Curriculum Handbook

2026

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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, VCE VM or VPC. 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 Applied Learning 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, VCE VM or VPC

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 2025 are:

Learning Area	**Curriculum Leader**
English	Mrs Ebonee Smith
English as an Additional Language or Dialect	Mr Jorgen Leschke
Health and Physical Education	Mrs Laura Crow
Humanities	Mrs Monique Watt
Mathematics	Mrs Francesca Gomez
Religious Education	Mrs Catherine Smith
Science	Mrs Jaclyn Clark
Arts and Technology	Mrs Rianne Quaife
Languages	Miss Jessica Curtis

Career Pathway Counselling

Career Counselling is available to students through Mrs Sally Looney and Mrs Anna Steicke. 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 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.

All VCE assessment tasks, and Year 7 to 10 exams and tests will be reported using a %. For Year 7 to 10, if the task has been assessed using a rubric, the grade scale below will be used.

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

Assessment Tasks:
Assessment tasks at Year 7 to 10 that have used a rubric will be graded against a set of specific criteria. Students are provided with details in advance as to the assessment criteria set for each task.

Subject Grading Language	
Excelling	Evidence in a student's work for this task, typically demonstrates excellent knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
Accomplished	Evidence in a student's work for this task, typically demonstrates a thorough knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
Consolidating	Evidence in a student's work for this task, typically demonstrates a satisfactory knowledge and understanding of the content (facts, concepts, and procedures) and applying skills.
Developing	Evidence in a student's work for this task, typically demonstrates a growing knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
Beginning	Evidence in a student's work for this task, typically demonstrates that they have a basic knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
Not Yet Evident	Student needs to complete a redemption task
Late Submission	The criteria have been addressed to an appropriate standard; however the work was submitted late.
Not Assessed	The task was not assessed.
Absent	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.

Learning Areas	**Capabilities**
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English English as an Additional Language or Dialect Health and Physical Education Humanities • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies • Design Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural 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	4	4	Religious Education	4	4
English	7	7	English	7	7
Mathematics	7	7	Mathematics	7	7
Humanities	5	5	Humanities	5	5
Science	7	7	Science	7	7
Health & Physical Education	6	6	Health & Physical Education	6	6
Wellbeing	1	1	Wellbeing	1	1
Art/Technology	**Per Term**		**Art/Technology**	**Per Term**	
Digital Technologies	4	4	Digital Technologies	4	4
Drama	4	4	Drama	4	4
Food Studies	4	4	Food Studies	4	4
Junior Visual Communication Design	4	4	Junior Visual Communication Design	4	4
Music	4	4	Music	4	4
Textiles	4	4	Textiles	4	4
Wood Technology	4	4	Wood Technology	4	4
Visual Arts	4	4	Visual Arts	4	4
Language Choice			**Language Choice**		
Japanese	4	4	Japanese	4	4
Spanish	4	4	Spanish	4	4
By Invitation Only			**By Invitation Only**		
EAL/D			EAL/D		

Lesson Length
Each lesson is 60 minutes in length. There are five 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 Program
The Wellbeing 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 (EAL)
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

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 learn about St Mary MacKillop College and how Mary MacKillop is used as a role model and as a positive influence on the charism of our college. Students will explore and experience how different types of Christian prayer are used as a way of both deepening peoples' relationships with each other and deepening the Christian's relationship with God.

RELATING
In this unit, students explore the concept of 'relating' through scripture, current issues in society and self-reflection. They investigate the importance of knowing themselves, treating others with compassion and maintaining respectful relationships. Students investigate the sacrament of confirmation and the responsibilities this entails. They grapple with the concept of the Trinity and focus on how The Holy Spirit impacts Christians.

YEAR 7 SEMESTER 2

CALLING
In this unit, students will investigate the concept of Good and Evil and what type of people God calls Catholics to be. Students will explore how figures in the Bible, as well as modern people are called by God to live in his likeness.

FUFILLMENT
In this unit, students are encouraged to explore and investigate how the Jewish and Christian covenant relationship is very much active in today's world. The students will discover that God's love extends to every person no matter how many mistakes they may make in their life.

YEAR 8 SEMESTER 1

DISCIPLESHIP
In this unit students will investigate the early Christian communities and explore how they responded to Jesus' call to promote the Reign of God. They will research scripture passages that present the teachings of Jesus and how they guide Christian's in their daily lives.

MISSION
In this unit students will investigate Mary's 'yes' to God and how her commitment inspires and influences the world today. Through the lens of Catholic Social Teaching they will identify how we are called like Mary was called to be part of a community of dialogue and cooperation.

YEAR 8 SEMESTER 2

CHOICE
In this unit, students will explore how with choices comes accountability. Students will have the opportunity to examine the impact that personal and communal choice may have on society. From a Catholic perspective as well as from a variety of worldviews, students reflect on the historical as well as the contemporary perspectives of this important concept.

CONNECTION
In this unit students will investigate the rituals, symbols and history of the 7 Catholic Sacraments, focusing on the connection that is developed with God during Baptism and Confirmation and sustained through the Eucharist. They will also explore the concept of sin, forgiveness after making poor choices and God's desire to build connection through the Sacrament of Reconciliation.

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, Gujareti, Fijian, Italian, Arabic, Tongan, Vietnamese, Dinka, Juba, Punjabi, Burmese, Dari, Farsi, Urdu, Spanish, Punjabi, Acholi, Nuer, Swahili, Hazaragi, 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 as 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 2.0, incorporating the Australian Curriculum whilst retaining the Victorian priorities and approaches to teaching and learning. Mathematics is organised around the interaction of six content strands and four proficiencies. The six content strands describe what is to be taught and learnt.
They are:

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

The four proficiencies, *Understanding, Fluency, Reasoning, and Problem Solving,* describe how the content is explored and developed and ensure that students' proficiency becomes increasingly sophisticated over the years of schooling.

The curriculum:

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

TECHNOLOGY

Scientific Calculators (Years 7-9)
All students in Years 7 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**.

YEAR 7

Number

- Integers and rational numbers (fractions, decimals and percentage)
- Factors, multiples, indices and square roots
- Prime factorisation

Algebra

- Algebraic expressions and simple equations solved by backtracking

Measurement

- Perimeter, area, volume and unit conversions
    - squares, rectangles, triangles and parallelograms, including composite shapes
    - rectangular prisms

Space

- Cartesian plane and symmetry
- 3D Views

Statistics

- Data collection, displays (including stem-and-leaf and dot plots), and interpretation
    - mean, mode, median and range

Probability

- Probability of single-step events

YEAR 8

Number

- Operations with rational numbers and index laws
- Percentage Applications

Algebra

- Algebraic manipulation, linear equations solved by balancing and linear graphing.

Measurement

- Perimeter, area, volume and time problems
    - involving trapeziums and circles
    - Irregular shapes
    - volume and capacity of right prisms
- Pythagoras Theorem

Space

- Transformations and congruence in geometry
- Properties of quadrilaterals

Statistics

- Data representation and comparison, sampling

Probability

- Probability of compound events and simulations

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 that 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 process 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 rotation and revolution and their influence on our seasons. We also explore the phases of the moon and the phenomenon of solar and lunar eclipses.

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.

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.

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.

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

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

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

HEALTH AND PHYSICAL EDUCATION

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

Alcohol and other drugs* address a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, vaping, 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 address the role of food and nutrition in enhancing health and well-being. 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 address 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 address 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 PROGRAM

In Year 7, students will commence a two-year Arts and 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 and Technology subjects will run for one term, two lessons a week.

THE ARTS

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.

JUNIOR VISUAL COMMUNICATION & DESIGN

Year 7

Year 7 students are introduced to the artistic process of combining text and graphics to communicate an effective message in the design of book covers, logos, posters, signs, packaging nets, and other visual communications. They will learn to apply the elements and principles used in Visual language and explore drawing methods such as freehand drawing, rendering, and drawing with instruments. Students will learn to draw from observation and practice rendering techniques to depict form through tone and surface qualities. Students will learn how visualisation drawing can be applied to the generation of ideas using creative and critical thinking routines to expand on initial ideas and themes.

Industry-standard software will be used, including Adobe Photoshop, Illustrator, and TinkerCAD. Students will be given the opportunity to develop images (both photographic and illustrated) into computer-generated designs.

Year 8

Year 8 students are introduced to a series of design briefs to help them use the visual communication process to develop drawn and written ideas aimed at a particular audience. They will use divergent and convergent thinking strategies to collect, sort and analyse information, and generate ideas that inspire creative solutions in response to a brief. Students will select and use appropriate drawing conventions and apply components of visual language, such as methods, materials, media, design elements, and design principles, to create effective visual communications. They will extend their knowledge of digital drawing methods to develop and refine their final Presentation Drawings.

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.

VISUAL ARTS

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.

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 data entry and manipulation. Students explore spreadsheets and learn tips and tricks to quickly and accurately enter data and formulas to manipulate data and solve problems.

Year 8

Students will investigate how they can use a programming language such as Python to develop basic programs. Students will learn basic coding skills that include printing statements, asking the user for input and using that data in the response. Students will also write code that will create outputs that depend on user input. Students will use skills learned through set codes to correct code and write their own programs.

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

Students will become familiar with the tools and equipment necessary for the production of hand and machine articles. They will also gain skills and knowledge in the use of the sewing machine. Using the design process, two to three Design Brief products will be made throughout the term

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 SPANISH

Students are beginning their study of Spanish 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

- Spanish Language, Dialects and Sound Systems
- Geography of Spain and Travelling to Spain
- Hispanic countries
- Greetings
- Numbers, Colours and Adjectives
- pets
- School Life
- Celebrations and Festivals
- Sports

YEAR 8 SPANISH

Students are continuing their study of Spanish 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, holidays)
- Transport
- School Subjects and Timetables
- Countries and Nationalities
- Friends
- Food
- Likes and dislikes
- Time and the weather
- 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 2026, 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 2026.

The *2026 Subject Selection Guide* asks you to choose reserve choices in case a student does not receive their first elective choices. The *2026 Subject Preferences* for Year 9 and 10 students must be completed online by **9am Friday 20th 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 Anna Steicke — Careers Advisor and Work Experience Coordinator

	Discipline Area	Minimum Number of Units
Compulsory Units	Religious Education	4
	English	4
	Mathematics	4
	Science	4
	Pathways	4
	Health & Physical Education (Year 9)	2
	Humanities – History (Year 9)	1
	Humanities – Geography (Year 9)	1
	Sport and Physical Activity (Year 10)	2
Elective Units	The Arts	1
	Humanities – Geography	1
	Humanities – Economics	1
	Design and Technologies	1
	Languages **	0
	English	0
	Health & Physical Education	0
	Humanities – History	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.*

YEAR 9 & 10 VERTICAL CURRICULUM

Year 9 and 10 Curriculum Structure								
	Compulsory Subjects							**Elective Subjects**
Year 9	Religious Education	English	Mathematics	Science	Health & Physical Education	Year 9 Geography / Year 9 History	Pathways	Selection of 4 semester length subjects
Lessons per cycle	4	7	7	7	5	6	1	6
Hours per Week	2	3.5	3.5	3.5	2.5	3	1 (hour per cycle)	3
Year 10	Religious Education	English	Mathematics	Science	Pathways	Sport and Physical Activity	Pathways	Selection of 6 semester length subjects
Lessons per cycle	4	7	7	7	3	2	3	6
Hours per Week	2	3.5	3.5	3.5	1.5	1	1.5	3

Subject Selection Guidelines

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

All Year 9 students will complete a Pathways subject 1 lesson per cycle.
All Year 10 students will complete a Pathways subject 3 lessons per cycle.

Year 9 and 10 Subjects

Compulsory Subjects	
Year 9 Religious Education	Year 10 Religious Education
Year 9 English	Year 10 English
Year 9 Mathematics	Year 10 Mathematics
Year 9 Pathways	Year 10 Pathways
Year 9 Health & Physical Education	Year 10 Science
Year 9 Science	Year 10 Sport & Physical Education
Year 9 History	
Year 9 Geography	

Students must choose at least one elective from the Discipline Areas listed below

Elective Subjects			
Arts		**Design & Technologies**	
Media Arts	Media in the Middle	**Technology (Agriculture)**	Agriculture - Food and Fibre
Performing Arts	Dance	**Technology (Digital)**	Coding
	Drama	**Technology (Food)**	Around the World
	Music		Food for Entertaining
Visual Arts	Art Express	**Technology (Metal/Wood)**	DIY Wood Design
	Art Explosion (Year 10 Only)		Metal Magic
			My Woodwork Rules
	Digital Imaging and Graphics	**Technology (Textiles)**	Funky Fabrics
	Graphics Mix		
Economics		**Geography**	
Money, Markets & Citizenship	Riches and Rights	The Worlds People and Environment (Year 10 only)	

Elective Subjects	
Languages	
Year 9 Spanish	
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
	Leap into Literature (Year 10 only)		Peer Support (Year 10 only)
History	History of the Modern World and Australia		All Fun and Games
			Anatomy of Sport
			Sports Science & Nutrition
Geography	A Changing World (Year 10 only)	**Science**	Science Investigations (Year 10 only)
			Psychology (Year 10 only)

VET Subjects Only available for Year 10 students	
VET Automotive	VET Beauty
VET Building and Construction	VET Community Services
VET Cookery	VET Engineering
VET Electrotechnology	VET Sport and Recreation
Other VET subjects may be available. Please speak with Pathways staff if you have an interest in a subject not listed above.	

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

COMMUNITY
In this unit, students will explore how the Catholic Tradition can support people to make informed ethical and moral decisions to live a life that respects the human dignity of others. They will investigate how Catholics can make a positive contribution to their communities as Eucharistic people in the world today.

STEWARDSHIP
In this unit, students will research contemporary Church documents that capture a Catholic worldview, then in dialogue with documents from different systems of belief, meaning and identity, explain how the latter could enrich the Catholic perspective. They will explore and critically analyse religious traditions and other worldviews for their understanding of creation and how for some, creation reveals God.

RENEWING
In this unit students will identify acts of healing, forgiveness and reconciliation and explore how the Catholic tradition guides humans to live and flourish. They will investigate the lives of those who have contributed to bringing about God's dream in the world.

RESPONDING
In this unit students will explore how Scripture and Prayer are integral in the lived experience of the Catholic church and identify how they are used to express God's presence in creation.

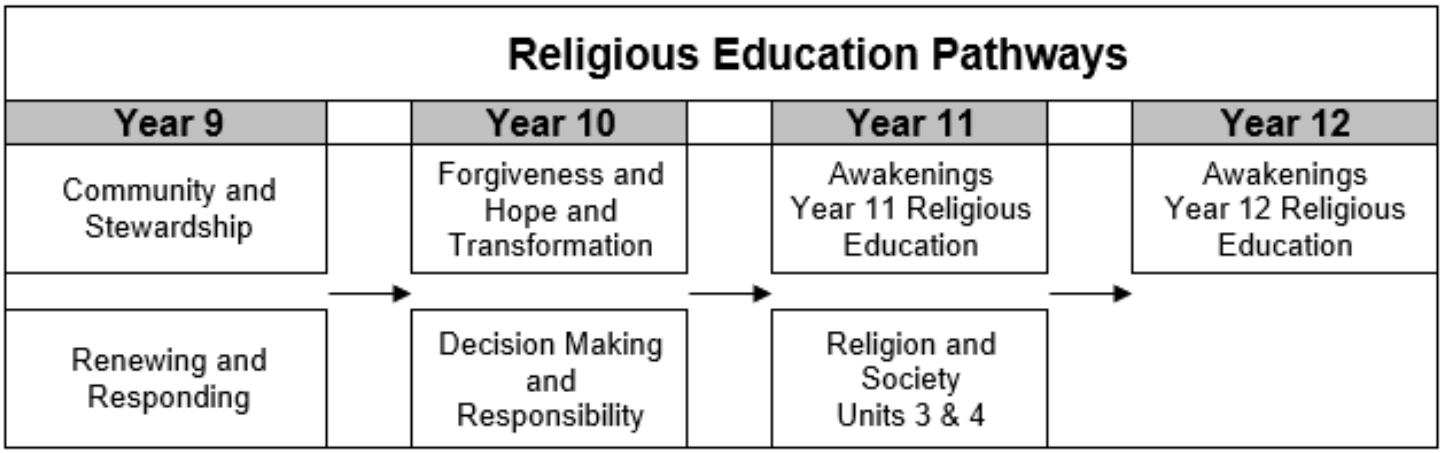
YEAR 10

FORGIVENESS & HOPE
In this unit students will examine how the Eucharist is a source of forgiveness and hope for people of the Catholic Faith. Within scripture students will identify acts of healing, forgiveness and reconciliation, and explore how taking part in the Eucharist can lead to human flourishing.

TRANSFORMATION
In this unit students will explore how different events over the history of the Catholic church have led to a renewal of identity for the Church and people of faith. They will identify how dialogue has been used within and between the Catholic tradition and other religions throughout history.

DECISION MAKING
In this unit student will investigate the relationship between worldviews and ethical thinking by analysing a range of contemporary social issues. They will discern and describe the connection between God's dream for the world expressed in Scripture and the way Christians choose to live out their vocation.

RESPONSIBILITY
In this unit students will identify and examine occurrences of dialogue within and between the Catholic tradition and people from other Christian traditions, religions and worldviews. They will articulate an understanding of Christian hope, liberation and new life brought about by Jesus' life, death and resurrection as expressed in Scripture.



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.

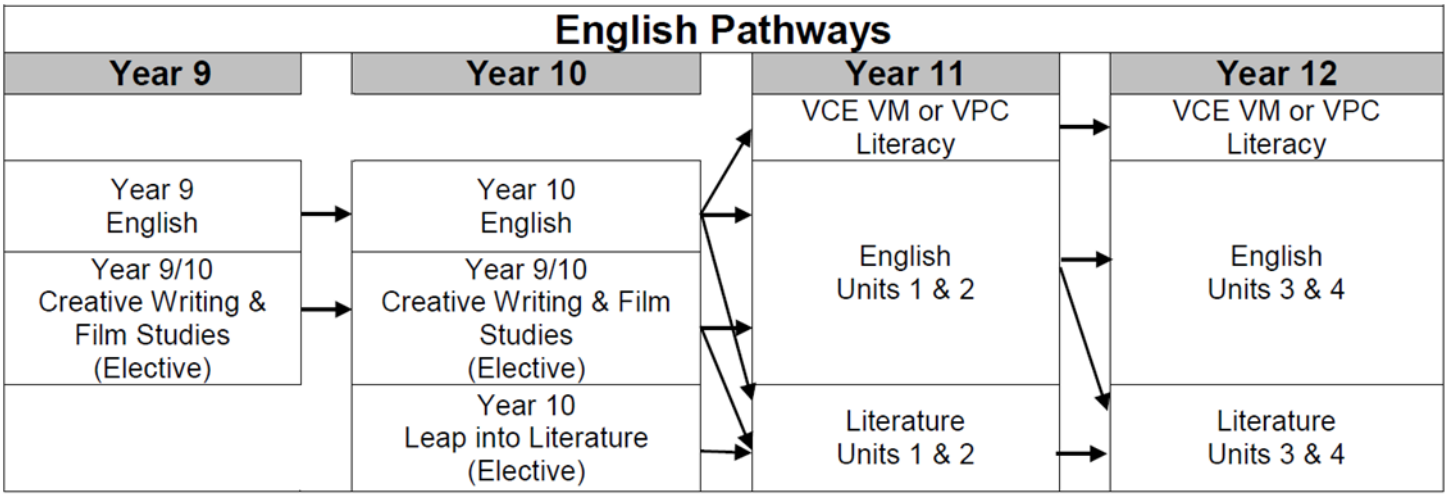
All Units Require:

- 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.



ENGLISH

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 AND 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 2.0, incorporating the Australian Curriculum whilst retaining the Victorian priorities and approaches to teaching and learning. Mathematics is organised around the interaction of six content strands and four proficiencies. The six content strands describe what is to be taught and learnt.
They are:

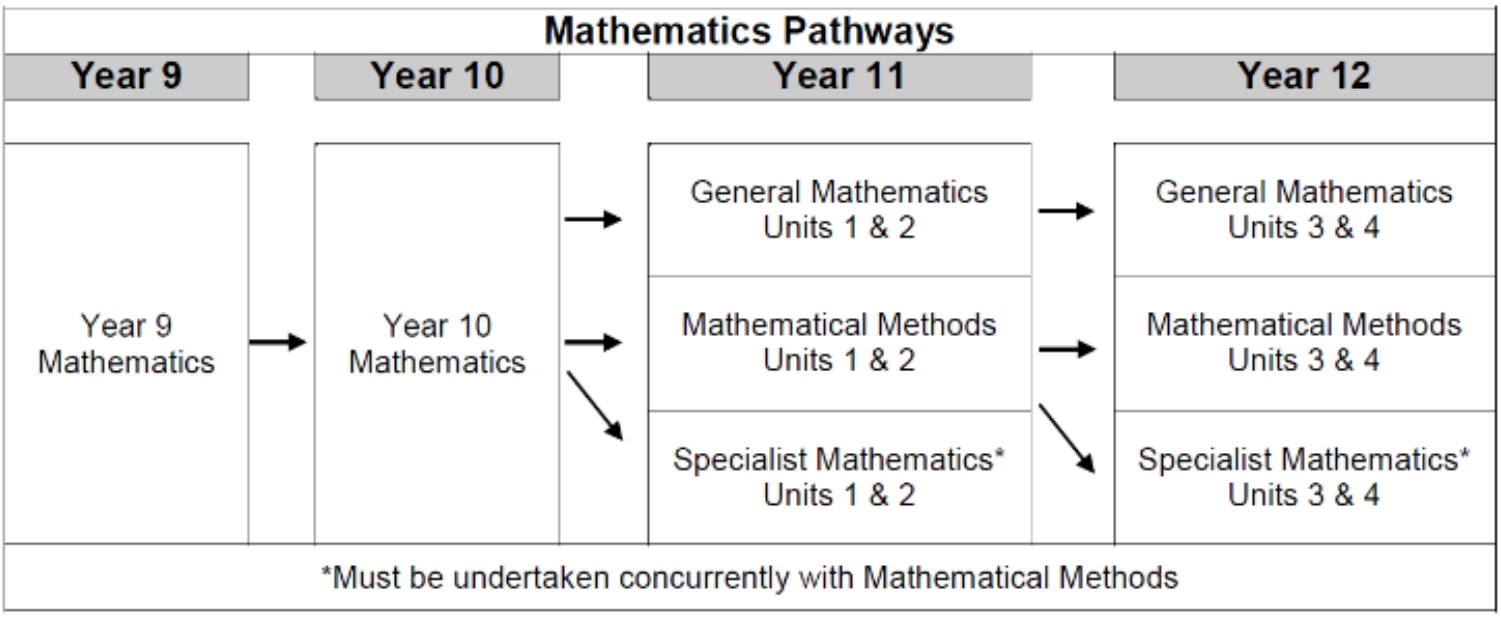
- Number
- Algebra
- Measurement
- Space
- Statistics, and
- Probability.

The four proficiencies 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, algebra, measurement, space, 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

YEAR 9 MATHEMATICS

Students strengthen their mathematical understanding and problem-solving abilities through a range of real-world and theoretical contexts. They will:

- Apply scientific notation and assess measurement accuracy through absolute, relative and percentage error in practical situations.
- Use the real number line as a continuous scale for representing and comparing rational and irrational numbers, and apply Pythagoras' theorem to develop understanding of square roots.
- Model real-life situations using linear and quadratic functions, making predictions and representing data through tables, graphs and algebraic expressions, including digital tools.
- Manipulate algebraic expressions, including those with exponents and simple quadratic terms, using a range of strategies such as diagrams, algorithms and technology.
- Formulate and solve linear and non-linear equations both exactly and approximately, using numerical, graphical and algebraic methods.
- Solve measurement problems involving surface area, volume and dimensions of various objects by applying relevant formulas.
- Apply geometric reasoning—including similarity, scale, trigonometry and enlargement transformations—to solve practical spatial problems.
- Explore probabilities of compound events through two-step experiments, using tools like Venn diagrams, tree diagrams and two-way tables; and conduct experiments to analyse relative frequencies.
- Compare and analyse multiple data sets, considering features such as symmetry and skew; choose appropriate data displays, and critically evaluate the use of statistics in real-world arguments.

YEAR 10 MATHEMATICS

Students continue to build confidence and skill in mathematics through engaging and practical learning experiences. They will:

- Explore the accuracy of decimal approximations and computations involving real and irrational numbers, including the use of logarithmic scales for very large or small values.
- Analyse and solve linear equations, inequalities, and simultaneous equations using numerical, graphical, and algebraic methods.
- Expand, factorise, simplify and substitute a variety of algebraic expressions, including those with quadratic, exponential and fractional terms.
- Investigate non-linear relationships, such as circles, and make connections between algebraic, graphical, and tabular representations.
- Use mathematical modelling to solve real-world problems involving growth and decay, including linear, quadratic and exponential functions.
- Solve measurement problems involving surface area and volume, and apply Pythagoras' theorem and trigonometry to solve 2D and 3D spatial problems.
- Apply geometric reasoning to solve problems involving shapes and interpret network diagrams in real-world contexts.
- Understand and apply conditional probability, exploring independent and dependent events through simulations and experiments.
- Interpret and compare data distributions, examine relationships between variables using scatterplots, and explore trends through interpolation and extrapolation.

MATHEMATICS

Mathematics For Study
(Year 10 Semester 2)

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

Mathematics for Work
(Year 10 Semester 2)

Students undertaking Mathematics for Work will be prepared to undertake General Mathematics Business or may continue with VM/VPC. The subject aims to consolidate students' basic skills with Algebra and equip them with the mathematical skills to work with and analyse data.

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)

SCIENCE

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 *Rave Party*. Students learn about electrical energy, electrical circuits including series and parallel and the use of natural resources to generate energy. Students also investigate magnetic fields and the effect of electromagnets on current.

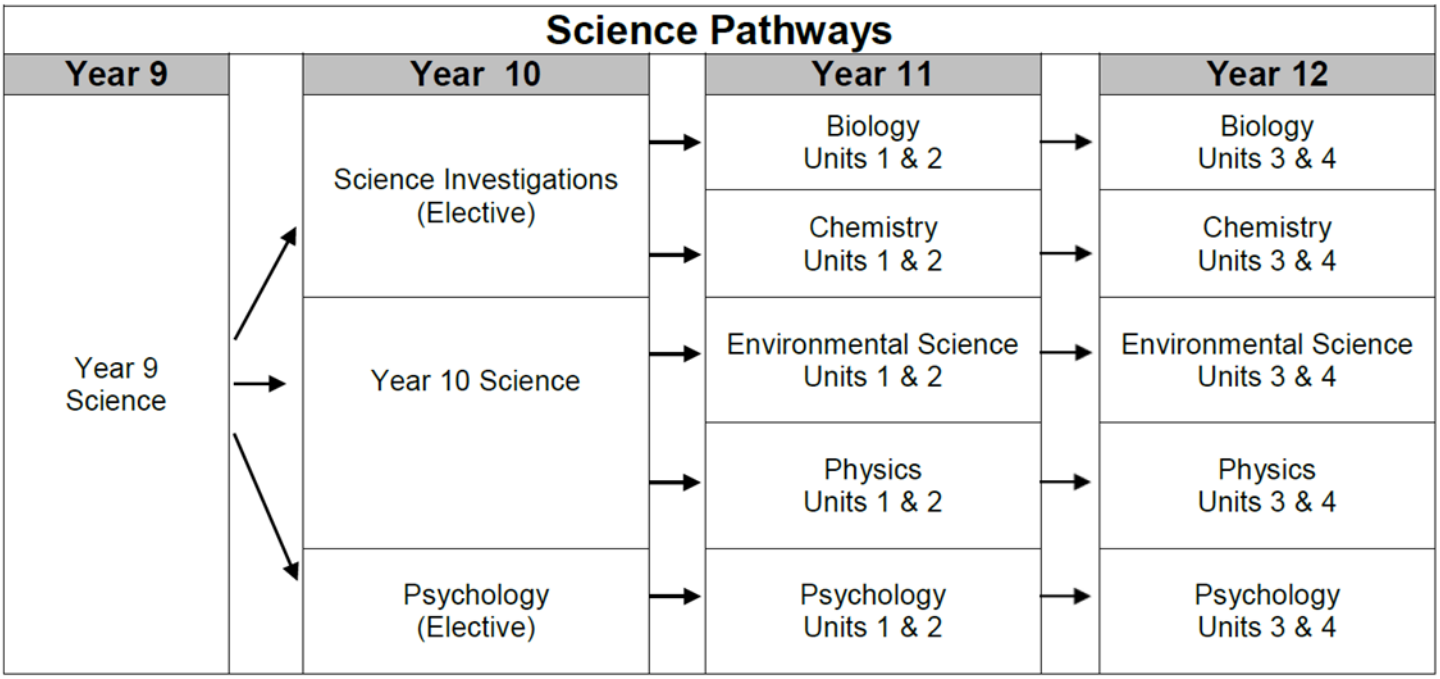
Students then learn the topic *Getting It Together*. Students study the body's response to changes within the environment. the study investigates the nervous and endocrine systems, as well as our lymphatic system including our immune response to infection and disease.

Rad Stuff introduces students to the structure of the atom and looks at the history of the development of the model of the atom. Students learn about isotopes and radioactivity and apply this content to everyday life applications.

Students 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.

This 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

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 and stars and the history of our understanding of the universe.

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

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 well-being may be at risk.
- Identify and critique the accessibility and effectiveness of support services based in the community that impact 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 the community and natural and built environments.
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities.

PHYSICAL EDUCATION

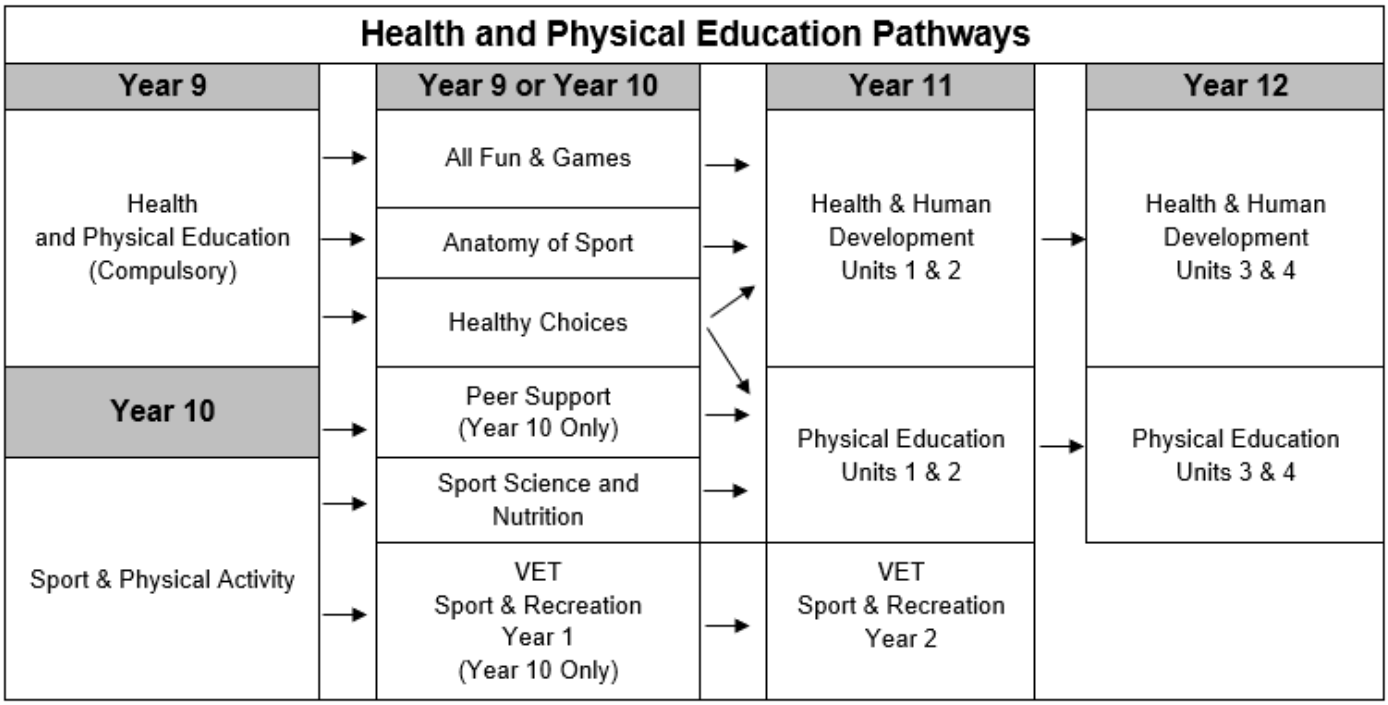
The following units are covered across the Physical Education subjects for Years 9 and 10.

Moving the body

- Perform and refine specialised movement skills in challenging movement situations.
- Evaluate own and others' movement compositions, and provide and apply feedback 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

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

HEALTH & PHYSICAL EDUCATION

The Health unit in Year 9 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.

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.

YEAR 10 COMPULSORY UNITS

SPORT AND PHYSICAL ACTIVITY

Year 10 Sport and Physical Activity encourages students to maintain a positive attitude to lifelong physical activity. The knowledge, understanding, skills and dispositions students develop through practical activities in Sport and Physical Activity encourages ongoing participation, and staying active regularly is essential for good physical and mental health and wellbeing. All students will complete one Sport and Physical Activity lesson each week in Year 10.

YEAR 9 & 10 ELECTIVES

ALL FUN & GAMES

In this subject, students will explore a wide range of skills and concepts essential for success in sport and physical activity. They will investigate coaching styles, session planning, and the qualities of effective coaches, applying their knowledge through peer coaching experiences. Students will also develop and refine movement strategies and concepts in invasion, target, net, and court games, focusing on offensive and defensive techniques, teamwork, and fair play. In addition, students will build critical skills in first aid and injury prevention, learning how to manage and respond to common sports injuries to promote safety and well-being. Throughout the course, students will analyse and evaluate their performance, engage in collaborative decision-making, and reflect on the role of physical activity in improving personal, social, and community health. The majority of the classes will be practical and therefore keenness of participation is a must. Students will also complete a basic first aid course and be introduced to basic coaching and skill learning.

ANATOMY OF SPORT

In the Year 9/10 Anatomy of Sport elective, students are introduced to the foundational theory behind elite sporting performance and training principles. The course focuses on understanding how the body functions during physical activity, covering key topics including body systems, energy systems, training principles, and training techniques. Students apply this theoretical knowledge to design and implement a personalised training program aimed at improving performance in a sport of their choice.

Throughout the unit, students assess relevant fitness components before and after their training program to evaluate the effectiveness of their methods. They refine their understanding of how the muscular, skeletal, cardiovascular, and respiratory systems work together during exercise, and analyse how energy systems are utilised depending on the intensity and duration of activity.

Students also explore training methods such as resistance training, interval training, and continuous training, and apply principles such as specificity, progressive overload, and recovery. This knowledge equips students with the ability to create effective training plans, critically evaluate training outcomes, and make informed adjustments to optimise performance.

HEALTH AND PHYSICAL EDUCATION

The course includes both practical and theoretical components, providing hands-on opportunities to apply learning. Students engage in physical testing, fitness assessments, and data analysis tasks to monitor progress and enhance their understanding of sports science. Anatomy of Sport prepares students for further study in VCE Physical Education, VCE Health and Human Development, and other sport- and health-related pathways.

SPORTS SCIENCE AND NUTRITION

In the Year 9/10 Sport Science and Nutrition elective, students explore key concepts from the VCE curriculum across three major topics: Skill Acquisition, Biomechanics, and Sports Nutrition. The course integrates both theoretical and practical components, providing students with the opportunity to apply their learning through real-world contexts and activities.

Throughout the Skill Acquisition unit, students refine and adapt movement strategies in challenging situations. They develop leadership and coaching skills by exploring coaching styles, skill classification, and stages of learning, while using qualitative movement analysis to enhance personal and peer performance. Students also foster respectful relationships through teamwork, fair play, and ethical behaviour.

In the Biomechanics unit, students apply scientific principles such as Newton's laws of motion, forces, levers, momentum, and projectile motion to analyse and refine movement performance. By evaluating their own and others' movement techniques, they provide constructive feedback and create strategies to improve physical activity outcomes.

The Sports Nutrition unit equips students with the knowledge to design, implement, and evaluate personalised nutrition plans to enhance athletic performance. Students investigate athlete diets, macro- and micronutrients, supplementation, hydration strategies, and recovery methods. They also critically analyse health information and media messages to assess their impact on individual and community health behaviours.

Students will engage with local sports and allied health industries, such as exercise physiologists, osteopaths, nutritionists, physiotherapists, health promotion agencies, and local gymnasiums, to deepen their applied understanding of the content. This elective prepares students for future study in VCE Physical Education or VCE Health and Human Development.

HEALTHY CHOICES

In the Year 9/10 Healthy Choices elective, students explore key areas that influence health and wellbeing: Health Professions, Pregnancy and Childbirth, and Nutrition and Body Image. Students develop the knowledge, skills, and strategies required to manage personal, social, and community health across a range of contexts.

Throughout the course, students examine the roles of different health professions and community services in managing health changes and transitions. They critically assess the Medicare and private health insurance systems and evaluate strategies for promoting and supporting community health.

Students also explore human development through pregnancy and childbirth, including reproductive systems, conception, IVF, and prenatal and postnatal development. The unit encourages students to investigate how gender equality and identity impact relationships, and how respectful communication, consent, and media influences shape personal and community attitudes towards health and wellbeing.

In the nutrition and body image component, students critically analyse nutritional information, including food labels, the Australian Guide to Healthy Eating, and the Australian Dietary Guidelines. They learn to apply this knowledge to real-life situations, evaluating how media messages shape perceptions of nutrition and wellbeing, and developing strategies for making informed, positive health choices.

As part of the learning experience, students participate in the "Think It Over" program, a reflective and interactive initiative that encourages critical thinking about personal and social health issues. This program integrates with course content and provides students with valuable insights into managing emotions, relationships, and decision-making in real-life scenarios.

Healthy Choices promotes critical thinking, emotional regulation, and a deep understanding of the social, emotional, and physical factors that contribute to overall health across the lifespan.

HEALTH AND PHYSICAL EDUCATION

PEER SUPPORT (YEAR 10 ONLY)

In Peer Support, students develop the knowledge, skills, and empathy necessary to positively influence their peers and communities. Through the exploration of Personal Identity, Interpersonal Skills, and Leadership, students examine how culture, environment, and personal experiences shape individual identities. They analyse how interpersonal relationships can either strengthen or challenge identity development, and learn strategies to foster positive, respectful interactions.

Students build their Community Engagement skills by exploring the different types of communities and the importance of belonging. As part of this work, they plan, deliver, and evaluate a Peer Support program designed to assist Year 6 students transitioning to high school. Through program planning and reflection, students refine leadership styles, communication approaches, and project management abilities. They critically assess the role of respect, empathy, power, and coercion in building and maintaining healthy community relationships, and learn how their attitudes and actions can impact community wellbeing.

In the Neurodiversity unit, students foster greater understanding and empathy towards individuals with diverse neurological conditions. They critically analyse health information, services, and media representations of neurodiversity, considering how these influence societal attitudes. Students also plan and evaluate strategies that promote inclusivity, respect, and well-being for neurodiverse individuals, advocating for more accurate and compassionate messaging in their communities. As part of this unit, students volunteer their time to give back to the community by supporting local organisations such as Logan Lodge, SHOP Active, and The Specialist School.

Throughout the course, students are challenged to think deeply about how identities are formed and expressed, how empathy and respect underpin positive relationships, and how leadership and action can contribute to healthier, more inclusive communities. By the end of the course, students will have built a toolkit of strategies to support themselves and others through transitions, advocate for inclusivity, and contribute meaningfully to their communities.

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 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:

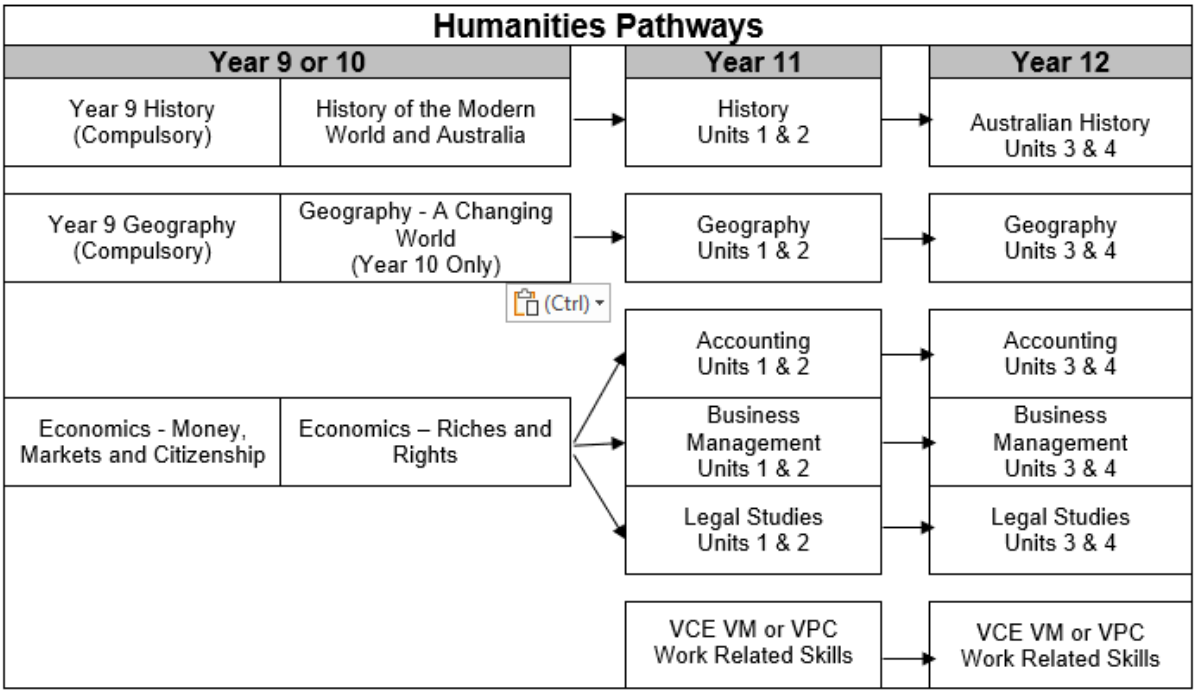
- Australia and all of its peoples – knowledge of the economic, historical, geographical, environmental, social and cultural development of the Australian continent.
- Civics and citizenship education – the role of responsible citizens and an understanding of the values which underpin Australian society,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

As part of the Year 9 curriculum, all students will complete History and Geography as a compulsory subject. An Economics subject must also be completed as an elective subject, within the four semesters of the Vertical Curriculum.

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 GEOGRAPHY (COMPULSORY SUBJECT)

This subject 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.



HUMANITIES

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.

GEOGRAPHY - THE WORLD'S PEOPLE AND ENVIRONMENTS (YEAR 10 ONLY)

The Worlds 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.

ECONOMICS - MONEY, MARKETS AND CITIZENSHIP

In this unit, students will learn to record personal and business accounts. They will look at the role of debt, how to manage debt and the importance of saving. They will be looking at way's 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 ethods and estimating the long-term costs and benefits of owning the asset and repaying the debt.

ECONOMICS - RICHES AND RIGHTS

This unit provides students with an opportunity to begin understanding how an economy and legal system works. Students will learn key economic terminology to help them to understand the world around them. Students will improve their research skills, analysis of data and develop skills on how to present economic information (a glimpse into how an economist thinks). They will also learn how the economic and political systems are intertwined. Students will also have 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 topics that are affecting all Australians in everyday life. The unit is designed to give students a real hands-on experience of the economic and legal system through the examination of real-life issues.

GEOGRAPHY - A CHANGING WORLD (YEAR 10 ONLY)

This subject is for students to extend their understanding of Geography and who are considering a Humanities pathway. Year 9 Geography 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.

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 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.

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. 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.

Media Arts Pathways

Year 9 or 10		Year 11		Year 12
Media in the Middle	→	Media Units 1 & 2	→	Media Units 3 & 4

Performing Arts Pathways

Year 9 or 10		Year 11		Year 12
Drama	→	Theatre Studies Units 1 & 2	→	Theatre Studies Units 3 & 4
Dance	→	Dance Units 1 & 2	→	Dance Units 3 & 4
Music	→	Music Performance Units 1 & 2	→	Music Performance Units 3 & 4

Visual Arts Pathways

Year 9 or 10		Year 11		Year 12
Art Express Art Explosion (Year 10 Only)	→	Art Making & Exhibiting Units 1 & 2	→	Art Making & Exhibiting Units 3 & 4
Digital Imaging and Graphics Graphics Mix	→	Visual Communication Design Units 1 & 2	→	Visual Communication Design Units 3 & 4

THE ARTS

MEDIA ARTS

MEDIA IN THE MIDDLE

A media course designed to be immersive and practical where the learning of correct media practices is followed through the five stages of Media Production from Development through to Distribution.

Over three units the codes and conventions for Photography, Audio Production, Page Layout and/or video production are practised across genres and styles to form a basis of understanding to lead into VCE Media practices.

Topic 1: Photography; genres and techniques are explored through taking, editing and printing photographs; Portrait, Landscape, Nature, Action, Object, Black and White, Fine Art and GIF. Basic Editing in Photoshop is covered with cropping and enhancing techniques to make each photograph more appealing to audiences.

Topic 2 Audio Production or Page Layout; With audio production Adobe Audition is used to record, edit, enhance and multitrack audio tracks. With Page Layout a class magazine is produced with each student being responsible for a two-page spread with a combination of images and text and also an alternate front cover, with the magazine focusing on individual interests combining to make a magazine that appeals to a defined audience through age grouping. Adobe software is used for this process.

Topic 3 Video Production; students follow the five phases of production to produce in small groups an audio-visual product for a defined audience under the theme of Community. Adobe Premier Rush is used for the software for the post production process.

PERFORMING ARTS

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.

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.

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.

THE ARTS

VISUAL ARTS

ART EXPRESS

Through Year 9 Visual Arts, students will create artworks to build knowledge, skills and understanding using a range of mediums and materials. They will be involved in producing artworks based on themes from the areas of Drawing, Painting, Printmaking, Ceramics and Mixed Media. Students will also look at artists from both past and present contexts to inform their own art making.

ART EXPLOSION (YEAR 10 ONLY)

In Art Explosion, students will create artworks inspired by established Artists and extend their own ideas for creative expression and personal style. The course allows each participant to build an Art practice, by furthering skills in various mediums, techniques and processes. Students will also analyse, interpret and evaluate a range of artworks from various cultures and contexts, learning how artists communicate ideas and convey meaning.

This subject is recommended for entry into VCE Art Creative Practice.

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 student will have 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.

GRAPHICS MIX

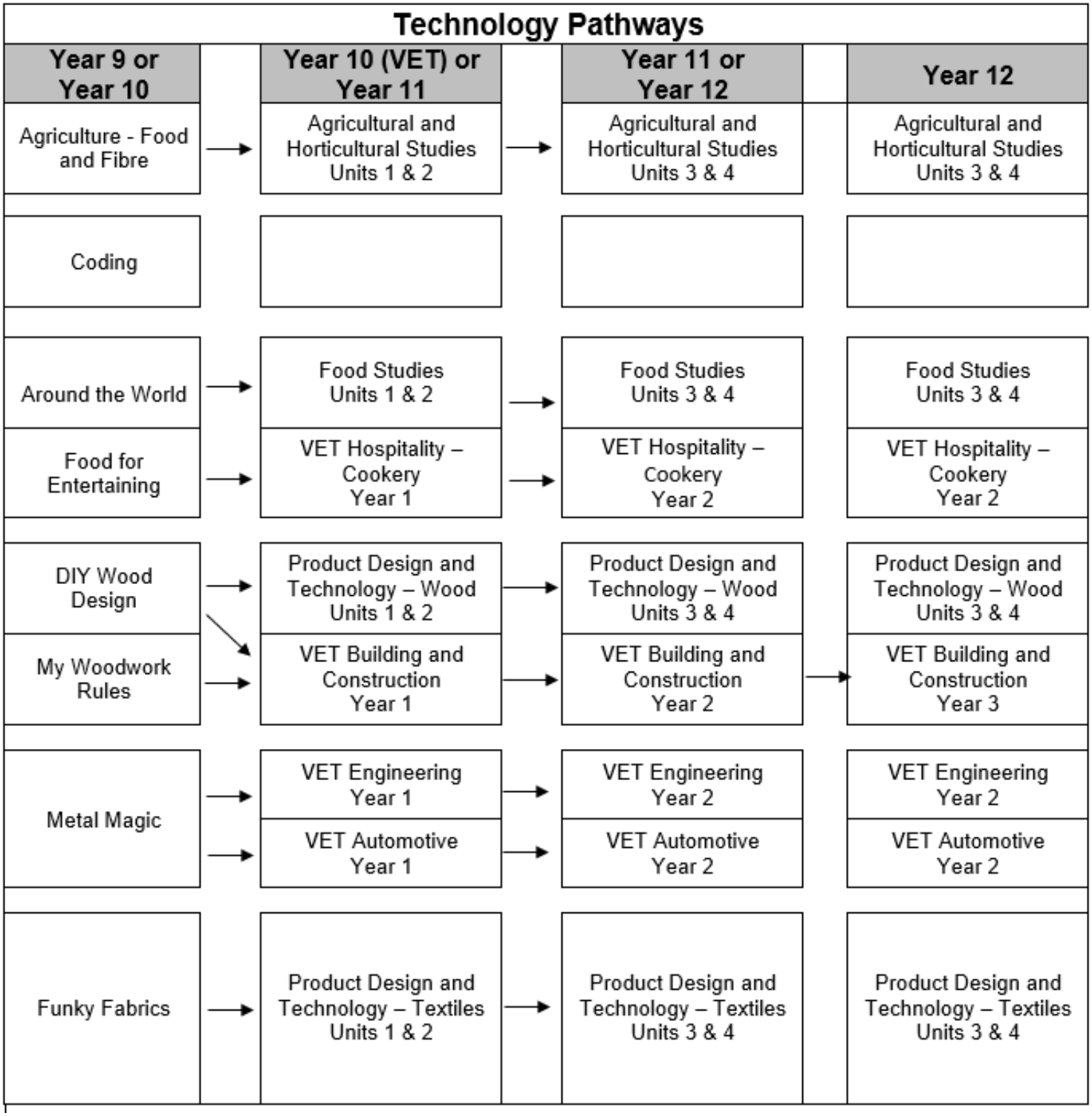
Students will be given opportunities to develop a variety of skills in different areas such as technical drawing for industrial design, freehand drawing and rendering, illustration, surface graphics and promotion, 2-Dimensional and 3-Dimensional design, and editorial design. Students will develop and 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.

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

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.

DIGITAL TECHNOLOGIES

CODING

In this unit, students apply computational thinking to design, develop, and evaluate digital solutions using a general-purpose programming language (e.g., Python or JavaScript). They deepen their understanding of coding by working with modular code structures, iteration, conditional logic, functions, and data types such as lists and dictionaries. Students develop algorithms to solve practical problems, implement them as working programs, and refine them through testing and debugging. They will manage input and output and handle data validation.

Students work individually and collaboratively on small-scale software development projects, such as simple games, calculators, or information apps. In addition to technical skills, they reflect on the ethical, social, and legal responsibilities of software creators, including privacy, intellectual property, and accessibility. The unit encourages innovation and critical thinking.

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 products 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 Hamper and a Birthday Party 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.

FUNKY FABRICS

Through Funky Fabrics, students will plan and create a range of projects from conception to realisation by creating garments and useable household products. The technology design process will be applied to each project, with techniques such as printing and dyeing, hand and machine embroidery, beading and further fabric embellishment techniques used to transform fabrics into expressive pieces to be worn or used. Students will also continue to develop sewing machine skills and learn how to use commercial clothing patterns.

TECHNOLOGY

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.

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.

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 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 SPANISH

HOORAY FOR SPAIN AND ALL TOGETHER IN SPAIN
Students have prior experience of learning Spanish 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 Spanish.

Areas of Study

- My House
- Food and Healthy Lifestyles
- Telephone Conversations
- Weather and Clothing
- Spanish Festivals and Culture

YEAR 10 SPANISH

HI FRIENDS! AND TOURING SPAIN
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 Spanish, 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
- Leisure Activities
- Shopping
- Made in Spain

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 2 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

- Daily routine
- School
- Hobbies and sports
- Describing physical appearance

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.

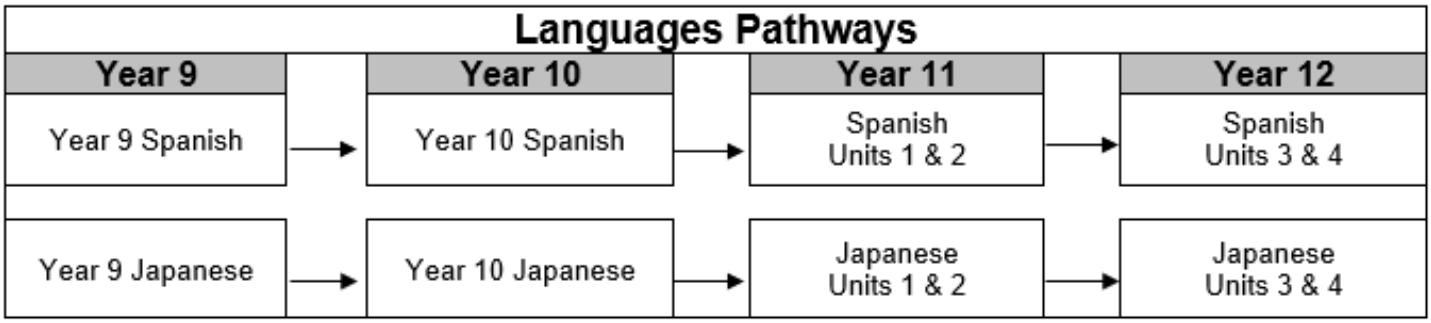
By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel,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

Students continue to focus on applying the skills of socialising, informing, creating, translating, reflecting and viewing.

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

- Milestones and growing up
- Food and shopping
- Leisure activities
- Part-time work and future plans
- Script Comprehension



EXAMPLES OF POSSIBLE STUDENT PROGRAMS

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

A student in Year 9:

	Compulsory Subjects							Electives	
Semester 1	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 History	Art Express	Food for Entertaining
Semester 2	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 Geography	Creative Writing and Film Studies	History of the Modern World and Australia

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

The Arts	Art Express
Humanities – Economics	
Design and Technologies	Food for Entertaining

The same student in Year 10:

	Compulsory Subjects						Electives		
Semester 1	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	Around the World	Funky Fabrics	VCE General Maths Unit 1
Semester 2	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	Peer Support	Money, Markets & Citizenship	VCE General Maths Unit 2

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

	Year 9	**Year 10**
The Arts	Art Express	
Humanities – Economics		Money, Markets & Citizenship
Design and Technologies	Food for Entertaining	

This student nominated to accelerate into a VCE subject at Year 10 with their free choice electives. Completing more minimum unit requirements in Year 9 gives the student more flexibility to accelerate in Year 10.

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	
Semester 1	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 History	Art Express	Japanese
Semester 2	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 Geography	Creative Writing and Film Studies	Japanese

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

The Arts	Art Express
Humanities – Economics	
Design and Technologies	

The same student in Year 10:

	Compulsory Subjects						Electives		
Semester 1	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	Japanese	Food for Entertaining	Peer Support
Semester 2	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	Japanese	Science Investigations	All Fun and Games

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

	Year 9	Year 10
The Arts	Art Express	
Humanities – Economics	N/A	N/A
Design and Technologies		Food for Entertaining

This student nominated to use their credit from completing two years of Japanese towards Humanities (therefore not completing an Economics 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	
Semester 1	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 History	All Fun and Games	Anatomy of Sport
Semester 2	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 Geography	Healthy Choices	A Changing World

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

The Arts	
Humanities – Economics	
Design and Technologies	

The same student in Year 10:

	Compulsory Subjects						Electives		
Semester 1	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	Art Express	DIY Wood Design	Money, Markets & Citizenship
Semester 2	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	Coding	Graphics Mix	Peer Support

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

	Year 9	Year 10
The Arts		Art Express
Humanities – Economics		Money, Markets & Citizenship
Design and Technologies		DIY Wood Design

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 perhaps didn't enjoy in Year 10. The student also would have liked to study Sport Science & Nutrition 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	
Semester 1	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 History	Art Express	All Fun and Games
Semester 2	Religious Education	Pathways	English	Mathematics	Science	Health & Physical Education	Year 9 Geography	Metal Magic	Anatomy of Sport

This student can tick off the following Minimum Number of Units

The Arts	Art Express
Humanities – Economics	
Design and Technologies	Metal Magic

The same student in Year 10:

	Compulsory Subjects						Electives		
Semester 1	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	VET Sport and Recreation	Money, Markets & Citizenship	Healthy Choices
Semester 2	Religious Education	English	Mathematics	Pathways	Sport & Physical Activity	Science	VET Sport and Recreation	Sport Science & Nutrition	Peer Support

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

	Year 9	Year 10
The Arts	Graphics Mix	
Humanities – Economics		Money, Markets & Citizenship
Design and Technologies	Metal Magic	

By completing more minimum units in Year 9, this student was able to choose more free choice subjects in Year 10. This planning will help prepare students better for VCE, 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
Certificate II in Automotive Vocational Preparation	X	X
Certificate III in Beauty Services	X	X
Certificate II in Building & Construction – Pre-Apprenticeship Third year optional to complete certificate	X	X
Certificate II in Community Services Second year - partial completion of Cert III in Community Services	X	X
Certificate II in Cookery	X	X
Certificate II in Electrotechnology	X	X
Certificate II in Engineering Studies	X	X
Certificate III in Sport & Recreation	X	X

Other VET subjects may be 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
- Cookery
- Engineering
- 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
- Building and Construction
- Electrotechnology

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:
The VCE VET Automotive program aims to provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the automotive industry. 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:
This qualification reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow and basic make-up services. These individuals possess a range of well-developed technical and customer service skills where discretion and judgement are required and are responsible for their own outputs. This includes client consultation on beauty products and services. Work is typically conducted in beauty, waxing, brow and nail salons.

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:
The VCE VET Beauty program aims to provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the beauty services industry. The hairdressing and beauty is a dynamic industry involved in the provision of personal services for men and women. It includes businesses that provide manicures and pedicures, skin treatments and tanning, and cosmetic and beauty services. The beauty services sectors offer a range of career options, such as beauty therapists, beauticians, make-up artists, nail technicians, and salon managers.

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.

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 achieve 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 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 – COOKERY

Qualification:
The Certificate II in Cookery 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 Cookery 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 Cookery 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 – ELECTROTECHNOLOGY

Qualification:
The electrotechnology industry is a fast developing and highly technical industry. This course provides an overview of the industry, employment opportunities and the training pathways available. It also includes training in the basic fundamentals of electrical, telecommunication, refrigeration and air conditioning systems as well as workshop experience in fabrication and assembly techniques, wiring, cabling, basic installation skills and use of test equipment. Workplace safety and first aid training are also included.

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

Career Opportunities:
The VCE VET Electrical Industry program aims to provide participants with the knowledge, skill and competency that will enhance their training and employment prospects across several electrical trades including electrical, electronics, refrigeration and mechanical engineering.

CERTIFICATE II – ENGINEERING STUDIES

Qualifications:
The 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 VCE VET Engineering Studies program aims to provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the manufacturing, engineering and related industries. The Certificate II in Engineering Studies aims to provide graduates with basic factual, technical and procedural knowledge in a defined area of work and learning covering engineering and manufacturing and related industries.

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 2026.

The *2026 Subject Selection Guide* asks you to choose reserve choices in case a student does not receive his/her first elective choices. The *2026 Subject Preferences* for Year 11 and 12 students must be completed online by **9am Friday 20th 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 Anna Steicke — 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 SACs 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
Religious Education				
• Religion and Society			X	X
English				
• English	X	X	X	X
• English as an Additional Language	X	X	X	X
• Literature	X	X	X	X
Health & Physical Education				
• Health & Human Development	X	X	X	X
• Physical Education	X	X	X	X
Humanities				
• 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
Languages				
• Spanish	X	X	X	X
• Japanese	X	X	X	X
Mathematics				
• General Mathematics	X	X	X	X
• Mathematical Methods	X	X	X	X
• Specialist Mathematics	X	X	X	X
Science				
• Biology	X	X	X	X
• Chemistry	X	X	X	X
• Environmental Science	X	X	X	X
• Physics	X	X	X	X
• Psychology	X	X	X	X
Technology				
• 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
The Arts				
• Art Making and Exhibiting	X	X	X	X
• Dance	X	X	X	X
• Media	X	X		
• Music	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 – SPANISH
The study of VCE Spanish provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Spanish is a means of communication. Students are able to engage with Spanish-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.

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 introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study.

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.

MEDIA
VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

MUSIC
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 2026 Victorian Applied Learning booklet will be available from the Pathways Office.

Please read the whole booklet before making your decision.

ACCOUNTING

UNIT 1 (Accreditation from 2025)

ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the IASB's Conceptual Framework and financial indicators to measure business performance. They should also take into account the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

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

- 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.
- 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.

Assessment:
Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation from 2025)

ACCOUNTING AND DECISION MAKING FOR A TRADING BUSINESS

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

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

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

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

- Record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.
- Record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.
- Record and report for non-current assets and depreciation.

Assessment:
Satisfactory completion of the set outcomes.

ACCOUNTING

UNIT 3 (Accreditation from 2025)

FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

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

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

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

- 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 accounting reports and the accounting system, including ethical considerations.
- Record transactions and prepare, interpret and analyse accounting reports for a trading business.

Assessment:
Unit 3 School-assessed Coursework: 25%

UNIT 4 (Accreditation from 2025)

RECORDING, REPORTING, BUDGETING AND DECISION MAKING

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

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the 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. Using this evaluation, students suggest strategies to business owners to improve business performance.

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

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

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

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

AGRICULTURAL & HORTICULTURAL STUDIES

UNIT 1 (Accreditation from 2020)

CHANGE AND OPPORTUNITY

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 gain a broad understanding of agricultural and horticultural practices, with a focus on soil management and the selection of suitable plant and animal varieties. Students explore systems and production cycles, best practice for health and safety, and the factors that influence the growth and development of plants and animals. Through practical tasks, students make decisions about testing soils and selecting suitable plants and animals.

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

- 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.
- 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.

Assessment:
Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation from 2020)

GROWING PLANTS AND ANIMALS

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.

Students investigate challenges and issues that affect practices and decisions in plant production, and develop an understanding of plant structure, function, nutrition, growth and reproduction. Practical tasks should focus on aspects of plant propagation and/or growth.

Students investigate challenges and issues that affect practices and decisions in managing animal production. Students study animal nutrition, digestion, growth, development and reproduction, including principles of genetics and selective breeding, and the use of reproductive technologies. They undertake practical tasks relating to the growth and management of plants and animals.

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

- Analyse the growth stages of plants, describe plant genetics and reproduction, and demonstrate the propagation of plants and the measurement of plant growth.
- Compare animal production methods, explain animal digestion, nutrition, growth and reproduction, and demonstrate practical aspects of managing animals in agriculture.

Assessment:
Satisfactory completion of the set outcomes.

AGRICULTURAL & HORTICULTURAL STUDIES

UNIT 3 (Accreditation from 2020)

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 from 2020)

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 from 2023)

EXPLORE, EXPAND AND INVESTIGATE

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

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.

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

- Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
- Make and present at least one finished artwork and document their art making in a Visual Arts journal.
- Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Assessment:
Based on successful achievement of outcomes

UNIT 2 (Accreditation from 2023)

UNDERSTAND, DEVELOP AND RESOLVE

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

Students 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. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

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.

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.

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

- Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
- Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
- Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Assessment:
Based on successful achievement of outcomes

ART MAKING AND EXHIBITING

UNIT 3 (Accreditation from 2023)

COLLECT, EXTEND AND CONNECT

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

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. 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.

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.

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.

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

- Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
- Research and plan an exhibition of the artworks of three artists..

Assessment:
Unit 3 School-assessed Coursework: 5%
Unit 3 School-assessed Task: The student's level of performance in Unit 3 will be assessed in conjunction with Unit 4 through a School-assessed Task.

UNIT 4 (Accreditation from 2023)

CONSOLIDATE, PRESENT AND CONSERVE

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, 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.

The progress of individual student artworks is an important element of Unit 4, and 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.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

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

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

- Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
- Plan and display at least one finished artwork in a specific art form and present a critique.
- Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

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

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. Visiting exhibitions is a mandatory part of the course and may require additional costs.

BIOLOGY

UNIT 1 (Accreditation from 2022)

HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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.

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.

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

- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- 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.

Assessment:

Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation from 2022)

HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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.

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.

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.

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

- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Assessment:

Satisfactory completion of the set outcomes.

BIOLOGY

UNIT 3 (Accreditation from 2022)

HOW DO CELLS MAINTAIN LIFE?

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.

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.

Students will apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

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

- Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- 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.

Assessment:

Unit 3 School-assessed Coursework: 20%

UNIT 4 (Accreditation from 2022)

HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

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.

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.

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

- 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.
- 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.
- 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.

Assessment:

Unit 4 School-assessed Coursework: 30%
End of Year Examination: 50%

BUSINESS MANAGEMENT

UNIT 1 (Accreditation from 2023)

PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. 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 from 2023)

ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years

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

- Outline 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.

BUSINESS MANAGEMENT

UNIT 3 (Accreditation from 2023)

MANAGING A BUSINESS

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students 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. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

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 from 2023)

TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

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%

CHEMISTRY

UNIT 1 (Accreditation from 2023)

HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

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.

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.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

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

- 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.
- 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
- 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.

Assessment:
Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation from 2023)

HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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.

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

- 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.
- 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.
- 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.

Assessment:
Satisfactory completion of the set outcomes.

CHEMISTRY

UNIT 3 (Accreditation from 2024)

HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials.

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.

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

- 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.
- 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.

Assessment:

Unit 3 School-assessed Coursework: 20%

UNIT 4 (Accreditation from 2024)

HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

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

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.

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, 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.

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

- 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.
- 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.
- 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.

Assessment:

Unit 4 School-assessed Coursework: 30%
End of Year Examination: 50%

DANCE

UNIT 1 (Accreditation from 2019)

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

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

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

- Describe and document features of their own other choreographers' dance works.
- Choreograph and perform a solo, duo, and/or group dance work and complete structured improvisations.
- Safely and expressively perform a learnt solo or group dance work.
- 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.

Assessment:
Based on successful achievement of outcomes

UNIT 2 (Accreditation from 2019)

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

Students are introduced to a range of dance traditions, styles and works. Dance traditions, styles and works selected for study should encompass the dance output of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Students may also study material such as dance from other cultures, music theatre, the work of tap/jazz or street performers, ballet choreographers, and/or modern dance. Students describe the movement vocabulary in their own and others' dances by identifying the use of movement categories and ways the elements of movement have been manipulated through the use of choreographic devices.

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

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

- Analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.
- Complete structured improvisations and choreograph and perform a solo, duo or group dance work.
- Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.

Assessment:
Based on successful achievement of outcomes

DANCE

UNIT 3 (Accreditation from 2019)

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.

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.

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

- Analyse two selected dance works.
- Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.
- Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.

Assessment:

Unit 3 School-assessed Coursework: 15%

UNIT 4 (Accreditation from 2019)

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

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

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

- Analyse a selected group dance work.
- Choreograph, rehearse, perform and analyse their realisation of a solo dance work.

Assessment:

Unit 4 School-assessed Coursework: 10%
End of Year Performance Examination: 50%
End of Year Examination: 25%

NB: Levy

There may need to be a trip/s organised to view professional dance works for review. There would be associated costs for travel, accommodation and admission to be paid by the family.

ENGLISH

UNIT 1	(Accreditation from 2023)	UNIT 2	(Accreditation from 2023)

Area of Study 1 - Reading and Exploring Texts

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

Area of Study 2 - Crafting Texts

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.

Outcomes: 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.
- 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.

Assessment:
Based on the successful achievement of outcomes.

Area of Study 1 - Reading and Exploring Texts

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.

Area of Study 2 - Exploring Argument

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.

Outcomes: 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.
- 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.

Assessment:
Based on the successful achievement of outcomes.

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

ENGLISH

UNIT 3	(Accreditation from 2023)	UNIT 4	(Accreditation from 2023)

Area of Study 1 - Reading and responding to texts
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.

Area of Study 2 - Creating texts
In this area of study, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Outcomes: 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.
- 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

Assessment:
Unit 3 School-assessed Coursework: 25%

Area of Study 1 - Reading and responding to texts
In this area of study, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.

Area of Study 2 - Analysing argument
In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

Outcomes: 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.
- 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.

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

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 from 2022)

HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

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.

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

- 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.
- 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.
- 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.

Assessment:
Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation from 2022)

WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

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.

A student-directed investigation is to be undertaken in Unit 2. 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.

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

- 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.
- 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.
- 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.

Assessment:
Satisfactory completion of the set outcomes.

ENVIRONMENTAL SCIENCE

UNIT 3 (Accreditation from 2022)

HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

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.

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

- 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.
- 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.

Assessment:
Unit 3 School-assessed Coursework: 20%

UNIT 4 (Accreditation from 2022)

HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

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.

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

- 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.
- 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.
- 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.

Assessment:
Unit 4 School-assessed Coursework: 30%
End of Year Examination: 50%

FOOD STUDIES

UNIT 1	(Accreditation from 2023)	UNIT 2	(Accreditation from 2023)

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

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.

FOOD STUDIES

UNIT 3 (Accreditation from 2023)

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), 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 from 2023)

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 (Accreditation from 2022)

HAZARDS AND DISASTERS

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.

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

- Analyse the nature of hazards and the impacts of hazard events at a range of scales.
- Analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment:

Based on successful achievement of outcomes.

UNIT 2 (Accreditation from 2022)

TOURISM – ISSUES AND CHALLENGES

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.

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

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

Assessment:

Based on successful achievement of outcomes.

UNIT 3 (Accreditation 2022 – 2026)

CHANGING THE LAND

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.

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

- Analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.
- Analyse land use change and evaluate its impacts.

Assessment:

Unit 3 School-assessed Coursework: 25%

UNIT 4 (Accreditation 2022 – 2026)

HUMAN POPULATION – TRENDS AND ISSUES

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

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

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

- Analyse and discuss population dynamics on a global scale.
- Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

Assessment:

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

HEALTH AND HUMAN DEVELOPMENT

UNIT 1	(Accreditation from 2025)	UNIT 2	(Accreditation from 2025)

UNDERSTANDING HEALTH AND WELLBEING

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

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 sociocultural factors that contribute to variations in the health status of youth.
- Interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.
- Apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Assessment:

Based on achievement of outcomes

MANAGING HEALTH AND DEVELOPMENT

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply 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 explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media 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 the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.
- Explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

Assessment:

Based on achievement of outcomes.

HEALTH AND HUMAN DEVELOPMENT

UNIT 3 (Accreditation from 2025)	UNIT 4 (Accreditation from 2025)

AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. 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 and initiatives.

Assessment:

Unit 3 School-assessed Coursework: 25%

HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development 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 health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goal and objectives of the World Health Organization (WHO). They 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 own capacity to act.

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

- Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.
- Analyse the 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 from 2022)

CHANGE AND CONFLICT

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.

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.

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

- 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.
- 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.

Assessment:

Based on successful achievement of outcomes.

UNIT 2 (Accreditation from 2022)

THE CHANGING WORLD ORDER

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.

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.

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.

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

- Explain the causes of the Cold War and analyse its consequences on nations and people.
- Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Assessment:

Based on successful achievement of outcomes.

HISTORY: REVOLUTIONS

UNIT 3 & UNIT 4 **(Accreditation from 2022)**

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 – SPANISH

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

LANGUAGES – SPANISH

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

LANGUAGES – JAPANESE

UNIT 1	(Accreditation from 2019)	UNIT 2	(Accreditation from 2019)

JAPANESE

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Area of Study 1- Interpersonal Communication

Outcome 1 - On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.

Area of Study 2- Interpretive Communication

Outcome 2 - On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.

Area of Study 3- Presentational Communication

Outcome 3 - On completion of this unit the student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

Assessment:

Based on successful achievement of outcomes.

JAPANESE

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Area of Study 1 - Interpersonal Communication

Outcome 1 - On completion of this unit the student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

Area of Study 2 - Interpretive Communication

Outcome 2 - On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

Area of Study 3 – Presentational Communication

Outcome 3 - On completion of this unit the student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

Assessment:

Based on successful achievement of outcomes.

LANGUAGES – JAPANESE

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

LEGAL STUDIES

UNIT 1 (Accreditation from 2024)	UNIT 2 (Accreditation from 2024)

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.

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.

LEGAL STUDIES

UNIT 3 (Accreditation from 2024)	UNIT 4 (Accreditation from 2024)

RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the 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.

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.

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

- 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.
- 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.

Assessment:

Unit 3 School-assessed Coursework: 25%

THE PEOPLE, THE LAW AND REFORM

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.

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.

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

- 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.
- 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.

Assessment:

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

LITERATURE

UNIT 1 (Accreditation from 2023)	UNIT 2 (Accreditation from 2023)

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

- Respond to a range of texts through close analysis.
- 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.

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: 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.
- 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.

LITERATURE

UNIT 3 (Accreditation from 2023)

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: 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.
- 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 from 2023)

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: 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.
- 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.

General Mathematics

- Focus: Broad mathematical applications including finance, statistics, networks, and matrices.
- Who it's for: Students interested in business, social sciences, or other non-STEM fields. It's also a flexible option for further study.
- Technology: Calculator and computer use is essential.
- Pathway: Ideal for students who completed General Mathematics or Mathematical Methods in Year 11.

Mathematical Methods

- Focus: Functions, algebra, calculus, probability, and statistics.
- Who it's for: Students aiming to pursue science, technology, engineering, mathematics (STEM), economics, or medicine at university.
- Challenging Content: Requires strong algebraic and problem-solving skills.
- Entry Requirement: Assumes a solid foundation from Year 10 Maths.

Specialist Mathematics

- Focus: Advanced mathematics including vectors, complex numbers, logic, and advanced calculus.
- Who it's for: Students who love maths and plan to study maths, engineering, or physics at a high level.
- Must be taken with: Mathematical Methods Units 3 and 4 (can be taken concurrently or previously).

Choosing the Right Pathway

- Students should match their maths subject to their career and university plans.
- Some combinations are recommended for specific pathways:
    - General and/or Methods (for flexible options)
    - Methods + Specialist (for high-level STEM careers)

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): The TI-Nspire CX II CAS

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.

GENERAL MATHEMATICS

UNIT 1 & 2 (Accreditation from 2023)

Data Analysis, Probability and Statistics

- Types of data, graphs and charts
- Summary statistics (mean, median, IQR, standard deviation)
- Comparing data sets
- Bivariate data and scatterplots
- Lines of best fit

Algebra, Number and Structure

- Arithmetic and geometric sequences
- Recursion and simple financial modelling (e.g. loans, investments)
- Percentages and interest
- Depreciation

Functions, Relations and Graphs

- Linear functions and graphs
- Simultaneous linear equations
- Step and piecewise graphs
- Real-world applications like tax scales or billing structures

Discrete Mathematics

- Matrices and matrix operations
- Modelling networks and systems
- Transition matrices (for population or movement over time)

Unit 2 may also include:

- Networks and Graphs: Shortest path, spanning trees
- Measurement and Geometry: Perimeter, area, volume
- Trigonometry and Navigation

Assessment:
Based on successful achievement of outcomes

UNIT 3 & 4 (Accreditation from 2023)

Data Analysis

- Statistical analysis and comparison
- Standard deviation, boxplots
- Comparing groups with summary statistics

Recursion and Financial Modelling

- Reducing balance and compound interest loans
- Annuities
- Depreciation

Matrices

- Matrix multiplication and powers
- Inverse matrices
- Applications to systems and problems

Networks and Decision Mathematics

- Graphs and paths
- Spanning trees
- Scheduling and critical path analysis

Linear Equations and Inequalities

- Linear graphs and modelling
- Simultaneous equations
- Inequalities and feasible regions

Assessment:
Unit 3 School-assessed Coursework: 24%
Unit 4 School-assessed Coursework: 16%
End of Year Examination: 60%

MATHEMATICAL METHODS

UNIT 1 & 2 (Accreditation from 2023)

Functions and Graphs

- Linear, quadratic, cubic and higher order polynomials
- Transformation of functions
- Graphing by hand and technology

Algebra

- Expanding, factorising, simplifying
- Solving equations and inequalities

Calculus (Introductory)

- Understanding limits
- Introduction to differentiation
- Finding gradients and tangent lines

Probability and Statistics

- Intro to probability laws
- Discrete random variables
- Expected values and distributions

Assessment:

Based on successful achievement of outcomes

UNIT 3 & 4 (Accreditation from 2023)

Functions and Graphs

- Exponential, logarithmic, circular and inverse functions
- Domain, range, transformations

Calculus

- Differentiation (product, chain, quotient rules)
- Applications of derivatives (max/min problems, rates of change)
- Anti-differentiation and definite integrals
- Area under curves and between functions

Algebra

- Further equations and algebraic manipulation
- Composition and inverse of functions

Probability and Statistics

- Continuous random variables
- Normal distribution
- Expected value and variance
- Applications to real-world contexts

Assessment:

Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 20%
End of Year Examination: 60%

SPECIALIST MATHEMATICS

UNIT 1 & 2 (Accreditation from 2023)

Algebra and Structure

- Complex numbers (introduction)
- Proofs and mathematical reasoning

Functions, Relations and Graphs

- More advanced polynomial and rational functions
- Graph sketching techniques

Calculus

- Advanced applications of differentiation
- Introduction to integration

Vectors and Mechanics

- Vector arithmetic and geometry
- Kinematics (motion)

Mathematical Proof and Logic

- Induction and deduction
- Constructing valid arguments

Assessment:
Unit 3 School-assessed Coursework: 24%

UNIT 3 & 4 (Accreditation from 2023)

Functions and Graphs

- Circular, rational and modulus functions

Calculus

- Differential equations
- Second derivatives and concavity
- Motion problems involving calculus

Vectors

- 2D and 3D vector analysis
- Applications to motion and geometry

Complex Numbers

- Arithmetic and geometric representation
- Polar form and De Moivre's Theorem

Mechanics

- Kinematics and dynamics
- Forces, projectiles, and motion

Proof and Logical Reasoning

- Mathematical induction
- Formal proofs using algebra and geometry

Assessment:
Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 20%
End of Year Examination: 60%

MEDIA

UNIT 1 (Accreditation from 2024)	UNIT 2 (Accreditation from 2024)

MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

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

- Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
- Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Assessment:

Based on successful achievement of outcomes

NARRATIVE ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

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

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

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

- Analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
- Apply the media production process to create, develop and construct narratives.
- Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment:

Based on successful achievement of outcomes

MEDIA

UNIT 3	(Accreditation from 2024)	UNIT 4	(Accreditation from 2024)

MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

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

- Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
- Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.
- Develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Assessment:

Unit 3 School-assessed Coursework: 10%

MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

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

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. Students view a range of media products, and analyse the role that media products and their creators play within the contexts of their time and place of production.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

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

- Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.
- Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Assessment:

Unit 4 School-assessed Coursework: 10%
School-assessed Task: 40%
End of Year Examination: 40%

MUSIC

UNIT 1 (Accreditation from 2023)

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.

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

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

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

- 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.
- Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
- 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.

Assessment:
Based on successful achievement of outcomes

UNIT 2 (Accreditation from 2023)

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.

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.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

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.

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

- 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).
- Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
- 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.

Assessment:
Based on successful achievement of outcomes

PHYSICAL EDUCATION

UNIT 1	(Accreditation from 2025)	UNIT 2	(Accreditation from 2025)

THE HUMAN BODY IN MOTION

In this unit, students examine the muscular and skeletal systems of the human body and how the muscles and bones work together to move. Through practical activities, they explore the major components of the musculoskeletal system and its contributions and interactions during physical activity, sport and exercise. Possible causes of illness and injury to the musculoskeletal system are investigated. Strategies and aids to assist in the prevention and management of such conditions are also explored. Students consider a variety of permitted and prohibited substances and methods used to enhance the performance of the musculoskeletal system.

Students investigate the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities, students explore the structures and function of the cardiorespiratory system and the contributions and interactions of each system during physical activity, sport and exercise at various intensities. The impacts of regular aerobic exercise on the functioning of these systems are also examined. Students consider a variety of permitted and prohibited substances and methods used to enhance the performance of the cardiorespiratory system.

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

- Participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to move, and evaluate the use of performance-enhancement substances and methods.
- Participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance-enhancement substances and methods.

Assessment:

Based on achievement of outcomes

PHYSICAL ACTIVITY, SPORT, EXERCISE AND SOCIETY

Students focus on the role of physical activity, sport and exercise in developing and promoting healthy lifestyles across the lifespan. Students explore the sociocultural influences on participation in various forms of physical activity.

They investigate the physical, social, mental, emotional and spiritual benefits of participation in regular physical activity at the individual and population levels and the potential health risks associated with physical inactivity and sedentary behaviour. Students examine sociocultural factors that influence physical activity and consider opportunities and barriers to participation. Students conduct a Functional Movement Assessment (FMA), then design and implement a personalised plan that is sustainable and adheres to the physical activity and sedentary behaviour guidelines.

Students also focus on a range of contemporary issues associated with physical activity and sport at the local, national and global levels. They investigate a range of factors that affect access to, inclusion, participation and performance in, physical activity and sport, such as injuries, coaching, sports technology and the media, psychological strategies and equity for a range of populations groups, including Aboriginal and Torres Strait Islander Peoples.

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 and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
- Explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

Assessment:

Based on achievement of outcomes

PHYSICAL EDUCATION

UNIT 3 (Accreditation from 2025)	UNIT 4 (Accreditation from 2025)

MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORT AND EXERCISE

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching 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 correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. 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:

- Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying 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; explain the factors causing fatigue; and recommend suitable recovery strategies.

Assessment:

Unit 3 School-assessed Coursework: 20%

TRAINING TO IMPROVE PERFORMANCE

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

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 assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

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

- Undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.
- Participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.
- Integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

Assessment:

Unit 4 School-assessed Coursework: 30%
End of Year Examination: 50%

PHYSICS

UNIT 1 (Accreditation from 2023)

HOW IS ENERGY USEFUL TO SOCIETY

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

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.

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.

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.

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

- Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- 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.

Assessment:

Based on successful achievement of outcomes.

UNIT 2 (Accreditation from 2023)

HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

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.

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.

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.

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

- Investigate, analyse, mathematically model and apply force, energy and motion.
- Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
- Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment:

Based on successful achievement of outcomes.

PHYSICS

UNIT 3 (Accreditation from 2023)

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 from 2023)

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 TECHNOLOGIES - TEXTILES

UNIT 1 (Accreditation from 2024)

DESIGN PRACTICES

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.

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.

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

- 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.
- 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.

Assessment:
Based on successful achievement of outcomes.

UNIT 2 (Accreditation from 2024)

POSITIVE IMPACTS FOR END USERS

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.

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.

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

- 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.
- 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.
- Research and discuss how designers and end users are influenced by culture.

Assessment:
Based on successful achievement of outcomes.

PRODUCT DESIGN AND TECHNOLOGIES - TEXTILES

UNIT 3 (Accreditation from 2024)	UNIT 4 (Accreditation from 2024)

ETHICAL PRODUCT DESIGN AND DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

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.

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

- Critique examples of ethical product design and innovation within industrial settings.
- 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.
- 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.

Assessment:

Unit 3 School-assessed Coursework: 10%

ETHICAL PRODUCTION AND EVALUATION

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

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

- 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.
- 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.

Assessment:

Unit 4 School-assessed Coursework: 10%
Unit 4 School-assessed Task: 50%
End of Year Exam: 30%

PRODUCT DESIGN AND TECHNOLOGIES - WOODWORK

UNIT 1 (Accreditation from 2024)

DESIGN PRACTICES

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.

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.

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

- 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.
- 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.

Assessment:

Satisfactory completion of the set outcomes.

UNIT 2 (Accreditation from 2024)

POSITIVE IMPACTS FOR END USERS

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.

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.

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

- 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.
- 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.
- Research and discuss how designers and end users are influenced by culture.

Assessment:

Satisfactory completion of the set outcomes.

PRODUCT DESIGN AND TECHNOLOGIES - WOODWORK

UNIT 3 (Accreditation from 2024)	UNIT 4 (Accreditation from 2024)

ETHICAL PRODUCT DESIGN AND DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

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.

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

- Critique examples of ethical product design and innovation within industrial settings.
- 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.
- 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.

Assessment:

Unit 3 School-assessed Coursework: 10%

ETHICAL PRODUCTION AND EVALUATION

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

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

- 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.
- 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.

Assessment:

Unit 4 School-assessed Coursework: 10%
Unit 4 School-assessed Task: 50%
End of Year Exam: 30%

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

PSYCHOLOGY

UNIT 1 (Accreditation from 2023)

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 from 2023)

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

PSYCHOLOGY

UNIT 3 (Accreditation from 2023)

HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

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.

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.

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

- 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.
- Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Assessment:

Unit 3 School-assessed Coursework: 20%

UNIT 4 (Accreditation from 2023)

HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

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

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.

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.

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

- Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- 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.
- 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.

Assessment:

Unit 4 School-assessed Coursework: 30%
End of Year Examination: 50%

RELIGIOUS EDUCATION

YEAR 11 AWAKENINGS

This is a school based and assessed program offering units of work developed in the Awakenings curriculum.

CHRISTIAN ETHICS – PERSONAL AND SOCIAL

DIGNITY

This unit explores how life within a global community means for Christians a call to respect and act for justice for all creation in cooperation with other religious and non-religious organisations.

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

- Explore and articulate the ways in which the Church and its teachings support Christians to act with justice within the local and global community.

SCRIPTURE, ISRAEL AND JESUS

CHRISTIANITY

In this unit students examine how Jesus' life, death and resurrection are central to the Christian's search for meaning and identity.

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

- Identify the characteristics of the Jewish tradition that provided meaning and identity for Jesus, thereby influencing meaning and identity for Christians now and significance for the lives of others.

GOD, RELIGION AND SOCIETY

WORLDVIEW

In this unit students examine how a world characterised by pluralisation, has the potential to challenge people from different religious and philosophical worldviews to live in mutual respect for the common good. Some cultural misunderstandings that might challenge any work for the common good could emerge from: a general public disinterest in the contribution of religious and other tradition to the public square; religious misunderstandings; religious scandals; the role of women in religious and other traditions; fear of the other; media misreporting/bias etc.

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

- Identify and critique some potential challenges posed by different religious traditions and non-religious worldviews in Australia and the importance of working with the challenge of respecting otherness for the common good.

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

GOD, RELIGION AND SOCIETY

IMAGINATION

In this unit students will explore how in cultural terms, the arts, sciences and humanities offer ways for exploring the fundamental questions of life and for people of faith, ways for exploring the mystery of God. They will 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:

- Investigate some ways in which the arts, sciences and humanities enable exploration of the fundamental questions of life while at the same time enabling people of faith to engage with the mystery of God.

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

RELIGIOUS EDUCATION

YEAR 12 AWAKENINGS

This is a school based and assessed program offering units of work developed in the Awakenings curriculum.

CHRISTIAN ETHICS – PERSONAL AND SOCIAL

ETHICAL DECISION-MAKING AND MORAL JUDGEMENT

This unit explores how life within a global community means for Christians a call to respect and act for justice for all creation in cooperation with other religious and non-religious organizations.

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

- Explore and articulate the ways in which the Church and its teachings support Christians to act with justice within the local and global community.

GOD, RELIGION AND SOCIETY

RELIGION AND ETHICS

In this unit students examine how a world characterised by pluralisation, has the potential to challenge people from different religious and philosophical worldviews to live in mutual respect for the common good. Some cultural misunderstandings that might challenge any work for the common good could emerge from: a general public disinterest in the contribution of religious and other tradition to the public square; religious misunderstandings; religious scandals; the role of women in religious and other traditions; fear of the other; media misreporting/bias etc.

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

- Investigate different religious traditions and non-religious worldviews in Australia and compare their responses to everyday issues.

CHRISTIAN ETHICS – PERSONAL AND SOCIAL

ETHICAL ISSUES IN SOCIETY

In this unit students examine how humans who are created in the image and likeness of God, are called to authentic relationships with others, the world and for those in faith, God.

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

- Identify and investigate contemporary moral issues in relation to self and relationships with other persons.

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

RELIGION AND SOCIETY

UNIT 3 (Accreditation from 2023)

THE SEARCH FOR MEANING

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

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

- Analyse the nature and purpose of religion and religious beliefs.
- Examine how beliefs and their expression through other aspects of religion are intended to respond to the search for meaning.
- Analyse the interplay between religious beliefs and their expression through related aspects of religion and significant life experiences.

Assessment:

Unit 3 School-assessed Coursework: 25%

UNIT 4 (Accreditation from 2023)

RELIGION, CHALLENGE AND CHANGE

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life.

Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility.

Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

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

- Analyse and compare stances and supporting responses taken by religious traditions or religious denominations as they are challenged.
- Discuss the interactions within a religious tradition or religious denomination and between a religious tradition or religious denomination and wider society in relation to a significant challenge, and evaluate the influence of the stances and responses on these interactions.

Assessment:

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

THEATRE STUDIES

UNIT 1 (Accreditation from 2025)

HISTORY OF THEATRE STYLES AND CONVENTIONS PRE-1945

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least 2 theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. They study safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in theatre production.

Theatre up to and including 1944 encompasses scripts from a wide range of styles including, but not limited to, Agitprop, Ancient Greek, Ancient Roman, Beijing Opera, Bunraku, Commedia Dell 'Arte, Epic Theatre (early works), Elizabethan, Expressionism, Kabuki, Liturgical, Medieval, Miracle plays, Musical theatre, Naturalism, Neoclassical, Noh, Melodrama, Realism, Surrealism, Theatre of Cruelty and Wayang Kulit Theatre.

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 2 or more theatre styles from pre-1945 and scripts associated with the selected styles.
- Work effectively in production roles to interpret scripts from 2 or more pre-1945 theatre styles.
- Analyse a live professional performance.

Assessment:

Based on successful achievement of outcomes.

NB: Levy

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

UNIT 2 (Accreditation from 2025)

CONTEMPORARY THEATRE STYLES AND MOVEMENTS

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either 2 distinct theatre styles OR a theatre movement between 1945 and the present day. In either option, students should study at least one Australian play.

This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

Students develop knowledge of, and skills relating to, theatre production processes that include dramaturgy, planning, development and presentation to an audience, and they apply these to their own work. They study safe, ethical, inclusive and sustainable working practices (where possible, using environmentally sustainable approaches) in theatre production. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners.

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

- Identify and describe the distinguishing features of distinct theatre styles and/or the characteristics of a theatre movement(s) through scripts written from 1945 to the present day.
- Work in production roles to interpret scripts from theatre styles or movements from 1945 to the present day.
- 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.

THEATRE STUDIES

UNIT 3 (Accreditation from 2025)	UNIT 4 (Accreditation from 2025)

PRODUCING THEATRE

In this unit, students develop an interpretation of a script through the 3 stages of the theatre production process: planning, development and presentation. Students specialise in 2 production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition and safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in the theatre.

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

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

- interpret a script across the stages of the production process through collaborative work undertaken in 2 production roles.
- Outline concepts and ideas for an interpretation of excerpts from a script and explain how these could be realised in a theatre production.
- Analyse and evaluate the interpretation of a written script from the prescribed VCE Theatre Studies Playlist in production to an audience.

Assessment:

Unit 3 School-assessed Coursework: 30%

PRESENTING AN INTERPRETATION

In this unit, students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the 3 stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students 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 the analysis and evaluation of a production they attend for their work in Area of Study 3. The production must be selected from the prescribed VCE Theatre Studies Playlist and must be different from the production they analyse in Unit 3. Students analyse and evaluate acting, direction and design in the selected production and consider the application of theatre technologies.

Students will further develop their knowledge and application of inclusive and sustainable (where possible, environmentally sustainable) theatre practices.

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

- Describe and justify an interpretation of a monologue and its prescribed scene within the world of the play.
- Interpret and present a monologue through the application of 2 production roles and orally justify and explain their interpretative decisions.
- Analyse and evaluate acting, direction and design in a performance of a production from the prescribed VCE Theatre Studies Playlist.

Assessment:

Unit 4 School-assessed Coursework: 15%
Monologue Performance: 25%
End of Year Examination: 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.

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

VISUAL COMMUNICATION DESIGN

UNIT 1 (Accreditation from 2024)

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 from 2024)

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 is a mandatory part of the course and may require additional costs.

VISUAL COMMUNICATION DESIGN

UNIT 3 (Accreditation from 2024)

VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique.

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

- Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration
- Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
- Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Assessment:

Unit 3 School-assessed Coursework: 20%

UNIT 4 (Accreditation from 2024)

DELIVERING DESIGN SOLUTIONS

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

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

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

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

Assessment:

Unit 4 School-assessed Task: 50%

End of Year Examination: 30%

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 is 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.

2024 SCALING REPORT

The following table gives the 2024 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	2024 Study	Mean	St. Dev.	20	25	30	35	40	45	50
AC	Accounting	30.8	7.4	20	25	31	36	41	46	50
AH	Agricultural & Horticultural Studies	24.7	6.5	15	19	24	29	35	42	50
AL03	Algorithmics (HESS)	37.9	6.6	26	33	38	43	47	49	51
	Applied Computing:									
IT02	Data Analytics	26.9	7.2	16	21	26	32	38	44	50
IT03	Software Development	28.8	7.1	18	23	28	34	39	45	50
AT	Art Creative Practice	27.5	7.5	17	22	27	33	39	44	50
SA	Art Making and Exhibiting	26.6	7.3	15	20	25	31	37	44	50
BI	Biology	30.4	7.4	19	25	31	36	41	46	50
BM	Business Management	27.1	7.3	17	21	27	32	38	44	50
CH	Chemistry	33.7	7.3	23	28	34	39	44	47	50
CC	Classical Studies	30.4	7.6	19	25	30	36	41	46	50
DA	Dance	28.0	7.0	18	23	28	33	39	44	50
DR	Drama	28.3	7.1	18	23	28	33	39	44	50
EC	Economics	31.5	7.2	21	26	32	37	42	46	50
EN	English	28.2	7.6	17	22	28	33	39	45	50
EF	English as an Additional Language	27.7	8.3	16	21	27	34	40	46	50
EG	English Language	32.6	7.1	22	27	33	38	43	47	50
EV	Environmental Science	28.0	7.0	18	23	28	33	38	44	50
XI03	Extended Investigation	32.5	6.8	22	28	33	38	42	46	50
FT	Food Studies	24.1	7.3	14	18	23	29	35	42	50
GE	Geography	28.5	7.4	18	23	28	34	39	45	50
HH	Health and Human Development	26.3	7.3	16	21	26	31	37	43	50
	History:									
HI17	Ancient History	27.9	8.0	16	22	28	34	40	46	50
HA	Australian History	27.8	8.2	16	22	28	34	40	46	50
HR	Revolutions	28.6	7.7	17	23	28	34	40	45	50
IE	Industry and Enterprise	22.1	7.1	12	16	21	27	34	41	50
	Languages:									
JS	Japanese Second Language	37.1	7.0	26	33	38	42	46	49	51
SP	Spanish	34.9	7.3	22	29	35	40	45	48	50

APPENDIX 1

2024 SCALING REPORT

Code	2024 Study	Mean	St. Dev.	20	25	30	35	40	45	50
LS	Legal Studies	28.4	7.6	17	23	28	34	40	45	50
LI	Literature	31.2	7.3	20	26	31	36	41	46	50
	Mathematics:									
MA10	Foundation Mathematics	21.3	6.9	12	16	20	25	31	39	50
NF	General Mathematics	27.8	7.2	18	23	28	33	38	44	50
NJ	Mathematical Methods	34.5	8.4	21	29	35	41	46	49	51
NS	Specialist Mathematics	41.6	8.3	28	36	43	48	52	54	55
ME	Media	27.1	7.1	16	21	26	32	38	44	50
	Music:									
MD	Music Composition	31.2	7.3	18	24	30	36	42	46	50
MC06	Music Contemporary Performance	27.5	6.9	18	22	27	32	38	43	50
MC05	Music Inquiry	27.7	7.0	18	23	28	33	38	44	50
MC04	Music Repertoire Performance	32.4	6.7	22	28	33	38	43	47	50
OS	Outdoor and Environmental Studies	25.5	7.1	15	20	24	29	35	42	50
PL	Philosophy	29.6	7.4	19	24	30	35	40	45	50
PE	Physical Education	27.5	7.3	17	22	27	33	38	44	50
PH	Physics	32.2	7.4	21	27	32	38	43	47	50
	Politics:									
PS03	Australian Politics	32.2	7.1	21	26	32	37	42	47	50
PS05	Global Politics	32.2	7.1	22	27	33	38	42	47	50
DT	Product Design and Technologies	25.4	7.0	14	19	24	29	36	43	50
PY	Psychology	28.4	7.4	18	23	28	34	39	45	50
RS	Religion and Society	28.3	7.5	18	23	28	33	39	44	50
SO03	Sociology	26.0	7.8	15	20	26	31	38	44	50
SE03	Systems Engineering	27.1	6.6	16	21	26	31	37	43	50
TT	Texts and Traditions	27.3	7.7	17	22	28	34	40	45	50
TS	Theatre Studies	28.8	7.1	18	23	28	34	39	45	50
VC	Visual Communication Design	27.4	7.2	16	21	26	32	38	44	50
	VCE VET:									
BU23	VCE VET Business	23.6	7.2	14	18	23	28	35	42	50
CT41	VCE VET Community Services	24.4	7.7	14	19	24	30	36	43	50
MU07	VCE VET Creative and Digital Media	26.8	6.9	16	21	26	31	37	43	50
DN17	VCE VET Dance	28.2	6.4	19	24	28	33	38	43	50
EG18	VCE VET Engineering Studies	24.7	6.1	15	19	23	28	33	40	50
EQ08	VCE VET Equine Studies	27.3	6.4	18	22	26	31	36	42	50
FN40	VCE VET Furnishing	24.6	5.4	18	21	25	30	34	40	50
CT37	VCE VET Health Services	25.8	7.0	16	20	25	30	36	43	50
HS63	VCE VET Hospitality	25.2	7.9	15	19	24	30	36	43	50
HS65	VCE VET Hospitality (Cookery)	24.7	7.2	13	18	23	28	34	42	50
IN60	VCE VET Information Technology	25.8	7.0	16	20	25	30	36	42	50
ET16	VCE VET Integrated Technologies	30.0	7.0	20	25	30	35	40	45	50
LB26	VCE VET Laboratory Skills	29.1	6.2	20	24	29	34	39	44	50
MI19	VCE VET Music Performance	27.2	6.5	19	23	26	31	35	41	50
MI30	VCE VET Music Sound Production	27.5	6.6	18	23	27	32	37	43	50
SR41	VCE VET Sport and Recreation	24.1	6.8	15	19	23	28	34	40	50

APPENDIX 1

2024 SCALED AGGREGATE TABLE

Based on the 2024 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.

2024 ATAR	Scaled 2024 Aggregate for ATAR
40.00	79.51
45.00	86.80
50.00	93.66
55.00	100.30
60.00	106.90
62.00	109.61
64.00	112.08
66.00	114.90
68.00	117.59
70.00	120.37
72.00	123.25
74.00	126.28
76.00	129.25
78.00	132.20
80.00	135.55
82.00	138.99
84.00	142.60
86.00	146.34
88.00	150.38
90.00	154.85
91.00	157.43
92.00	159.98
93.00	162.88
94.00	166.18
95.00	169.54
96.00	173.65
97.00	178.13
97.50	180.73
98.00	183.87
98.50	187.35
99.00	192.07
99.25	194.97
99.50	198.02
99.60	199.80
99.70	202.15
99.80	205.09
99.90	208.16

APPENDIX 2

CALCULATING YOUR AGGREGATE

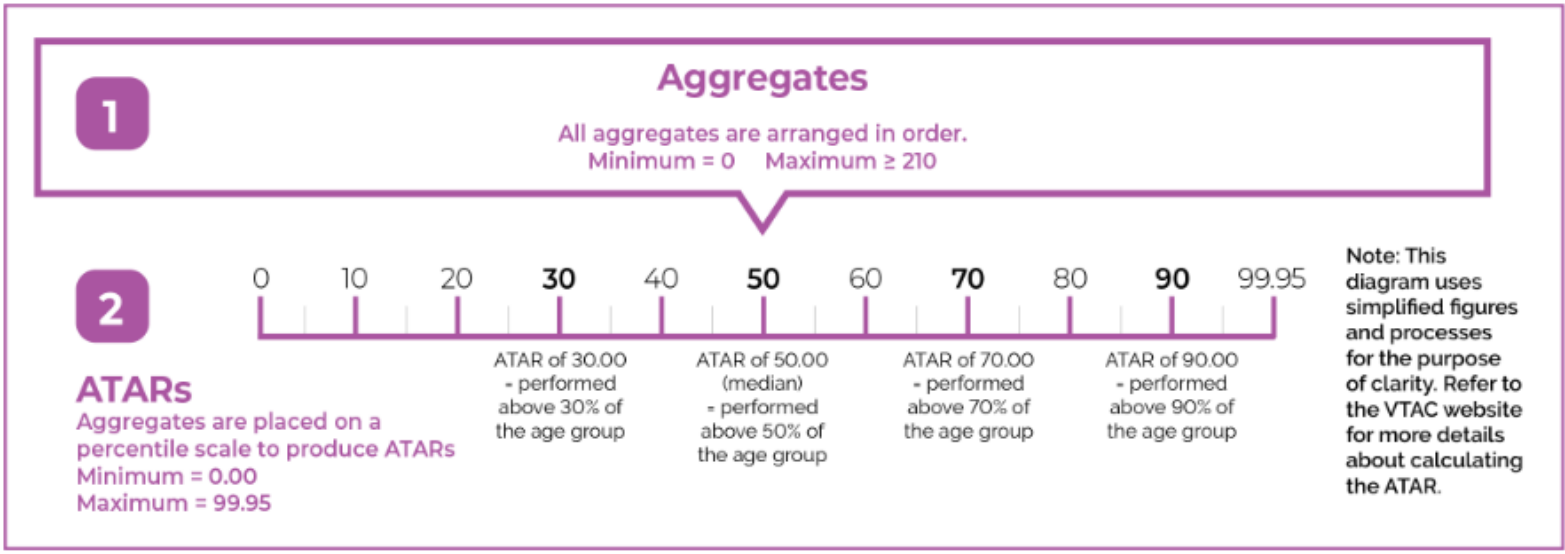
Before producing your ATAR, VTAC must first calculate your aggregate. Your aggregate is produced as a sum of your primary four studies and a maximum of two available (and permissible) increments. This effectively will give the student a score out of 220. Subject to the rules and restrictions that follow, up to six studies can be used in calculating your aggregate and they may include:

- VCE Unit 3 and 4 sequences
- VCE Vocational Education and Training (VET) programs with Unit 3 and 4 sequences
- Other approved VET studies (VE3), and
- One approved higher education study

However, only some of these types of study can be included in your primary four, others can only be used as increments. One of the primary four subjects must be from the English Group (English, English as an Additional Language, or Literature. If you have more than six results, only the six permissible results that give the highest ATAR are used. Any studies not used for the ATAR remain visible to selection officers on your application.

FROM AGGREGATE TO ATAR

Once the cohort's aggregates are calculated they are placed in order on a percentile scale with intervals of 0.05, converting aggregates to ATARs. Your aggregate is the total of your permissible scaled study scores.



Studies from any year can be used in the calculation of the ATAR.

All permissible VCE and VCE VET studies can be used.

You must pass Units 3 and 4 for a study to be included in your ATAR.

Your Graded Assessment results are used by the VCAA to produce your study score.

The study score is calculated by the VCAA, with an average score of 30 for each subject.

All study scores are scaled by VTAC before use in the ATAR to adjust for competition.

Year	Study	Unit 3/4 Results	GA 1	GA 2	GA 3	VCE Study Score	VTAC Scaled score	2019 Aggregate Contribution
2019	Literature	SS	A	A+	A+	42	43.36	43.36
2019	Algorithmics (HESS)	SS	A+	A+	A+	44	48.47	48.47
2019	Philosophy	SS	A+	A+	A+	47	47.84	47.84
2019	Specialist Mathematics	SS	A+	A+	A+	36	47.43	47.43
2019	Approved Higher Education Study							5.00
2019	Physics	SS	A+	A+	A+	43	45.13	4.51
Aggregate								196.61
Aggregate converted to an ATAR of								99.40

You must have at least four permissible scored studies to receive an ATAR. If you have more than four studies available, we will use the highest eligible four studies. These are known as your "primary four".

Up to two more eligible studies can contribute as increments, which for scored VCE subjects is 10% of the scaled study score.

Your ATAR is a percentile rank determined by your aggregate. For example, an ATAR of 60 means that your aggregate was higher than 60% of the Year 12 age group.

The aggregate is the total of all contributions to your ATAR.

APPENDIX 2

ATAR snapshot: Kamala

Kamala knew what she liked, what she was interested in and good at. Kamala chose studies based on all of these factors and focussed on studying. She was in the top six per cent of the state even though four of her six studies were scaled down.

Kamala completed Dance in Year 10 so her study score was scaled in 2022, and Health and Human Development in Year 11, which was scaled in 2023. Her result for Dance was included as an increment because it was one of her lowest two scaled scores (apart from English, which must be in her primary four).

Year	Study	Study Score	Scaled Score	2024 Aggregate Contribution
2024	English	35	33.00	33.00
2024	Visual Communication Design	48	47.60	47.60
2024	General Mathematics	43	41.60	41.60
2024	Psychology	41	40.20	40.20
2023	Health and Human Development	40	37.00	3.70
2022	Dance	27	25.00	2.50
Aggregate				**168.60**
Aggregate converted to an ATAR of				**94.70**

ATAR snapshot: Scott

Scott didn't know what he wanted to do when he left school, so he chose a wide range of studies that he was good at. He performed well across all of his studies, met the prerequisites of the course he was interested in and was offered a place.

It is also interesting to note that all of Scott's studies were scaled down but this didn't prevent him getting the ATAR he was aiming for.

Year	Study	Study Score	Scaled Score	2024 Aggregate Contribution
2024	English	31	29.00	29.00
2024	Health and Human Development	40	37.00	37.00
2023	Psychology	34	32.80	32.80
2024	Business Management	35	32.00	32.00
2024	Visual Communication Design	35	32.00	3.2
2024	General Mathematics	28	26.00	2.6
Aggregate				**136.60**
Aggregate converted to an ATAR of				**80.60**

ATAR snapshot: Fandral

Fandral didn't choose subjects based on his interests. He chose four studies that had previously been scaled up, even though he wasn't very interested in or good at them. Fandral did not excel in these studies, and even though four of his six studies were scaled up (including a VCE Language study) his ATAR was not as high as it could have been if he had chosen studies based on what he was good at, interested in and enjoyed.

Year	Study	Study Score	Scaled Score	2024 Aggregate Contribution
2024	English	17	14.45	14.45
2024	Chinese Second Language	28	40.00	40.00
2023	Specialist Mathematics	17	23.80	23.80
2024	Algorithmics (HESS)	18	23.40	23.40
2023	Accounting	18	18.00	1.80
2024	Physics	17	17.80	1.78
Aggregate				**105.23**
Aggregate converted to an ATAR of				**58.75**

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
Arts					
Art Making & Exhibiting	AR011	AR012	AR033	AR034	3.39
Dance	DA011	DA022	DA033	DA034	3.39
Media	ME011	ME022	ME033	ME034	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
Health and Physical Education					
Health and Human Development	HH011	HH022	HH033	HH034	3.39
Physical Education	PE011	PE022	PE033	PE034	3.39
Humanities					
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
Languages					
Languages: Japanese	LO461	LO462	LO463	LO464	3.39
Languages: Spanish					3.39
Mathematics					
General Mathematics	MA071	MA072	MA073	MA074	3.39
Mathematical Methods	MA111	MA112	MA113	MA114	3.39
Specialist Mathematics	MA091	MA092	MA093	MA094	3.39
Science					
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
Technology					
Agricultural and Horticultural Studies	AH011	AH022	AH033	AH034	3.39
Food Studies	FY011	FY022	FY033	FY034	3.39
Product, Design and Technologies: Textiles	DT011T	DT022T	DT033T	DT034T	3.39
Product, Design and Technologies: 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

Acceleration into a Unit 1/2 (Year 11) subject is available for Year 9 students moving into Year 10 in the following year at St Mary MacKillop College.

Acceleration requires the student to work at a level that would suggest that they are at the top of their year level academically in terms of academic ability and maturity.

Students who accelerate will have a well-documented and proven work ethic and stress management plan. They must demonstrate a sound ability to cope with the challenge of acceleration academically and personally in all their current subjects.

Acceleration process

- Students are informed of the acceleration process in Pathways classes and are given opportunities to reflect on their results.
- Current top performing students in Year 9 will be invited to accelerate into one Unit 1/2 (Year 11) VCE subject when they are in Year 10 in 2026.
- The Deputy Principal Teaching and Learning will review all available data sets to determine the students who are performing at the top of Year 9. Data sets will include: teacher feedback, PAT, NAPLAN, assessment task results, behaviour trackings and attendance.
- The top achieving students will be determined across Learning Areas.
- These students will then be invited to submit an application to accelerate into a VCE subject in the Learning Area identified by the data analysis. Students do not need to accept the invitation to submit an application.
- All invited candidates will be required to prepare a formal application and attend an interview with the Deputy Principal Teaching and Learning.

Unit 3/4 Subjects

Students previously accelerated into a Unit 1/2 sequence are not automatically accelerated into a Unit 3/4 sequence. Students wishing to accelerate into VCE Units 3/4 at Year 11 following acceleration into Units 1/2 level at Year 10, must maintain results equivalent to their peers in that class 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).

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 completed Specialist Mathematics Units 1/2 at Year 11 level.

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