese.  |                             |
| <b>Assessment:</b><br>Unit 3 School-assessed Coursework: 25%   |                             | <b>Assessment:</b><br>Unit 4 School-assessed Coursework: 25%<br>End of Year Examinations: 50%<br>Oral Component 12.5%<br>Written Component 37.5%   |                             |

## UNIT 1

(Accreditation 2024 – 2028)

### THE PRESUMPTION OF INNOCENCE

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

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

- Describe the main sources and types of law, and evaluate the effectiveness of laws.
- 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.
- Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

#### **Assessment:**

Based on successful achievement of outcomes.

## UNIT 2

(Accreditation 2024 – 2028)

### WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

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

- 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.
- Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
- Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

#### **Assessment:**

Based on successful achievement of outcomes.

| UNIT 3  | (Accreditation 2024– 2028) | UNIT 4  | (Accreditation 2024 – 2028) |
|---|----------------------------|---|-----------------------------|
| <b>RIGHTS AND JUSTICE</b>   |                            | <b>THE PEOPLE, THE LAW AND REFORM</b>   |                             |
| <p>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 criminal and civil 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 means and institutions used to determine and resolve cases.</p> <p>Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.</p> |                            | <p>The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.</p> <p>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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.</p> |                             |
| <b>Outcomes: On completion of this unit the student should be able to:</b>  |                            | <b>Outcomes: On completion of this unit the student should be able to:</b>  |                             |
| <ul style="list-style-type: none"><li>• Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.</li><li>• Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.</li></ul>  |                            | <ul style="list-style-type: none"><li>• Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.</li><li>• Explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.</li></ul>   |                             |
| <b>Assessment:</b>  |                            | <b>Assessment:</b>  |                             |
| Unit 3 School-assessed Coursework: 25%  |                            | Unit 4 School-assessed Coursework: 25%  |                             |
|   |                            | End of Year Examination: 50%  |                             |

## UNIT 1

(Accreditation 2023 – 2027)

### READING PRACTICES

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

### EXPLORATION OF LITERARY MOVEMENTS AND GENRES

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

#### Outcomes:

##### Area of Study 1 – Reading Practises

On completion of this unit the student should be able to respond to a range of texts through close analysis.

##### Area of Study 2 – Exploration of literary movements and genres

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

#### Assessment:

Based on successful achievement of outcomes.

## UNIT 2

(Accreditation 2023 – 2027)

### VOICES OF COUNTRY

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s).

### THE TEXT IN ITS CONTEXT

Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

#### Outcomes:

##### Area of Study 1 – Voices of Country

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

##### Area of Study 2 – The text in its context

On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

#### Assessment:

Based on successful achievement of outcomes.

## UNIT 3

(Accreditation 2023 – 2027)

### ADAPTATIONS AND TRANSFORMATIONS

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

### DEVELOPING INTERPRETATIONS

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers. They then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

#### Outcomes:

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

On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

#### Area of Study 2 – Developing interpretations

On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

#### Assessment:

Unit 3 School-assessed Coursework: 25%

## UNIT 4

(Accreditation 2023 – 2027)

### CREATIVE RESPONSES TO TEXTS

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

### CLOSE ANALYSIS OF TEXTS

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

#### Outcomes:

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

On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

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

On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

#### Assessment:

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



# 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: General 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.

**General 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 General 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 General 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   | General Mathematics   |
| General Mathematics and Mathematical Methods                            | Mathematical Methods and/or General Mathematics                       |
| General Mathematics and Mathematical Methods**                          | Mathematical Methods and Specialist Mathematics                       |
| Mathematical Methods  | Mathematical Methods and/or General 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 | General 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 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)

| UNIT 1<br>(Accreditation 2023 – 2027)   | UNIT 2<br>(Accreditation 2023 – 2027)  |
|---|--|
| <p>In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.</p> <p>They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.</p> <p>They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.</p> <p>They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.</li> <li>• Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.</li> <li>• Describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.</li> </ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes</p> | <p>In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.</p> <p>Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.</p> <p>They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.</p> <p>As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).</li> <li>• Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.</li> <li>• Identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.</li> </ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes</p> |

# PHYSICAL EDUCATION

## UNIT 1

(Accreditation 2017 – 2024)

### 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 role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system

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

- 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.
- 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.

#### **Assessment:**

Based on successful achievement of outcomes

## UNIT 2

(Accreditation 2017 – 2024)

### PHYSICAL ACTIVITY, SPORT AND SOCIETY

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

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

- 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.
- 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

# PHYSICAL EDUCATION

## UNIT 3

(Accreditation 2018 – 2024)

### 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:**

- 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.
- 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%

## UNIT 4

(Accreditation 2018 – 2024)

### 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.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

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

- Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- 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%

| UNIT 1   | (Accreditation 2023 – 2027) | UNIT 2   | (Accreditation 2023 – 2027) |
|--|-----------------------------|--|-----------------------------|
| <b>HOW IS ENERGY USEFUL TO SOCIETY</b><br><p>In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.</p> <p>Students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion.</p> <p>Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.</p> <p>Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.</li> <li>• Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.</li> <li>• Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.</li> </ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes.</p> |                             | <b>HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD</b><br><p>In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.</p> <p>In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.</p> <p>In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Investigate, analyse, mathematically model and apply force, energy and motion.</li> <li>• Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.</li> <li>• Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.</li> </ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes.</p> |                             |



## UNIT 3

(Accreditation 2024 – 2027)

### HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4.

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

- Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
- Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.

#### Assessment:

Unit 3 School-assessed Coursework: 30%

## UNIT 4

(Accreditation 2024 – 2027)

### HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy.

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

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

- Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

#### Assessment:

Unit 4 School-assessed Coursework: 20%

End of Year Examination: 50%

# PRODUCT DESIGN AND TECHNOLOGY - TEXTILES

| UNIT 1  | (Accreditation 2024 – 2028) | UNIT 2   | (Accreditation 2024 – 2028) |
|---|-----------------------------|--|-----------------------------|
| <b>DESIGN PRACTICES</b> <p>This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.</p> <p>In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.</li><li>• Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.</li></ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes.</p> |                             | <b>POSITIVE IMPACTS FOR END USERS</b> <p>Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.</p> <p>Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.</li><li>• Design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.</li><li>• Research and discuss how designers and end users are influenced by culture.</li></ul> <p><b>Assessment:</b><br/>Based on successful achievement of outcomes.</p> |                             |

# PRODUCT DESIGN AND TECHNOLOGY - TEXTILES

| UNIT 3<br>(Accreditation 2024 – 2028)  | UNIT 4<br>(Accreditation 2024 – 2028)  |
|--|--|
| <p><b>ETHICAL PRODUCT DESIGN AND DEVELOPMENT</b></p> <p>In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).</p> <p>Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Critique examples of ethical product design and innovation within industrial settings.</li><li>• Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.</li><li>• Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.</li></ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 10%</p> | <p><b>ETHICAL PRODUCTION AND EVALUATION</b></p> <p>In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.</p> <p>Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.</li><li>• Synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.</li></ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 10%<br/>Unit 4 School-assessed Task: 50%<br/>End of Year Exam: 30%</p> |

# PRODUCT DESIGN AND TECHNOLOGY - WOODWORK

| UNIT 1  | (Accreditation 2024 – 2028) | UNIT 2   | (Accreditation 2024 – 2028) |
|---|-----------------------------|--|-----------------------------|
| <b>DESIGN PRACTICES</b> <p>This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.</p> <p>In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.</li><li>• Work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.</li></ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> |                             | <b>POSITIVE IMPACTS FOR END USERS</b> <p>Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.</p> <p>Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.</li><li>• Design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.</li><li>• Research and discuss how designers and end users are influenced by culture.</li></ul> <p><b>Assessment:</b><br/>Satisfactory completion of the set outcomes.</p> |                             |

# PRODUCT DESIGN AND TECHNOLOGY - WOODWORK

| UNIT 3<br>(Accreditation 2024 – 2028)  | UNIT 4<br>(Accreditation 2024 – 2028)  |
|--|--|
| <p><b>ETHICAL PRODUCT DESIGN AND DEVELOPMENT</b></p> <p>In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).</p> <p>Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Critique examples of ethical product design and innovation within industrial settings.</li><li>• Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.</li><li>• Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.</li></ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 10%</p> | <p><b>ETHICAL PRODUCTION AND EVALUATION</b></p> <p>In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.</p> <p>Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"><li>• Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.</li><li>• Synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.</li></ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 10%<br/>Unit 4 School-assessed Task: 50%<br/>End of Year Exam: 30%</p> |

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

## UNIT 1

(Accreditation 2023 – 2027)

### HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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

- Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

#### Assessment:

Based on successful achievement of outcomes

## UNIT 2

(Accreditation 2023 – 2027)

### HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

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

- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

#### Assessment:

Based on successful achievement of outcomes



| UNIT 3<br>(Accreditation 2023 – 2027)  | UNIT 4<br>(Accreditation 2023 – 2027)   |
|--|---|
| <p><b>HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?</b></p> <p>In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.</p> <p>Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.</p> <p>Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.</p> <p>A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.</li> <li>Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.</li> </ul> <p><b>Assessment:</b><br/>Unit 3 School-assessed Coursework: 20%</p> | <p><b>HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?</b></p> <p>In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.</p> <p>Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.</p> <p>A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.</p> <p><b>Outcomes: On completion of this unit the student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.</li> <li>Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.</li> <li>Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.</li> </ul> <p><b>Assessment:</b><br/>Unit 4 School-assessed Coursework: 30%<br/>End of Year Examination: 50%</p> |

# RELIGIOUS EDUCATION

## YEAR 11 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.

### GOD, RELIGION AND SOCIETY

#### 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:**

- Investigate the ways in which religion and religious ideas are presented in various art forms. Identify the historical and social concerns of the time.
- 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.

### SCRIPTURE, ISRAEL, JESUS

#### 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 creedal 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:**

- Research, describe and analyse a range of scriptural perspectives on the identity and mission of Jesus of Nazareth.
- Access and utilise source materials to show developments in Christology, the Christian community's understanding of the historical Jesus and the Christ of Faith.
- Express personal understandings, beliefs and questions about Jesus Christ.
- 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.

### CHRISTIAN ETHICS

#### 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:**

- Identify and analyse contemporary social justice issues.
- Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues.
- Express personal understandings, beliefs and questions about their responsibilities in the context of the Christian response to global issues.
- 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.

# RELIGIOUS EDUCATION

## YEAR 12 RELIGION AND ETHICS

### UNIT 2

(Accreditation 2023 – 2027)

#### **Religion and Ethics (Year 12 Compulsory Subject)**

How do we know what is good? How do we make decisions in situations where it is unclear what is good? or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? 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 within a culture at a particular point in time.

Today, religious and philosophical traditions interact with other sources of authority and 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 perspectives and values remain fundamental to many legal and social systems, and to codes of behaviour. They 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.

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

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

- Explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist.
- Analyse how ethical perspectives and moral judgments are formed within at least two spiritualities, religious traditions and/or religious denominations, in societies in which multiple worldviews coexist.
- Examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute.

#### **Assessment:**

Based on successful achievement of outcomes as published in the VCE Religion and Society Study Design  
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/religion-and-society/Pages/Index.aspx>

## UNIT 1

(Accreditation 2019 – 2024)

### PRE-MODERN THEATRE STYLES AND CONVENTIONS

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:**

- Identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.
- Work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.
- Analyse a performance of a script.

#### Assessment:

Based on successful achievement of outcomes.

#### NB: Levy

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

## UNIT 2

(Accreditation 2019 – 2024)

### 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:**

- Identify and describe the distinguishing features of theatre styles and scripts from the modern era.
- Work creatively and imaginatively in production roles to interpret scripts from the modern era.
- 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.

**Please note students will be required to commit to rehearsals outside of set class time.**

## UNIT 3

(Accreditation 2019 – 2024)

### 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.

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

- Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.
- Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.
- Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

#### **Assessment:**

Unit 3 School-assessed Coursework: 30%

#### **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.

## UNIT 4

(Accreditation 2019 – 2024)

### PRESENTING AN INTERPRETATION

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

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist.

Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

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

- Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.
- Interpret and present a monologue and orally justify and explain their interpretive decisions.
- Analyse and evaluate acting, direction and design in a production.

#### **Assessment:**

Unit 4 School-assessed Coursework: 15%

Monologue Performance: 25%

End of Year Examination: 30%

**Please note students will be required to commit to rehearsals outside of set class time.**

# VISUAL COMMUNICATION DESIGN

## UNIT 1

(Accreditation 2024 – 2028)

### FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

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

- use human-centred research methods to reframe a design problem and identify a communication need.
- create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
- develop a sustainable object, considering design's influence and factors that influence design.

#### Assessment:

Based on the successful achievement of outcomes

## UNIT 2

(Accreditation 2024 – 2028)

### DESIGN CONTEXTS AND CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

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

- present an environmental design solution that draws inspiration from its context and a chosen design style.
- apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
- apply the VCD design process to design an interface for a digital product, environment or service.

#### Assessment:

Based on the successful achievement of outcomes

#### 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.



# VISUAL COMMUNICATION DESIGN

## UNIT 3

(Accreditation 2024 – 2028)

### 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.

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

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- 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.

#### Assessment:

Unit 3 School-assessed Coursework: 25%

## UNIT 4

(Accreditation 2024 – 2028)

### 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:**

- 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.
- Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

#### Assessment:

Unit 4 School-assessed Task: 40%  
End of Year Examination: 35%

**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.

# 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.**

## 2022 SCALING REPORT

The following table gives the 2022 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                      | 2022 Study                           | Mean | St. Dev. | 20   | 25 | 30 | 35 | 40 | 45 | 50 |
|---------------------------|--------------------------------------|------|----------|--|----|----|----|----|----|----|
| AC                        | Accounting                           | 30.6 | 7.4      | 20   | 25 | 30 | 36 | 41 | 46 | 50 |
| AH                        | Agricultural & Horticultural Studies | 25.0 | 6.9      | 15   | 19 | 23 | 28 | 34 | 41 | 50 |
| AL03                      | Algorithmics (HESS)                  | 37.2 | 6.9      | 25   | 32 | 37 | 42 | 46 | 49 | 51 |
| <b>Applied Computing:</b> |                                      |      |          |  |    |    |    |    |    |    |
| IT02                      | Data Analytics                       | 26.7 | 6.9      | 16   | 21 | 26 | 32 | 38 | 44 | 50 |
| IT03                      | Software Development                 | 28.6 | 7.0      | 17   | 22 | 28 | 33 | 39 | 45 | 50 |
| AT                        | Art                                  | 27.3 | 7.5      | 16   | 21 | 27 | 32 | 38 | 44 | 50 |
| BI                        | Biology                              | 30.3 | 7.4      | 19   | 25 | 30 | 36 | 41 | 46 | 50 |
| BM                        | Business Management                  | 26.9 | 7.3      | 16   | 21 | 26 | 32 | 38 | 44 | 50 |
| CH                        | Chemistry                            | 33.5 | 7.2      | 23   | 28 | 34 | 39 | 43 | 47 | 50 |
| CC                        | Classical Studies                    | 30.2 | 7.9      | 18   | 24 | 30 | 36 | 42 | 47 | 50 |
| DA                        | Dance                                | 29.3 | 6.9      | 19   | 24 | 29 | 34 | 39 | 44 | 50 |
| DR                        | Drama                                | 28.7 | 7.0      | 18   | 23 | 28 | 33 | 39 | 44 | 50 |
| EC                        | Economics                            | 31.3 | 7.1      | 21   | 26 | 32 | 37 | 42 | 46 | 50 |
| EN                        | English                              | 28.2 | 7.6      | 17   | 22 | 28 | 34 | 39 | 45 | 50 |
| EF                        | English (EAL)                        | 28.1 | 8.4      | 16   | 22 | 28 | 34 | 40 | 46 | 50 |
| EG                        | English Language                     | 32.3 | 7.2      | 21   | 27 | 32 | 38 | 42 | 47 | 50 |
| EV                        | Environmental Science                | 27.9 | 7.1      | 18   | 22 | 28 | 33 | 38 | 44 | 50 |
| XI03                      | Extended Investigation               | 33.2 | 6.5      | 22   | 27 | 32 | 37 | 41 | 46 | 50 |
| FT                        | Food Studies                         | 24.1 | 7.3      | 14   | 18 | 23 | 29 | 35 | 42 | 50 |
| GE                        | Geography                            | 28.8 | 7.0      | 18   | 23 | 28 | 34 | 39 | 45 | 50 |
| HH                        | Health and Human Development         | 26.2 | 7.3      | 16   | 20 | 26 | 31 | 37 | 43 | 50 |
| <b>History:</b>           |                                      |      |          |  |    |    |    |    |    |    |
| HI17                      | Ancient History                      | 27.0 | 8.0      | 15   | 21 | 27 | 33 | 39 | 45 | 50 |
| HA                        | Australian History                   | 28.7 | 8.0      | 17   | 22 | 28 | 34 | 40 | 46 | 50 |
| HR                        | Revolutions                          | 28.8 | 7.7      | 17   | 23 | 28 | 34 | 40 | 45 | 50 |
| IE                        | Industry and Enterprise              | 24.7 | 7.8      | 11   | 16 | 22 | 28 | 36 | 43 | 50 |
| <b>Languages:</b>         |                                      |      |          |  |    |    |    |    |    |    |
| IL                        | Italian                              | 36.5 | 6.4      | 27   | 32 | 37 | 41 | 45 | 48 | 50 |
| JA                        | Japanese First Language              |      |          | Small Study or no candidates, see Note below |    |    |    |    |    |    |
| JS                        | Japanese Second Language             | 37.0 | 7.0      | 26   | 32 | 38 | 42 | 46 | 49 | 51 |

# APPENDIX 1

## 2022 SCALING REPORT

|                     |  |      |     |    |    |    |    |    |    |    |
|---------------------|--|------|-----|----|----|----|----|----|----|----|
| LS                  | Legal Studies                            | 28.4 | 7.6 | 17 | 23 | 28 | 34 | 39 | 45 | 50 |
| LI                  | Literature                               | 31.6 | 7.1 | 21 | 26 | 32 | 37 | 42 | 46 | 50 |
| <b>Mathematics:</b> |  |      |     |    |    |    |    |    |    |    |
| NF                  | Further Mathematics                      | 27.5 | 7.2 | 17 | 22 | 27 | 33 | 38 | 44 | 50 |
| NJ                  | Mathematical Methods                     | 33.9 | 8.4 | 21 | 28 | 35 | 40 | 45 | 49 | 51 |
| NS                  | Specialist Mathematics                   | 41.0 | 8.1 | 28 | 36 | 42 | 47 | 51 | 54 | 55 |
| ME                  | Media                                    | 26.8 | 7.3 | 15 | 20 | 26 | 32 | 38 | 44 | 50 |
| <b>Music:</b>       |  |      |     |    |    |    |    |    |    |    |
| MC05                | Music Investigation                      | 29.8 | 6.9 | 21 | 25 | 29 | 33 | 37 | 42 | 50 |
| MC04                | Music Performance                        | 29.7 | 6.9 | 20 | 24 | 29 | 34 | 39 | 45 | 50 |
| MD                  | Music Style and Composition              | 30.5 | 6.8 | 19 | 25 | 30 | 35 | 41 | 46 | 50 |
| OS                  | Outdoor and Environmental Studies        | 25.1 | 7.0 | 15 | 19 | 24 | 29 | 35 | 42 | 50 |
| PL                  | Philosophy                               | 30.0 | 7.4 | 19 | 25 | 30 | 36 | 41 | 46 | 50 |
| PE                  | Physical Education                       | 27.2 | 7.4 | 17 | 22 | 27 | 32 | 38 | 44 | 50 |
| PH                  | Physics                                  | 32.0 | 7.5 | 21 | 26 | 32 | 37 | 42 | 47 | 50 |
| <b>Politics:</b>    |  |      |     |    |    |    |    |    |    |    |
| PS03                | Australian Politics                      | 30.0 | 7.6 | 20 | 25 | 31 | 36 | 41 | 46 | 50 |
| PS05                | Global Politics                          | 32.1 | 7.4 | 21 | 27 | 32 | 38 | 42 | 47 | 50 |
| DT                  | Product Design and Technology            | 24.9 | 7.1 | 13 | 18 | 23 | 29 | 36 | 43 | 50 |
| PY                  | Psychology                               | 28.2 | 7.4 | 18 | 23 | 28 | 33 | 39 | 45 | 50 |
| RS                  | Religion and Society                     | 28.6 | 7.4 | 18 | 23 | 29 | 34 | 40 | 45 | 50 |
| SO03                | Sociology                                | 26.0 | 7.7 | 15 | 20 | 26 | 31 | 37 | 44 | 50 |
| SA                  | Studio Arts                              | 26.6 | 7.3 | 15 | 20 | 25 | 31 | 38 | 44 | 50 |
| SE03                | Systems Engineering                      | 26.2 | 6.7 | 15 | 20 | 25 | 30 | 36 | 43 | 50 |
| TT                  | Texts and Traditions                     | 26.2 | 7.6 | 16 | 21 | 27 | 33 | 39 | 45 | 50 |
| TS                  | Theatre Studies                          | 29.5 | 7.3 | 19 | 24 | 29 | 34 | 40 | 45 | 50 |
| VC                  | Visual Communication Design              | 27.2 | 7.2 | 16 | 21 | 26 | 32 | 38 | 44 | 50 |
| <b>VCE VET:</b>     |  |      |     |    |    |    |    |    |    |    |
| BU23                | VCE VET Business                         | 24.3 | 7.6 | 14 | 18 | 23 | 29 | 35 | 42 | 50 |
| CT41                | VCE VET Community Services               | 24.7 | 7.2 | 15 | 19 | 23 | 28 | 33 | 40 | 50 |
| MU07                | VCE VET Creative and Digital Media       | 26.7 | 7.6 | 16 | 21 | 26 | 32 | 38 | 44 | 50 |
| DN17                | VCE VET Dance                            | 28.2 | 6.5 | 19 | 23 | 27 | 31 | 35 | 41 | 50 |
| EG16                | VCE VET Engineering Studies              | 24.5 | 6.1 | 15 | 19 | 23 | 28 | 34 | 40 | 50 |
| EQ08                | VCE VET Equine Studies                   | 26.5 | 7.2 | 16 | 21 | 26 | 32 | 38 | 44 | 50 |
| FN19                | VCE VET Furnishing                       | 23.9 | 6.4 | 15 | 19 | 24 | 29 | 34 | 41 | 50 |
| CT37                | VCE VET Health Services                  | 25.6 | 6.9 | 16 | 20 | 25 | 30 | 35 | 42 | 50 |
| HS31                | VCE VET Hospitality                      | 25.3 | 7.2 | 15 | 19 | 24 | 30 | 36 | 42 | 50 |
| HS32                | VCE VET Hospitality (Kitchen Operations) | 24.7 | 7.0 | 15 | 19 | 24 | 29 | 34 | 41 | 50 |
| IN60                | VCE VET Information Technology           | 24.6 | 6.5 | 15 | 19 | 24 | 29 | 34 | 41 | 50 |
| ET16                | VCE VET Integrated Technologies          | 30.0 | 7.0 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| LB21                | VCE VET Laboratory Skills                | 26.8 | 6.9 | 18 | 22 | 27 | 32 | 37 | 43 | 50 |
| MI19                | VCE VET Music Performance                | 26.1 | 6.2 | 18 | 22 | 26 | 30 | 35 | 40 | 50 |
| MI30                | VCE VET Music Sound Production           | 27.2 | 6.5 | 18 | 22 | 26 | 31 | 37 | 42 | 50 |
| SR41                | VCE VET Sport and Recreation             | 23.7 | 6.9 | 14 | 18 | 23 | 27 | 33 | 40 | 50 |

# APPENDIX 1

## 2022 Scaled Aggregate Table

Based on the 2022 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.

| 2022 ATAR | Min Scaled 2022 Aggregate for ATAR |
|-----------|------------------------------------|
| 40.00     | 77.35 77.40                        |
| 45.00     | 84.37 84.42                        |
| 50.00     | 91.60 91.65                        |
| 55.00     | 98.41 – 98.48                      |
| 60.00     | 105.36 – 105.43                    |
| 62.00     | 108.00 – 108.07                    |
| 64.00     | 110.76 – 110.82                    |
| 66.00     | 113.51 – 113.58                    |
| 68.00     | 116.44 – 116.49                    |
| 70.00     | 119.35 – 119.39                    |
| 72.00     | 122.27 – 122.33                    |
| 74.00     | 125.14 – 125.23                    |
| 76.00     | 128.30 – 128.37                    |
| 78.00     | 131.58 – 131.64                    |
| 80.00     | 134.96 – 135.05                    |
| 82.00     | 138.48 – 138.55                    |
| 84.00     | 142.32 – 142.43                    |
| 86.00     | 146.07 – 146.16                    |
| 88.00     | 150.33 – 150.42                    |
| 90.00     | 154.79 – 154.90                    |
| 91.00     | 157.38 – 157.49                    |
| 92.00     | 160.01 – 160.12                    |
| 93.00     | 163.03 – 163.23                    |
| 94.00     | 166.26 – 166.40                    |
| 95.00     | 169.55 – 169.68                    |
| 96.00     | 173.28 – 173.47                    |
| 97.00     | 177.85 – 178.00                    |
| 97.50     | 180.43 – 180.76                    |
| 98.00     | 183.37 – 183.68                    |
| 98.50     | 187.20 – 187.69                    |
| 99.00     | 191.86 – 192.23                    |
| 99.25     | 194.49 – 195.18                    |
| 99.50     | 197.91 – 198.62                    |
| 99.60     | 199.54 – 200.41                    |
| 99.70     | 201.36 – 202.58                    |
| 99.80     | 203.99 – 205.84                    |
| 99.90     | 207.85 – 211.04                    |
| 99.95     | 211.05 – 230.00                    |



## 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, English as an Additional Language, or Literature.

10% of any 5<sup>th</sup> and/or 6<sup>th</sup> 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             | 97.50 |
| 160             | 92.30 |
| 140             | 82.85 |
| 120             | 70.50 |
| 100             | 56.20 |
| 80              | <40   |

As a general rule, if a student completes studies that are affected minimally by scaling, and works to the State average of 30 for all of their studies, they can expect an ATAR in the 70'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             |
| MATHEMATICAL METHODS | B       | D       | D       | 24           | 30             |
| PHYSICS              | A       | A       | B+      | 35           | 34             |
| PSYCHOLOGY           | B       | A       | B       | 32           | 30             |
|                      |         |         |         | <b>TOTAL</b> | <b>152</b>     |
|                      |         |         |         | <b>ATAR</b>  | <b>87</b>      |

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, which recorded as Score 2 and Score 3, and Score 1 is a grade derived from the student's internal assessment over the entire year.

# APPENDIX 3

## VCE SUBJECT CODES

| VCE                                      | Unit 1 Code | Unit 2 Code | Unit 3 Code | Unit 4 Code | Hours per week |
|--|-------------|-------------|-------------|-------------|----------------|
| Religion and Ethics                      |             | RE022       |             |             | 2.26           |
| English                                  | EN011       | EN012       | EN013       | EN014       | 3.39           |
| Literature                               | LI011       | LI012       | LI013       | LI014       | 3.39           |
| <b>Arts</b>                              |             |             |             |             |                |
| Art Marking & Exhibiting                 |             |             |             |             | 3.39           |
| Dance                                    | DA011       | DA022       | DA033       | DA034       | 3.39           |
| Music Performance                        | MC011       | MC012       |             |             | 3.39           |
| Theatre Studies                          | TS011       | TS022       | TS033       | TS034       | 3.39           |
| Visual Communication Design              | VC011       | VC022       | VC033       | VC034       | 3.39           |
| <b>Health and Physical Education</b>     |             |             |             |             |                |
| Health and Human Development             | HH011       | HH022       | HH033       | HH034       | 3.39           |
| Physical Education                       | PE011       | PE022       | PE033       | PE034       | 3.39           |
| <b>Humanities</b>                        |             |             |             |             |                |
| Accounting                               | AC011       | AC022       | AC033       | AC034       | 3.39           |
| Business Management                      | BM011       | BM022       | BM033       | BM034       | 3.39           |
| Modern History                           | HI031       | HI042       |             |             | 3.39           |
| History: Revolutions                     |             |             | HI133       | HI134       | 3.39           |
| Geography                                | GE011       | GE022       | GE033       | GE034       | 3.39           |
| Legal Studies                            | LS011       | LS022       | LS033       | LS034       | 3.39           |
| <b>Languages</b>                         |             |             |             |             |                |
| Languages: Italian                       | LO141       | LO142       | LO143       | LO144       | 3.39           |
| Languages: Japanese                      | LO461       | LO462       | LO463       | LO464       | 3.39           |
| <b>Mathematics</b>                       |             |             |             |             |                |
| General Mathematics                      | MA071       | MA072       | MA073       | MA074       | 3.39           |
| Mathematical Methods                     | MA111       | MA112       | MA113       | MA114       | 3.39           |
| Specialist Mathematics                   | MA091       | MA092       | MA093       | MA094       | 3.39           |
| <b>Science</b>                           |             |             |             |             |                |
| Biology                                  | BI011       | BI022       | BI033       | BI034       | 3.39           |
| Chemistry                                | CH011       | CH022       | CH033       | CH034       | 3.39           |
| Environmental Science                    | EV011       | EV022       | EV033       | EV034       | 3.39           |
| Physics                                  | PH011       | PH022       | PH033       | PH034       | 3.39           |
| Psychology                               | PY011       | PY022       | PY033       | PY034       | 3.39           |
| <b>Technology</b>                        |             |             |             |             |                |
| Agricultural and Horticultural Studies   | AH011       | AH022       | AH033       | AH034       | 3.39           |
| Food Studies                             | FY011       | FY022       | FY033       | FY034       | 3.39           |
| Product, Design and Technology: Textiles | DT011T      | DT022T      | DT033T      | DT034T      | 3.39           |
| Product, Design and Technology: Wood     | DT011W      | DT022W      | DT033W      | DT034W      | 3.39           |



## APPENDIX 3

### VCE VM/VPC SUBJECT CODES

| VCE VM                               | Unit 1 Code | Unit 2 Code | Unit 3 Code | Unit 4 Code | Hours per week |
|--------------------------------------|-------------|-------------|-------------|-------------|----------------|
| Literacy (VCE VM)                    | LT031       | LT032       | LT033       | LT034       | 3.39           |
| Numeracy (VCE VM)                    | NM031       | NM032       | NM033       | NM034       | 3.39           |
| Personal Development Skills (VCE VM) | PD031       | PD032       | PD033       | PD034       | 2.26           |
| Work Related Skills (VCE VM)         | WR031       | WR032       | WR033       | WR034       | 2.26           |

| VPC                               | Unit 1 Code | Unit 2 Code | Unit 3 Code | Unit 4 Code | Hours per week |
|-----------------------------------|-------------|-------------|-------------|-------------|----------------|
| Literacy (VPC)                    | LIT041      | LIT042      | LIT043      | LIT044      | 3.39           |
| Numeracy (VPC)                    | NUM041      | NUM042      |             |             | 3.39           |
| Personal Development Skills (VPC) | WRS041      | WRS042      | WRS043      | WRS044      | 2.26           |
| Work Related Skills (VPC)         | PDS041      | PDS042      |             |             | 2.26           |

# APPENDIX 4

## 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 Deputy Principal: Teaching and Learning, in conjunction with the Pathways Coordinator shall make the final decision. This decision may also be based on advice given by current subject teachers within the Learning Area 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 Deputy Principal: Teaching and Learning and Pathways Coordinator. This application form is available from the Pathways Centre. Students are required to meet the following criteria to accelerate into a Unit 1/2 sequence:

1. The student must have completed a Unit of Study within that subject area in the year of application.
2. The student must have 'exceeding' (for English, Mathematics, Religious Education or Science) or Very High assessment task results within that study and achieve 'consistently' for learning habits at Year 9.
3. 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 sequence. For 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 also need to achieve 'consistently' for learning habits.

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 subject teacher. Students must also complete 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 1/2 or Units 3/4 may be required to attend an interview with the Deputy Principal: Teaching and Learning, Pathways Coordinator or both, to supplement their application.

### English

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

### Scored Unit 3/4 VET subjects

Scored Unit 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, they 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.

**An application to accelerate does not mean automatic approval.**

**A student approved to accelerate needs to maintain their high academic standard in Semester Two, otherwise their application will be reviewed.**

**Completed application forms are to be returned to the Pathways Centre together with the subject selection sheet.**