DANDENONG HIGH SCHOOL

2016
Senior Studies
Information Handbook
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Message from the Principal

The Dandenong High School learning community prides itself on providing an environment where all students can achieve success and are prepared to meet the challenges of life beyond school. The school has a strong learning culture and is recognised within the community for its excellent student outcomes.

Dandenong High School offers its students a wide range of senior studies including the Victorian Certificate of Education [VCE], the Victorian Certified of Applied Learning [VCAL] and Vocational Education and Training [VET]. Students also have the opportunity to combine these and may complete one or more VCE subjects while completing a VCAL certificate. The Trade Training Centre on the Chisholm TAFE site now students with even greater opportunities to pursue a range of pathways including “Industry tasters” in state of the art facilities.

The Year 10 Program now aligns with Senior Studies providing a three-year Senior Studies program for all students. This provides our Year 10 students with an opportunity to undertake a wide variety of subjects that offer greater depth in learning and targeted preparation for VCE. Furthermore, students are able to access Unit 1 and 2 VCE subjects, in addition to VET Training Programs.

Students are provided with targeted support to enable them to choose a future career pathway and select the appropriate senior studies course to ensure they complete the prerequisites or meet the requirements of employment or further study. Students and parents can discuss subject options during individual course selection interviews with both House Leadership and professional Careers staff.

It is critical that students entering their senior years of study seek advice and understand the commitment required to succeed. Attendance at all scheduled classes, commitment to complete all required work and participation in the wider school program are essential.

The objective of this handbook is to inform students in Years 9 - 11 and their parents about their Senior Studies options at Dandenong High School in 2016. It will provide a useful reference guide but must be used in conjunction with the other resources outlined in the handbook and with consultation with House Leadership, Careers advisors and other relevant staff and parents. Parents of Year 9 students will be invited to an Information Session at the school to introduce the new Year 10 Program early in Term 3.

It needs to be noted that this handbook is a list of subject offerings only. Courses can only be conducted where sufficient numbers of students choose subjects and where staff are available to teach the subject.

It is not uncommon for students to suffer stress and difficulty during the course selection process and during their study. The school has a number of key people who can assist students and help develop their pathway for success. The school has a dedicated Well Being Team and House Leadership Teams who can offer support to students and their families.

The school wishes all students entering the Senior School the best of luck and encourages them to work hard, be well informed and select an appropriate course so that they can successfully achieve their desired pathway once they move onto further study or employment.

Mrs Susan Ogden
PRINCIPAL
Year 10 Program
2016
Preamble

The vision for Dandenong High School is one in which all students are empowered and achieve success, through ensuring the diverse needs, achievements and strengths of every individual are recognised, nurtured and celebrated. In order to provide a genuinely personalised learning program that allows all students to explore and identify the most relevant learning and careers pathway the Year 10 learning program aligns with Senior Studies. Students at Dandenong High School will therefore undertake a three-year Senior Studies program, which will provide our Year 10 students with an opportunity to undertake a wide variety of Year 10 subjects that provide greater depth in learning and targeted preparation for VCE and VCAL. Furthermore, students will be able to access Unit 1 and 2 VCE subjects and VET Training Programs at the DREAM Centre at Chisholm TAFE. The Year 10 Program will ensure our students are able to make informed pathway choices, supported through a personalised Careers Counselling process, which will empower all students to achieve ultimate success.

Structure of the Program

- Every Year 10 student will study seven subjects
- All subjects are whole year – there are no semester based subjects in Year 10
- Every student must select from five core areas - English/EAL, Humanities, Mathematics, Science and Health/Physical Education. These are called Domain Requirements
- Every student will then be able to select from a wide range of options for their remaining subjects, including Arts/DCT subjects. These are called Pathways Options
- English/EAL is the only subject that will remain in the 3 Teachers with 50 students structure. All other subjects will follow the 1:26 teacher/student ratio, in line with Senior Studies, except Year 10 Connect Program, which will be a single class with one or two teachers.
- Mainstream Year 10 students can choose to select a Unit 1 & 2 subject, with a possible maximum of two Unit 1 & 2 subjects. However, students will be required to satisfy the selection criteria in order to undertake a Unit 1 and 2 VCE subject
- Year 10 Accelerated and Enhanced Learning Program (AELP) students can select up to three Unit 1 and 2 subjects, however, two Unit 1 and 2 subjects are recommended -
  ➢ Can choose to study Units 1 and 2 English, a Units 1 and 2 Humanities subject and Units 1 and 2 Mathematics, either Maths Methods or General Further Maths (on advisement from their Year 10 Maths teacher), without following the Unit 1 and 2 Approval Selection Process
  ➢ However, a Year 10 AELP student may select to repeat a Year 10 subject if they require further consolidation before progressing to the Unit 1 & 2 in Year 11
  ➢ Year 10 AELP students will be required to go through the Approval Selection Process if they choose to select a Unit 1 and 2 subject in Science, Health/PE and Arts/DCT, as they have not been accelerated in these subjects
- Maths and Science Subjects -
  ➢ Integrated Maths/Science:
    The Year 10 Program includes an Integrated Maths/ Science subject. The design of the subject is authentic project-based learning, and is intended for students whose interests and abilities are focused in other subject areas and who do not wish to continue with Maths and Science in their Senior Years, nor in further tertiary study.
  ➢ Essential Maths:
This subject has been designed for students who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year but wish to undertake Units 1 & 2 Foundation Maths, Intermediate VCAL or VET studies.

- **VCE Preparation Maths:**
  - Non-AELP students who are approved to select Unit 1 & 2 General Further Maths (GF1) must also select VCE Preparation Maths. This course will cover a range of subjects not covered in GF1 and will provide these students with the option of selecting Maths Methods Units 1 & 2 only or both Specialist Maths and Maths Methods Units 1 & 2 in Year 11.

- **VCE Preparation Science** -
  - Any Year 10 student who is approved to select a Unit 1 & 2 Science subject (Biology, Chemistry or Physics) must also select VCE Preparation Science. This course will cover a range of Science topics not covered in their selected Unit 1 & 2 Science and will provide these students with the option of selecting another Unit 1 & 2 Science in Year 11.

  If approved, students may select Units 1 & 2 in Environmental Science or Psychology without doing VCE Preparation Science. However, these Unit 1 and 2 subjects do not meet the minimum Year 10 Domain Requirements for Science and can be studies in addition to Year 10 Science.

- Students will also have the opportunity to select a VET Course as part of their Year 10 Program. The Dandenong Regional Education Alliance Model (DREAM Centre) will be offering the following VET Training Programs at Chisholm TAFE’s Dandenong Campus in 2015 –
  - Hairdressing Trades
  - Beauty Trades
  - Building Trades
  - Plumbing
  - Electro-Technology
  - Engineering, Integrated Technology

  These programs will be available to Year 10 students and be delivered each Monday of the school year from 8am to 11.30am. There will be material costs associated with this subject.

  Students will attend their period 1 and 2 classes as normal and then make their way to the DREAM Centre.

- The Year 10 Connect Program (Y10CP) is a program for students who have recently begun learning English in Australia. This program provides a more individualised approach to their language and wider learning in order to prepare them for Year 11. Building on their strengths, Year 10 Connect Program provides more time and support to learn the English language, as well as allowing students to learn important language, content and skills in Humanities, Science and Health. Students will have an Individual Education Plan to guide their learning in all subject areas. The Year 10 Connect Program also helps students to develop an Individual Pathways Plan and teaches more about the world of Australian study and work, so that newly-arrived students can have the right information to make good decisions about their own learning and career opportunities in future years. Students may move into Year 10 during the year if and when it is deemed the best learning environment for them, according to their skills and aspirations and in consultation with their teachers.
The Year 10 program will be chosen from the following options

Option One:
[Domain Requirement]
- English/EAL +
- Maths +
- Science +
- Humanities +
- Health/PE
  + two Pathway Options subjects
= 7 subjects

Option Two:
[Domain Requirement]
- English/EAL +
- Integrated
- Maths/Science +
- Humanities +
- Health/PE
  + three Pathway Option subjects
= 7 subjects

Option Three:
[Domain Requirement:]
- Y10CP English as an Additional Language (EAL)
- Y10CP Maths
- Y10CP Science
- Y10CP Humanities
- Y10CP Health/PE (integrated)
  + Y10CP English as an Additional Language (EAL) further
  + Y10CP Pathways Literacy
= 7 subjects

Please note that the Year 10 Program provides a personalised pathway for each individual student. Therefore there are several possible subject configurations, depending on the choices made by the student. Every student will have a Course Selection Interview in which they will discuss the best possible pathways option available to them.
Year 10 Subject Selections 2016
Rationale
The Year 10 English/EAL course extends students’ literacies in the four main communicative areas of listening, speaking, reading and writing to prepare them well for their VCE studies. Students will develop an enjoyment and critical appreciation of a wide variety of texts. They will be encouraged to draw upon the complex themes in their study of texts and be inspired to create their own pieces of writing. Students will respond, both orally and in written form, to a variety of issues in the media; and demonstrate their ability to critically evaluate the issue through their understanding of how language is used to persuade. Students will develop their confidence in writing in different contexts, using effective expression and a variety of forms, for a range of purposes and audiences.

Key Skills:
Reading and Viewing:
- Students will read a range of texts to examine different perspectives on complex themes and issues. They will demonstrate their critical understanding of the texts through short and extended responses.

Speaking and Listening:
- Students will deliver a variety of oral presentations to both the class and to smaller groups. Further, they will participate in class discussions to develop their listening and speaking skills.

Using Language to Persuade:
- Students will analyse persuasive techniques used in a range of print, non-print, and multi-modal texts to explore how points-of-view are constructed. They will produce a sustained critical response on the issues studied each semester.

Creating and Presenting:
- Students will prepare a folio of writing in different styles: stories, arguments, reviews, dialogue, and poetry.

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<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
<th>School Assessed Tasks</th>
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</thead>
<tbody>
<tr>
<td>Year 10 English/EAL</td>
<td>VCE English</td>
<td>Librarian</td>
<td>Performance on the following tasks will provide evidence of student progress in relation to the expected level of the AusVELS standards.</td>
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<tr>
<td></td>
<td>VCE Literature</td>
<td>Journalist</td>
<td>- Essays</td>
</tr>
<tr>
<td></td>
<td>VET – EAL Employment</td>
<td>Office Manager</td>
<td>- Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td>- Speaking and Listening Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lawyer</td>
<td>- Writing Tasks</td>
</tr>
</tbody>
</table>
Rationale
The Year 10 EAL course provides additional language support to students who have recently arrived in Australia. (Less than 5 years) The EAL course runs independently of the English/EAL mainstream course. It is specifically designed to assist EAL students in developing their English language skills in reading, writing, speaking and listening, so that they are able to better manage more confidently in their Year 10 mainstream studies and any future pathways they may wish to undertake.

Key Skills
In this course students will:
- Write for different purposes and audiences
- Read, comprehend and analyse short texts
- Take notes and summarise information
- Develop a firm understanding of grammar conventions in context
- Build vocabulary
- Develop an ability to think critically
- Aim to use effective expression in spoken forms (formally and informally)
- Learn how to use ICT to enhance learning of English language

Key Knowledge
In this course students will learn:
- The different forms and purposes of written and spoken texts
- How persuasive language can influence an audience
- The importance of analysing and evaluating different texts
- The difference between informal and formal language
- The value of ICT in learning language

School Assessed Tasks
Performance of the following tasks will provide evidence of student progress in regards to the EAL developmental continuum, which indicates the stage of their English language acquisition.
- Writing pieces such as: letters/emails, reports, journal entries, opinion pieces and essays.
- Class Discussions and Oral presentations
- Written responses to different forms of texts read in class
Pathways Option – Year 10 Literacy Support

Rationale
The Year 10 Literacy Support course offers students an individualised and intensive course in basic language skills. Through the development of an Individual Literacy Plan, the course is designed to improve students’ foundation literacy skills and to prepare them for some of the generic literacy demands of Years 11 and 12. Students will participate in a personalised and structured program of writing, reading, speaking and listening in order to improve their skills in these areas.

Key Skills
In this course students will:
- Develop reading fluency and comprehension
- Write using a range text-types and language features common in Years 11 and 12
- Develop formal presentation skills
- Develop listening comprehension and note-taking skills
- Inquire into abstract themes – conflict and identity and belonging

Key Knowledge
In this course students will:
- Have a detailed understanding of their strengths and areas of development as a language learner
- Write using a range of text-type structures and associated language features commonly encountered in Years 11 and 12
- Have a knowledge of generic comprehension strategies
- Have a knowledge of basic grammar conventions

Future Studies and possible Career Pathways

Year 10 Subject
- VCE English/EAL or Intermediate VCAL
- VET EAL for Employment
- Foundation Senior Studies

Example Senior Study Subject Options
- Child Care
- Retail
- Interpreter
- Teacher
- Real Estate

Example Course-Career Pathways

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress as measured against the students’ personalised literacy goals.
- Writing Book and Folio
- Reading Journal
- Comprehension Tasks
- Oral Presentation
**ENGLISH**

Pathway Option – Year 10 Literature

**Rationale:**

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

**Key Skills:**

In this course, students will:
- Develop an enjoyment of literature through reading widely, imaginatively, critically and independently
- Gain an understanding of the variety of human experience
- Develop a critical awareness of cultures past and present, as they are represented in literature
- Read closely and engage in detailed critical analysis of the key literary features
- Develop interpretive skills by hypothesising about and drawing inferences from texts
- Extend their understanding of the different ways literary texts are constructed
- Develop the capacity to write confident analytical and creative responses to texts.

**Key Knowledge:**

In this course, students will study the:
- Ways texts represent human experience
- Reading practices which contribute to the development of interpretation such as prediction
- The significance of characters, settings and events in shaping a student’s response
- The structures, linguistic and literary features of particular forms of text
- Strategies for developing an informed response

**Future Studies and possible Career Pathways**

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<th>Year 10 Subject</th>
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<td>Year 10 Literature</td>
<td>VCE English</td>
<td>Editor</td>
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<td>VCE Literature</td>
<td>Journalist</td>
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<td>VET – Live Production Theatre Studies and Events</td>
<td>Law Clerk</td>
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<td>Media Presenter</td>
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<td>Public Relations</td>
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**School Assessed Tasks:**

- Film and Book comparative analysis
- Film text analysis
- Form studies {Novel, Poetry, Film, Short Story, Graphic Novel, Play}
- Genre Studies {Science Fiction, Horror, Romance, History, Fantasy, Thriller, Crime, Children, Autobiographical etc.}
- Major text analysis
Languages Other Than English (LOTE)

Pathways Option – Year 10  French

Rationale
The Year 10 course provides opportunities for students to continue their French studies at an intermediate level. It is designed for students to enjoy the experience of exploring the French language and culture in meaningful ways through contemporary texts and authentic digital resources, photographs, magazines, films, music, the Arts and Cuisine of France and the francophone world.

Text:  Tapis Volant 2, 3rd ed. (retain from Year 9)
Excursions: One per semester

Key Skills
In this course students will consolidate their skills in listening, reading and responding to texts to interpret meaning and use the target language in new contexts. They will collect, analyse and organise information, and share their findings with others, such as in presentations, or scenarios.

They will continue to develop their communication skills by engaging in short conversations on topics related to their experience, demonstrating intercultural awareness and appropriate ways of establishing and maintaining relationships when interacting with others in diverse cultural settings.

Key Knowledge
In this course students will continue to develop their understanding of the French language and culture. They will be supported in developing strategies to identify, understand and recall vocabulary, grammatical structures and sentence patterns within the context of the topics.

Future Studies and possible Career Pathways

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<th>Example Course-Career Pathways</th>
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<td>Year 10 French</td>
<td>VCE French</td>
<td>Customs Officer</td>
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<td>VCE LOTE</td>
<td>Travel Agent</td>
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<td>VET – Tourism</td>
<td>Immigration Officer</td>
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School Assessed Tasks:
- Listening, reading and responding verbally or in writing
- Dialogues/scenarios
- Writing tasks, including Workbook activities
- Tests
Rationale
The Year 10 course provides more opportunities for students to continue further Japanese studies at an intermediate/VCE preparation level. This course is designed for students to enjoy and expand their knowledge of the Japanese language and culture through textbook, journals, Internet resources, video conference and excursions.

Text: Koukou Seikatsu Book 1
Excursion: Monash University “Why We Learn Japanese”

Key Skills
In this course students will extend their language skills and develop intercultural awareness and understanding through a range of creative activities, including interactive games, role-plays, films, short stories, calligraphy and crafts typical of the Japanese culture. Students will participate in listening, speaking, reading, viewing, writing and excursion activities designed to build their confidence in communicating both orally and in writing, about topics related to their world, such as holidays, travel, family, friends, housing, home stay, shopping and clothes.

Key Knowledge
In this course students will engage in familiar oral situations, demonstrating their ability to imitate and adapt models using culturally appropriate language and gesture. Students will also demonstrate their understanding of main ideas in extended written or spoken texts and pass on several items of information verbally and in writing. Students will use Hiragana, Katakana and some familiar Kanji characters in their work and demonstrate their ability to write paragraphs on Japanese paper. They will also fine-tune their research skills and demonstrate their ability to present creative cultural projects about Japan and the Japanese community, using ICT and the Internet.

Future Studies and possible Career Pathways

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<th>Year 10 Subject</th>
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<tr>
<td>Year 10 Japanese</td>
<td>VCE Japanese</td>
<td>Customs Officer</td>
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<td>VCE LOTE</td>
<td>Travel Agent</td>
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<td>Immigration Officer</td>
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<td>Translator</td>
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<td>Food Service &amp; Hospitality</td>
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School Assessed Tasks
- Regular class participation
- Workbook exercise (written, reading, listening and writing tasks)
- Tests
- Research assignment tasks and creative presentation of a project
Languages Other Than English (LOTE)

Pathway Option – Year 10 Latin

**Rationale**
The Year 10 course provides more opportunities for students to continue further Latin studies at an intermediate/VCE preparation level. This course is designed for students to enjoy and expand their knowledge of Latin through textbook, journals, stories and translations.

**Key Skills**
In this course students will:
- Further develop their grasp of the Latin language
- Extend their knowledge of Roman civilisation and its culture, and its influence on Western Civilisation
- Further develop their understanding of English by exploring the links between Latin and English

**Key Knowledge**
In this course students will:
- Read graded stories centred around the topics of Roman Britain
- Translate accurately into English
- Respond with understanding to comprehension questions
- Explore the culture of Roman Britain, and compare this with their own, and complete a detailed study of Rome and the Roman army

**Future Studies and possible Career Pathways**

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<tr>
<td>Year 10 Latin</td>
<td>VCE Latin</td>
<td>Customs Officer</td>
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<td>VCE LOTE</td>
<td>Travel Agent</td>
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<td></td>
<td>VET – Travel Industry</td>
<td>Historian</td>
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<td>Translator</td>
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<td>Archaeology</td>
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**School Assessed Tasks**
- Workbook and Comprehension exercises
- Translation
- Research Assignment
- Vocabulary Test
HUMANITIES

Domain Requirement – Year 10 Humanities
(History/Geography/Economics)

Rationale

The following subject is designed for students who would like to pursue their learning in a course that covers History, Geography and Economics. The course is designed to give students a broad knowledge base from which they can make decisions about their future studies in the Humanities.

In History, students will study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Geography integrates knowledge from the Natural Sciences, Social Sciences and Humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The Economics and Business components are designed to help students develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to the economy. It examines economics and business that are involved in decision making at personal, local, national, regional and global levels. It assists students in learning to appreciate the interdependence of decisions made, as well as the effects - both intended and unintended - of these decisions on consumers, businesses, governments and other economies.

Key Skills

In this course students will:

- Develop an understanding of natural and human environments
- Develop skills of observation, data collection, data presentation, analysis and synthesis fundamental to geography
- Understand and apply key geographic ideas of location, scale, distribution, region, movement, spatial association, spatial interaction, distance and spatial change over time to given topics
- Research and evaluate a range of historical evidence and respond critically
- Identify and analyse the ideologies that have helped shape the changing face of the world

Key Knowledge

In this course students will study:

- History: the Jazz Age, the Great Depression, World War II, Rights and Freedoms and Migration Experiences in a globalising world
- Geography: Environmental Issues in Australia and the World, Resources and Sustainability, Population, Patterns of Development and Global Development Issues
- Economics: My Finances, the Performance of an Economy, How we Measure it and Conducting Business in a Global Economy

Future Studies and possible Career Pathways

Year 10 Subject | Example Senior Study Subject Options | Example Course-Career Pathways | School Assessed Tasks
---|---|---|---
Year 10 Humanities | VCE History | Anthropology | • Field work
VCE Geography | Teacher
VCE Economics | Historian
Business Management
Archaeology | • Case Studies
• Topic Tests
• Presentations & Reports
• Analysis and visual representations

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**Domain Requirement – Year 10 Commerce**

**Rationale**
Year 10 Commerce is a humanities based subject drawing on key principles from the studies of Economics, Financial Literacy, Business Management and Global Politics. The subject introduces students to the information and skills required to understand why decisions and choices are made and to learn how these decisions affect their everyday lives and the lives of people throughout the world. Examples of themes covered in the subject include:

- The Global Financial Crisis
- My finances
- The Economics of war
- The Economics of our environment
- How decisions are made by individuals, businesses and governments

**Key Skills**
In this course students will learn the following skills:

- Economic understanding, reasoning and interpretation
- Collection and analysis of data
- Interpretation of decisions
- Investigating global economic issues
- Evaluate alternatives to economic problems faced by the world
- Form valid conclusions based on evidence

**Key Knowledge**
In this course students will learn:

- The performance of an economy and how we measure it
- Consumerism
- Conducting business in a global economy
- The nature of work in a global economy
- Entrepreneurs and society

**Future Studies and possible Career Pathways**

**School Assessed Tasks**
This will include:

- Case Studies
- Class Exercises
- Presentations
- Reports
- Excursions
- Tests
- Examination
HUMANITIES

Domain Requirement – Year 10 Geography

**Rationale**
Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

The two units of work to be studied are:

*Environmental change and management – Global Environmental Phenomena*

*Geographies of human wellbeing – Global development challenges*

**Key Skills**
In this course students will develop their geographical inquiry skills, which include:
- Digital and spatial technologies (GIS: Geographical Information Systems)
- Observing, questioning and planning. Collecting, recording, evaluating and representing. Interpreting, analysing and concluding. Communicating, reflecting and responding

**Key Knowledge**
In this course students will learn about:

Global Environmental Phenomena (Environmental change and management)
- Environmental changes contributed to by humans
- Environmental world views & management
- Environmental issues in Australia

Global Development Challenges (Geographies of Human Wellbeing)
- Resources & Sustainability
- Population and Patterns of Development
- Global Development Issues (global, national and local differences between countries)

Case studies will be drawn from Australia, Africa, South America and Asia.

**Future Studies and possible Career Pathways**

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<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
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<tbody>
<tr>
<td>VCE Geography</td>
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<td>Surveyor</td>
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<td>VCE Environmental Science</td>
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<td>Town Planning</td>
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<td>VCE Science</td>
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<td>Park Ranger</td>
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<td></td>
<td></td>
<td>Environment Scientist</td>
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<td>Meteorology</td>
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</tbody>
</table>

**School Assessed Tasks**
- Field work
- Case Studies
- Topic Tests
- Presentations & Reports
- Exam

17
HUMANITIES

Domain Requirement – Year 10 History

Rationale
The Year 10 History curriculum 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. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

Key Skills
In this course students will:
- Use chronological sequencing to demonstrate the relationship between events
- Use historical terms and concepts
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Select and use a range of communication forms and digital technologies

Key Knowledge
In this course students will complete the following studies:

- Overview content for the Modern World and Australia includes the following:
  Students will study the interwar levels between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Depth study 1: World War II (1939-1945)
  Students explore the causes and course of WWII, including significant events such as the Holocaust and the use of the atomic bomb. The experiences of Australians during WWII, including on the home front, and the impact of the war on Australia’s international relationships will also be examined.
- Depth study 2: Rights and Freedoms (1945-present)
  The struggle of Aboriginal and Torres Strait Islander peoples to gain rights and freedoms will be investigated, including significant events such as the referendum, reconciliation, the Mabo decision & the Stolen Generations. The influence of the US civil rights movement on Australia will also be examined.
- Depth study 3: The Globalising World – Migration Experience (1945-present)
  Students will study the waves of post-WWII migration to Australia and the impact of changing government policies on migration. The contribution of migration to Australia’s changing identity as a nation and international relationships will also be examined.

Future Studies and possible Career Pathways

Year 10 Subject

<table>
<thead>
<tr>
<th>Year 10 History</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VCE 20th Century History</td>
<td>Historian</td>
</tr>
<tr>
<td></td>
<td>VCE History - Revolutions</td>
<td>Museum Curator</td>
</tr>
<tr>
<td></td>
<td>VET - Tourism</td>
<td>Researcher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library Technician</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archaeology</td>
</tr>
</tbody>
</table>

School Assessed Tasks

- Workbook and Folio
- Research Investigations
- Tests
- Examination
**Rationale**

*Introduction to Classics: Western Dreaming*

The world of Ancient Greece and Rome – the Classical world – has had an extraordinary influence on the western way of doing things, from our systems of government to our laws and ways of thinking about the world. This subject provides an introduction to this fascinating world. Students have an opportunity to explore the literature, history, philosophy, art and architecture of Greece and Rome, and through them gain an increased understanding of their own place in the world.

**Key Skills**

In this course students will:

- Research topics related to the Classical Greek and Roman World
- Develop skills of analysis of texts and art works
- Synthesise material in written and oral form and present their findings to an audience
- Read and critically assess material both primary and secondary, from the ancient world
- Continue to develop mapping skills

**Key Knowledge**

In this course students will develop an awareness and understanding of the Classical Greek and Roman World in terms of:

- Religious and mythical beliefs
- History and geography
- Uncovering through modern archaeological and technical methods
- Society and social values
- Literary artistic and architectural forms
- Major personalities
- Relevance and importance to the modern world
- Continued representation in the modern world.

**Future Studies and possible Career Pathways**

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction To Classics</td>
<td>VCE Classical Civilisations</td>
<td>Historian</td>
</tr>
<tr>
<td></td>
<td>VCE History</td>
<td>Museum Curator</td>
</tr>
<tr>
<td></td>
<td>VET - Hospitality</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

**School Assessed Tasks**

Assessment tasks will be chosen according to the topic and will include:

- Mapping tasks
- Research tasks
- Oral and written Presentations
- Analysis of a text or artwork
- Visual representations
**Rationale**

Philosophy is a subject that introduces students to a powerful way of learning: Community of Inquiry. The Essential Questions of life are asked and explored by the whole group through structured dialogue. Philosophical ideas from many cultures, from ancient to contemporary, are studied and discussed. A whole new learning experience is created in each lesson, and the principles of democracy such as respect, equality and access are actively promoted where the contribution of every member of the class is valued. Students speak and listen to each other on such fundamental topics such as ethics, the nature of knowledge, reality and existence. Philosophy students learn to respect the views of others as they participate in philosophical dialogue.

**Key Skills**
In this course students will:

- Speak to the group, gaining experience and developing their ability to speak clearly and confidently
- Think clearly as they formulate their own ideas and express them verbally
- Listen to others carefully, developing the ability to discover new information from different perspectives
- Gain self-confidence as their views are valued and actually create Community of Inquiry
- Become empowered as learners as they choose the direction of the philosophical discussion
- Research the information that holds interest for them as they discover a philosophy that they wish to learn more about
- Be able to transfer the skills they learn to other subjects, as they learn to think logically and present their ideas clearly
- Practise cooperation and collaboration with others; working as a team

**Key Knowledge**
In this course students will:

- Gain knowledge of the views of famous philosophers from many countries and cultures throughout history
- Learn how the philosophers of ancient civilizations influenced modern education and thought
- Understand the basis for cross cultural understanding as they discover the common links between philosophies
- Learn how to construct a logical argument

**Future Studies and possible Career Pathways**

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Philosophy</td>
<td>VCE Philosophy</td>
<td>Historian</td>
</tr>
<tr>
<td></td>
<td>VCE Psychology</td>
<td>Lawyer</td>
</tr>
<tr>
<td></td>
<td>VET – Tourism and Event Planning</td>
<td>Politics</td>
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<td></td>
<td></td>
<td>Psychology</td>
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<td></td>
<td></td>
<td>Anthropology</td>
</tr>
</tbody>
</table>

**School Assessed Tasks**

- Participation in the Community of Inquiry
- Research Project
- Written feedback
HUMANITIES

Pathways Option – Year 10 Sociology

Rationale
This subject will consist of the systematic study of social behaviour and human groups, particularly the influence of culture, socialisation, social structure, differentiation by region, race, ethnicity, gender, age and socio/cultural change upon people’s attitudes and behaviours. Students will also develop the ability to identify an individual’s place and role as an individual and as a member of the wider community.

Key Skills
In this course students will:
- Further develop analytical/critical thinking skills through sociological insights
- Further develop a sense of self within a wider community through development of community links
- Further develop presentation skills through written and verbal language

Key Knowledge
In this course students will:
- Describe basic sociological concepts; socialisation, social structure, total institutions, social change and personal differentiation through gender, class, race, ethnicity or region (urban/rural) and how they apply in your life
- Identify the role of the media in the development of norms and values
- Evaluate the changing nature of societies over time and place

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Sociology</td>
<td>VCE Philosophy</td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td>VCE Psychology</td>
<td>Lawyer</td>
</tr>
<tr>
<td></td>
<td>VCE Religion &amp; Society</td>
<td>Community Work</td>
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<td></td>
<td>Psychology</td>
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<td></td>
<td></td>
<td>Anthropology</td>
</tr>
</tbody>
</table>

School Assessed Tasks
- Unit tests and essays
- Multimedia presentation defining and implementing norms and values of a society
- Oral presentation exploring the historical basis of Sociological thinking
- Participation in a community based investigation
- Multimedia Project of a social problem of importance
Domain Requirement – Year 10 General Maths

Rationale

The Year 10 General Mathematics course follows the AusVELS curriculum. Year 10 General Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. This course aims to further enhance students' abilities in mathematical problem solving strategies and develop the numeracy skills that all students need in their day-to-day life. Students will use technology as an effective tool for mathematical activities so that they can deal confidently and competently with daily life.

Key Skills

In this course students will:

- be able to pose and solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- develop skills in using mathematics for employment, further study and interest
- use technology to support the learning of mathematics, and carrying out mathematical activities in context
- be able to systematically group, organise, and interpret data from experiments and surveys
- apply procedures, algorithms and carry out computations to solve problems in application contexts
- develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions.

Key Knowledge

In this course students will:

- study a range of topics including Indices, Linear Algebra, Coordinate Geometry, Trigonometry, Surface Area and Volume, Probability, Simultaneous Linear equations, Quadratic Expressions and Equations, Univariate and Bivariate data, Statistics in the media, Circle Geometry and Financial Maths
- be introduced to Mathematical concepts that support and challenge students from a wide range of abilities and backgrounds
- be introduced to problem solving and learn to apply the appropriate methodologies to solve problems
- understand the dynamic role of mathematics in social and technological change
- Semester Exam

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 General Maths</td>
<td>VCE General Maths</td>
<td>Banking &amp; Finance</td>
</tr>
<tr>
<td></td>
<td>VCE Foundation Maths</td>
<td>Defence Forces</td>
</tr>
<tr>
<td></td>
<td>VCAL Numeracy</td>
<td>Medicine/Nursing</td>
</tr>
</tbody>
</table>

School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of AusVELS.

- Problem solving activities and investigative tasks
- Topic Tests /Assess on online tests
- Projects/Assignments
- Semester Exam
Domain Requirement – Year 10 Integrated Maths & Science

Rationale
In the Year 10 Integrated Maths and Science curriculum, students explore the biological, chemical, geological and physical evidence for different theories and the Mathematics proficiency strands Understanding, Fluency, Problem Solving and Reasoning across the three content strands. This course aims to develop relevancy and applicability of the discipline to the existing student experiences. The students explore the connections between Mathematics and Science and begin to see the relevancy of mathematics in the reality of science and the world.

Key Skills
In this course students will:
- Develop scientific vocabulary and students comprehension of written scientific material from a variety of sources
- Increase ability to solve mathematical and scientific problems
- Develop scientific inquiry skills through conducting scientific experiments and participating in hands-on activities
- Develop skills in interpreting data, problem solving and making informed conclusions by logical analysis
- Develop team spirit and co-operation in practical work, research work and class work

Key Knowledge
In this course students will:
- Learn Mathematics as well as Science as relevant components of their world
- Reinforce Mathematical skills inherent in calculations involved in Science
- Engage in a variety of real-world Mathematics and Science experiences
- Attend field trips to various sites
- Engage in the activity of Mathematical and Scientific inquiry
- Be introduced to problem solving and learn to apply the appropriate methodologies to solve mathematical and scientific problems
- Understand the dynamic role of Mathematics and Science in social and technological change

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Integrated Maths/Science</td>
<td>VCE Foundation Maths</td>
<td>Plumber</td>
</tr>
<tr>
<td></td>
<td>VCE Product Design &amp; Technology</td>
<td>Defence Forces</td>
</tr>
<tr>
<td></td>
<td>VCAL Numeracy</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of the AusVELS standards.
- A workbook outlining tasks undertaken
- Student portfolio
- Semester based research project
MATHEMATICS

Domain Requirement – Year 10 Essential Maths

Rationale

The Year 10 Essential Maths course follows the AusVELS curriculum (National Curriculum) and is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. There is a strong emphasis on using mathematics in practical settings relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. This subject provides ongoing mathematical development and support for students entering into VCE/VCAL/VET, and other VCE subjects. This subject will be especially useful for students who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year but wish to undertake Units 1 & 2 Foundation Maths, Units 1 & 2 VCAL or VET studies.

Key Skills

In this course students will:

- develop their essential mathematic skills.
- develop skills in using mathematics for employment, further study and interest
- use technology to support the learning of mathematics, and carrying out mathematical activities in context
- be able to systematically group, organise, and interpret data from experiments and surveys
- identify and recognise how mathematics can be used in everyday situations and contexts, making connections between mathematics and the real world.
- undertake a variety of mathematical tasks, applications and procedures, including measuring, counting, estimating, calculating, drawing, modelling and discussing.

Key Knowledge

In this course students will:

- explore measurement, financial maths, basic geometric shapes and applications, basic statistics and data gathering.
- be introduced to problem solving and learn to apply the appropriate methodologies to solve problems.
- understand the dynamic role of mathematics in social and technological change.
- use relevant and appropriate mathematics in areas relating to their study, work, social or personal contexts.
- learn commonly used ways of presenting and communicating mathematics in everyday life (for example, charts, graphs, maps, tables and plans).

School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of AusVELS/National Curriculum. These tasks will take the form of formative and summative assessments and will be conducted over the course of the Semester. This includes:

- Problem solving activities and investigative tasks
- Topic Tests / Online tests
- Projects/Assignments
- Self-assessment/ Peer assessment
- Semester Exam

Future Studies and possible Career Pathways

- VCE Foundation Maths
- VCAL Numeracy
- VET Studies
- Accounts Clerk/Finance
- Tool Making
- Builder/Cabinet Maker
- Retail
- Fitness Industry
MATHEMATICS

Domain Requirement – Year 10 VCE Preparation Maths

Rationale
The Year 10 VCE Preparation Maths course follows the AusVELS curriculum. This course is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. This course aims to further enhance students’ abilities in mathematical problem solving strategies, enabling students to respond to familiar and unfamiliar situations. Students will use technology as an effective tool for mathematical activities so that they can deal confidently and competently with daily life.

The appropriate use of computer algebra system technology (CAS calculator) is to be incorporated throughout the course. Students undertaking this course will gain enriched preparation for VCE Mathematics Units.

Key Skills
In this course students will:
- Be able to pose and solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Develop skills in using mathematics for employment, further study and interest
- Use technology to support the learning of mathematics, and carrying out mathematical activities in context
- Apply procedures, algorithms and carry out calculations to solve problems in application contexts
- Develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions.

Key Knowledge
In this course students will:
- Study a range of topics including Indices, Linear Algebra, Simultaneous Linear equations, Coordinate Geometry, Quadratic Expressions and Equations, Functions and Relations, Real Numbers, Polynomials, Trigonometry, Probability and Circle Geometry
- Be introduced to Mathematical concepts that support and challenge students from a wide range of abilities and backgrounds
- Be introduced to problem solving and learn to apply the appropriate methodologies to solve problems
- Understand and appreciate the nature of mathematical thinking, the processes by which mathematics changes.
- Understand the dynamic role of mathematics in social and technological change

Future Studies and possible Career Pathways

Year 10 Subject | Example Senior Study Subject Options | Example Course-Career Pathways
--- | --- | ---
Year 10 VCE Preparation Maths | VCE General Maths | Engineering
| | VCE Maths Methods | Chemist
| | VCE Specialist Maths | Accounts Clerk
| | | Medicine/Health Science
| | | Education

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of AusVELS
- Problem solving activities and investigative tasks
- Topic Tests / Assess on online tests
- Projects/Assignments
- Semester Exam

Other Requirements: Students must have a CAS calculator.
<table>
<thead>
<tr>
<th>YEAR 10 MATH OPTIONS</th>
<th>YEAR 11 MATH OPTIONS</th>
<th>YEAR 12 MATH OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Year 10 Essential Maths</strong>&lt;br&gt;For students who are NOT intending to do a major maths subject in Year 11/12 but want to continue with some basic maths.</td>
<td>• Foundation Maths Units 1 &amp; 2&lt;br&gt;• Intermediate VCAL Numeracy</td>
<td>Senior VCAL Numeracy</td>
</tr>
<tr>
<td><strong>2 Year 10 Maths/Science Integrated</strong>&lt;br&gt;For students who are NOT intending to do a major Maths or Science subject in Year 11/12</td>
<td>• Foundation Maths Units 1 &amp; 2&lt;br&gt;• Intermediate VCAL Numeracy</td>
<td>Senior VCAL Numeracy</td>
</tr>
<tr>
<td><strong>3 Year 10 General Maths</strong>&lt;br&gt;This is the main Year 10 maths that most capable maths students should be taking. It will prepare you for any of the Unit 1 &amp; 2 Maths in Year 11 or VCAL Numeracy.</td>
<td>• General Maths Units 1 &amp; 2&lt;br&gt;• Maths Methods Units 1 &amp; 2&lt;br&gt;• Specialist Maths Units 1 &amp; 2 (Only available for exceptional students)</td>
<td>Further Maths Units 3 &amp; 4&lt;br&gt;Maths Methods Units 3 &amp; 4&lt;br&gt;Specialist Maths Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>4 Year 10 General Maths + General Maths Units 1 &amp; 2</strong>&lt;br&gt;Only for the talented Maths students who are intending to study Further Maths Units 3 &amp; 4 in Year 11.</td>
<td>• Further Maths Units 3 &amp; 4&lt;br&gt;• Maths Methods Units 1 &amp; 2&lt;br&gt;• Specialist Maths Units 1 &amp; 2 (Only available for exceptional students)</td>
<td>Maths Methods Units 3 &amp; 4&lt;br&gt;Specialist Maths Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>5 Year 10 VCE Preparation Maths + General Maths Units 1 &amp; 2</strong>&lt;br&gt;Students intending to study Maths Methods and Specialist Maths in Year 11 and Year 12 are strongly recommended to select this option.</td>
<td>• Further Maths Units 3 &amp; 4&lt;br&gt;• Maths Methods Units 1 &amp; 2&lt;br&gt;• Specialist Maths Units 1 &amp; 2 (Only available for exceptional students)</td>
<td>Maths Methods Units 3 &amp; 4&lt;br&gt;Specialist Maths Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>6 Year 10 VCE Preparation Maths + Maths Methods Units 1 &amp; 2</strong>&lt;br&gt;Only for the very talented Maths students who are intending to study two maths (Methods and Specialist) in Year 11 and 12.</td>
<td>• Maths Methods Units 3 &amp; 4&lt;br&gt;• General Maths Units 1 &amp; 2&lt;br&gt;• Specialist Maths Units 1 &amp; 2 (Only available for exceptional students)</td>
<td>Further Maths Units 3 &amp; 4&lt;br&gt;Specialist Maths Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>7 Maths Methods Units 1 &amp; 2 only</strong>&lt;br&gt;(for AELP students only)</td>
<td>• Maths Methods Units 3 &amp; 4&lt;br&gt;• General Maths Units 1 &amp; 2&lt;br&gt;• Specialist Maths Units 1&amp;2</td>
<td>Further Maths Units 3 &amp; 4&lt;br&gt;Specialist Maths Units 3 &amp; 4</td>
</tr>
</tbody>
</table>
Rationale
This course will emphasize the development of basic scientific skills and concepts in Chemistry, Physics, Earth science and Biology. In addition, students will learn and develop their observing, recording, reporting and analysing data skills. Students will apply their understanding of scientific theories to real world issues significant to themselves as individuals and to the community in which they live. Scientific vocabulary will also be addressed to assist students in furthering their science education. This course will enable them to make informed decisions as to which branch of Science they may wish to pursue in VCE and further study.

Key Skills
In this course students will:
- Develop scientific vocabulary and enhance students comprehension of written scientific material from a variety of sources
- Increase ability to solve scientific problems
- Enhance scientific inquiry skills through conducting scientific experiments and participating in hands-on activities
- Develop skills in interpreting data, problem solving and making informed conclusions by logical analysis
- Develop team spirit and co-operation in practical work, research work and class work

Key Knowledge
In this course students will:
- Understand genes and genetic inheritance patterns
- Evaluate theories concerning evolution of species
- Explain atomic theory and describe the similar characteristic of groups of elements in the Periodic Table
- Use Ohm’s Law to determine voltage, current and resistance in simple circuits
- Understand how different forces act together to affect the motion of objects
- Examine the impact that human activities have on our environment

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Australian Curriculum standards.
- A workbook outlining tasks undertaken
- Scientific reports on the practical activities carried out in class
- Research projects on topics of interest
Domain Requirement – Year 10 VCE Preparation Science

Rationale
This course is designed for those students undertaking a Unit 1&2 Science subject in Year 10. This course will emphasize the development of scientific skills and concepts in Chemistry, Physics, and Biology. In addition, students will develop their observing, recording, reporting and analysing data skills. Students will apply their understanding of scientific theories to real world issues significant to themselves as individuals and to the community in which they live. Scientific vocabulary will also be addressed to assist students in furthering their science education. This course will enable them to make informed decisions as to which other branch of Science they may wish to pursue in VCE and further study.

Key Skills
In this course students will:
- Develop scientific vocabulary and enhance students comprehension of written scientific material from a variety of sources
- Increase ability to solve scientific problems
- Enhance scientific inquiry skills through conducting scientific experiments and participating in hands-on activities
- Develop skills in interpreting data, problem solving and making informed conclusions by logical analysis
- Develop team spirit and co-operation in practical work, research work and class work

Key Knowledge
In this course students will:
- Describe cell form and function
- Understand the importance of each body system
- Evaluate theories concerning evolution of species
- Use the Periodic Table to describe the similar characteristic of groups of elements and describe the three types of bonding
- Use electricity laws to determine voltage, current and resistance in simple circuits
- Understand how different forces act together to affect the motion of objects

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 VCE Preparation Science</td>
<td>VCE Biology</td>
<td>Engineer</td>
</tr>
<tr>
<td></td>
<td>VCE Physics</td>
<td>Chemist</td>
</tr>
<tr>
<td></td>
<td>VCE Chemistry</td>
<td>Vet</td>
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<td></td>
<td></td>
<td>Forensic Science</td>
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<td></td>
<td></td>
<td>Nursing/Health</td>
</tr>
</tbody>
</table>

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Australian Curriculum standards.
- A workbook outlining tasks undertaken
- Scientific reports on the practical activities carried out in class
- Research projects on topics of interest
Rationale
Psychology is the study of the mind and behaviour in both humans and animals. This course introduces students to be able to prepare, conduct and write up scientific research. The course will develop student’s scientific skills for progressing into a VCE Science subject including VCE Psychology, Biology, Physics and Chemistry. It will also prepare students to develop VCE skills and knowledge and make a more informed choice about the VCE Science subjects they choose progressing into Year 11. Students will cover a broad range of Psychology topics including an introduction to Psychology, Forensic Psychology, Memory, Mental illness, Sport Psychology, the brain as well as much more.

Key Skills
In this course students will:
- Develop scientific vocabulary and enhance student’s comprehension of written scientific material from a variety of sources.
- Enhance scientific inquiry skills through conducting scientific experiments and participating in hands-on activities.
- Develop skills in interpreting data, problem solving and making informed conclusions by logical analysis.
- Speak to the group, gaining experience and developing their ability to speak clearly and confidently.
- Think clearly as they formulate their own ideas and express them verbally.
- Listen to others carefully, developing the ability to discover new information from different perspectives
- Be able to transfer the skills they learn to other subjects, as they learn to think logically and present their research findings clearly.

Key Knowledge
In this course students will:
- Be introduced to key Psychological knowledge and terms through topics including the Brain and Nervous system, Memory, Forensic and Sport Psychology, Lie detection, Hypnosis, Dreaming, Mental illness and more.
- Formulate a research question, conduct an experiment and learn to correctly write up research reports.
- Gain knowledge and understanding of key scientific terms, knowledge and skills to transfer into any VCE Science subject.
- Statistical knowledge – present and interpret statistical data to support research findings.

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Psychology</td>
<td>VCE Psychology</td>
<td>Child Care</td>
</tr>
<tr>
<td></td>
<td>VCE Biology</td>
<td>Psychologist</td>
</tr>
<tr>
<td></td>
<td>VCE Chemistry</td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forensic Science</td>
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<tr>
<td></td>
<td></td>
<td>Psychiatrist</td>
</tr>
</tbody>
</table>

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Australian Curriculum standards
- Empirical Research Activities (ERA’s) – Research reports describing experiments conducted by students.
- Media Analysis – Analyse Psychological studies that appear in everyday media.
- Oral presentations – verbally and digitally present thoughts and findings.
- Case studies – in depth analysis of key past research of Psychological concepts.
HEALTH and PHYSICAL EDUCATION

Domain Requirement – Year 10 Physical Education & Health Education

Rationale
This subject offers students the opportunity to be physically active as per the DEECD recommended Physical Activity guidelines. In this subject students will develop a variety of complex motor and manipulative skills by taking part in traditional sports and recreational activities and will improve their level of physical fitness. Through drills, problem solving and game situations, students will be encouraged to develop team work, cooperation, fair play and sportsmanship. Students will also gain an understanding of the rules of various sports and develop the ability to organise sporting events. This subject aims to provide students with the skills they need to live a physically active and healthy lifestyle. Students will also gain an insight into health topics specifically related to their lives and the issues they may face, including Drug Education and Party Safe, Growth and Development and Mental Health.

Key Skills
In this course students will:
- Develop and demonstrate a variety of complex motor and manipulative skills in a variety of sporting contexts.
- Develop teamwork and leadership skills through game play with others and problem solving situations.
- Link with community groups and facilities to enrich the delivery of the curriculum.
- Assess individual fitness levels, developing an understanding of how to improve these levels outside of the classroom.
- Develop harm minimisation strategies in order to foster a healthy lifestyle.

Key Knowledge
In this course students will develop an understanding of:
- A variety of sports and activities, including their rules and main principles.
- The benefits of physical activity and a healthy lifestyle.
- Health issues relevant for teenagers.
- Health services available in Dandenong and in Australia.

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Physical Education &amp; Health Education</td>
<td>VCE Physical Education/Outdoor Education</td>
<td>Child Care</td>
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<tr>
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<td>Nursing</td>
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<tr>
<td></td>
<td>VCE Health &amp; Human Development</td>
<td>Fitness Trainer</td>
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<td>Sports Coach</td>
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<td></td>
<td>VCAL Elective Subjects</td>
<td>Physiotherapy</td>
</tr>
</tbody>
</table>

School Assessed Items:
- Full participation in the program, both in sporting and non-sporting situations.
- Bringing a full PE uniform to all practical classes and bringing appropriate equipment to health classes.
- Observational rubric for all PE units – assessment of motor skills development, tactics, teamwork and cooperation.
- Leadership capacity - organising and running a sports tournament
- Health assignments and tests for every health units
HEALTH and PHYSICAL EDUCATION

Pathways Option - Year 10 Advanced Physical Education

**Rationale:**
Year 10 Advance Physical Education is a year-long subject aimed at preparing Year 10 students to undertake VCE Physical Education Unit 1 and 2 in Year 11 and to pursue a career in the field of Physical Education. This subject has a biology and science based theoretical component as well as a practical component. During theory classes, students will gain a deeper understanding of the various body systems, principles of training, sporting skills acquisition, and the physical activity guidelines and recommendations. In practical classes, students will have the opportunity to be physically active and experience a variety of sporting situations in various environments at school and outside of school where they will apply and reinforce the skills and knowledge they have developed during theory classes.

**Key Knowledge:**
In this course, students will develop an understanding of:
- The fundamental body systems – the muscular-skeletal system and the cardio-respiratory system.
- The body’s responses to physical activity – acute and chronic.
- The different components of fitness and how to design and implement successful training programs.
- The energy systems responsible for the production of energy during physical activity.
- How motor skills can be developed.
- Physical activity guidelines and recommendation for various age groups.
- The different food fuels and their contribution to the production of energy during physical activity.

**Key Skills:**
In this unit students will develop:
- Sporting skills and fitness level by participating in a range of physical activities.
- The ability to assess fitness levels by collecting and analysing fitness data.
- The ability to design and implement successful training programs.
- The ability to develop peoples’ motor skills and provide them with constructive feedback.
- The ability to organise and run sports tournaments (convening, referring, scoring etc.)

**Subject Cost:** Material charge of $80.00 will apply for excursions and guest speakers

**Future Studies and possible Career Pathways:**

**School Assessed Tasks**
Performance on the following items will provide evidence of students’ progress:
- Participation in all practical and theoretical classes as well as external excursions.
- Organisational skills – Bringing a PE uniform to all practical classes and submitting all set work on time.
- Completion of topic tests and assignments.
- Completion of a peer teaching unit where students will have to plan and implement a PE lesson as well as reflect on their performance.
- Completion of mid-year and end of the year exams.
HEALTH and PHYSICAL EDUCATION

Pathways Option – Year 10 Sports Coaching, Fitness & Recreation

Rationale
Sports Coaching, Fitness and Recreation is a subject that will give students theoretical and practical experiences in the sports and fitness industry. Students will be given the opportunity to gain various accreditations over the year, such as coaching certification, First Aid and CPR certificates and possibly Junior Life Guard/Bronze medallion certification. This subject is aimed at giving the students an insight into the various careers and volunteer pathways the field of sports, fitness and recreation can provide.

Key Skills
In this course students will develop:
- Sporting skills and fitness level by participating in a range of physical activities.
- The ability to organise and run sports tournaments (convening, referring, scoring etc.)
- The ability to develop peoples’ motor/manipulative skills and provide them with constructive feedback during peer teaching situations.
- Sports coaching and referring skills by completing a coaching certification.
- The ability to respond to First Aid situations by completing a First Aid and CPR certification.
- The ability to collect and analyse data relative to different fitness components and design a training program to improve their overall fitness level.

Key Knowledge
In this course students will develop an understanding of:
- The different fitness components and how these can be improved through appropriate fitness programs.
- Different coaching styles, fundamental coaching principles and the qualities that make an effective coach.
- Some of the main body systems and fundamental first aid procedures.
- Sporting bodies, facilities, and community groups within the sports and recreation industry.

Cost: Material charge of $220.00 for Coaching and First Aid certificates as well as excursions will apply

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Sport Coaching, Fitness and Recreation</td>
<td>VCE Physical Education</td>
<td>Referee</td>
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<tr>
<td></td>
<td>VCAL Physical Education</td>
<td>Personal Trainer</td>
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<td></td>
<td>VET Sports and Recreation</td>
<td>Sports Manager</td>
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<td>Life Guard</td>
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<td>P.E Teacher</td>
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</tbody>
</table>

School Assessed Tasks
- Bringing the correct Physical Education uniform to all classes
- Participating actively and demonstrating commitment in all lessons
- Acquisition of Coaching and Refereeing certificates
- Acquisition of First Aid certificate and CPR certificates
- Possible acquisition of Junior Pool Life Guard/Bronze Medallion certificate
- Peer teaching/coaching sessions in a sport of their choice
- Demonstration of a wide range of skills in competitive and non-competitive contexts
- Written Assignments
HEALTH and PHYSICAL EDUCATION

Pathways Option - Year 10 Outdoor Education and Environmental Studies

Rationale
This subject is designed for students who have an interest in the outdoors and want to challenge themselves in different outdoor activities. This course is also a great introduction to the fundamental skills needed for further studies in this area, especially for students wishing to undertake VCE Unit 1 and 2 Outdoor and Environmental Studies in Year 11.

Key Skills
In this course students will:

- Learn about our environment and how we can care for it
- Learn basic First Aid for the Outdoors
- Develop skills and learn how to participate safely in a variety of Outdoor Adventure Activities
- Develop Leadership and teamwork skills and techniques, working cohesively with students in the group
- Build on personal self esteem

Key Knowledge
In this course students will:

- Learn about the many different Outdoor Adventure activities and environments
- Be able to explain the ways that human activity has impacted on various outdoor environments
- Learn about their own personal impact on the natural environment
- Learn about the specific equipment needed for safe and enjoyable participation in a range of Adventure Activities
- Learn the basic first aid principles that are related to the Outdoors

Note: It is a requirement for Year 9 students wishing to do Unit 1 and 2 Outdoor and Environmental Studies in Year 10 to have completed Youth Development or Outdoor Education in Year 9.

COST: Material charge of $250.00 will apply for this subject.

Future Studies and Possible Career Pathways

- VCE Outdoor Education & Environmental Studies
  - Tourism
  - Park Ranger
- VCAL Outdoor Education
  - Fitness Trainer
  - Camp Leader
- VET Outdoor Recreation
  - Outdoor Ed. Teacher

School Assessed Tasks
- Participation in all practical activities
- Practical demonstration of the skills taught/experienced
- Completion of and contribution to the theory tasks set in the classroom
- Completion of the students workbook
- Completion of the Activity Journal
- An assignment on Minimal Impact
**Rationale:**
This subject is designed for students interested in developing a deeper understanding of the concepts of Health and Human Development in preparation for VCE studies. In this subject the students will gain an in-depth understanding of Health Status in Australia, Growth and Development, Fundamental Body Systems and Determinants of Health and Mental Health.

**Key Skills**
In this course students will develop:
- The skills to gather and analyse health data on the topics such as Health Status in Australia.
- The ability to identify health issues in Australia and the various health services which can provide support.
- Researching and presentation skills while investigating topics such as the various stages of lifespan, determinants of health etc.
- Inquiry based skills while participating in community of inquiry on health related topics. For example, investigating the factors contributing to inequality of health status in Australia.
- The skills to look after a newborn baby by using the ‘Newborn Baby models’.

**Key Knowledge**
In this course students will develop an understanding of:
- Fundamental body systems: reproductive, circulatory, respiratory and digestive systems.
- The impact of health promotions on the health, wellbeing and the development of individuals.
- The Health Status of Australians including the inequalities that exist between different groups.
- The stages of development: foetal developmental stages and the lifespan stages.
- Mental Health in Australia.
- The Determinants of Health: Biological, Social and Behavioural.

**COST** Materials charge of $50.00 will apply for excursions and guest speakers

**Future Studies and possible Career Pathways**
ARTS/DESIGN CREATIVITY & TECHNOLOGY

Pathways Option – Year 10 Art

**Rationale**
Art at the Year 10 level is a creative subject, which offers students a variety of skills, techniques and processes geared towards a more independent way of exploring, experimenting and thinking. Students will further explore painting, drawing, printmaking, mixed media, sculpture, clay work, digital art and photography. This subject is also designed to develop student skills and knowledge in order to successfully complete VCE years 11&12. Excursions will be directly linked to folio and theory units covered in class.

**Key Skills**
In this unit students will learn about:
- Exploring and independently developing and refining techniques, skills and processes.
- Using a variety of media, materials and technologies to develop a more advanced approach toward their uses and applications.
- Exploring and comparing issues, themes, styles and artistic movements past and present and interpreting these to folio work.

**Key Knowledge**
In this unit the students will:
- Make and present artworks that explore themes and ideas, which have been planned, experimented and developed independently.
- Develop and present artworks appropriate to chosen styles and forms, reflecting influences from existing styles past and present.
- Analyse and interpret the content, structure and qualities of art works past and present.
- Discover and explore artists of the past and present and their cultures.

**Cost:** Materials charge of $60.00 will apply for this subject

**Future Studies and possible Career Pathways**

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<thead>
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</thead>
<tbody>
<tr>
<td>Year 10 Art</td>
<td>VCE Art</td>
<td>Fashion Design</td>
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<td></td>
<td>VCE &amp; VCAL Studio Art</td>
<td>Interior Designer</td>
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<td></td>
<td>VET Beauty &amp; Make Up Services</td>
<td>Visual Designer</td>
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<td>Artist</td>
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<td>Photographer</td>
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</tbody>
</table>

**School Assessed Tasks**
A satisfactory result in this unit will require students to complete the following:
- Visual diary/workbook
- Folio solutions (final ideas)
- Research and theory projects
**ARTS /DESIGN CREATIVITY & TECHNOLOGY**

**Pathways Option – Year 10 Dance**

**Rationale**
This subject develops students’ dance skills and broadens their knowledge of dance analysis and choreography, within a range of various dance styles and genres. It allows for further development of teamwork and offers the opportunity to collaborate with other students. Students will build an understanding of safe dance practice and develop a basic level of physical conditioning for dance performance. Through group performances students develop confidence through having to work with their peers.

**Key Skills**
In this course students will:
- Develop skills of analysis and observation
- Explore various dance styles – hip hop, ballroom, contemporary, cultural and performance
- Access community facilities and professional teachers/dancers
- Develop performance skills
- Prepare for and teach a dance class
- Perform in the annual Dance Showcase

**Key Knowledge**
In this course students will:
- Analyse and interpret viewed and learnt dance works
- Develop an understanding of terms associated with anatomy and physiology
- Compose and create personal and group dance works

**Cost:** Material Charges will apply to this subject

**Future Studies and possible Career Pathways**

<table>
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<tr>
<th>Year 10 Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Dance</td>
<td>VCE Dance</td>
<td>Company Dancer</td>
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<td></td>
<td>VCE Theatre Studies</td>
<td>Commercial Dancer</td>
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<td>VET Dance</td>
<td>Choreographer</td>
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<td>Actor</td>
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<td>Dance School Business</td>
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</tbody>
</table>

**School Assessed Tasks**
- Solo & Group Performance
- Dance Journal with an ICT emphasis
- Community Project
- Analysis and Evaluation of Performances
- Workbook Tasks
**Rationale**

In the subject Metal Design for Living and Manufacturing, students explore the relationship between handmade, designed objects and those destined for a mass market. Students selecting this subject should have an interest in designing and making items using predominantly non Ferrous Metals, in addition to other materials including Wood. This subject involves designing and drawing, selecting and working safely with tools and materials, evaluating designs and products and making several projects. Students also gain familiarity with the product design requirements for VCE DCT-Metal and create more advanced design briefs, leading to completed projects in the given materials area. In DCT Metal, students gain an understanding of using raw materials to make products that are useful, sustainably enriching our lives, not only practically, but also aesthetically, knowing that they have made them.

**Key Skills**

In this course students will:
- Have skills and knowledge in freehand and plan drawing
- Develop the capacity to solve design problems creatively and include these solutions in the safe production of a range of models
- Learn to effectively use technology in the preparation of a folio
- Designing and Visualizing - includes the study of Design Briefs, establishing cutting lists and basic plans, presented in a folio
- Study of Designers - learning about designers’ differing styles and applications to hand made and manufactured products.
- Safe Selection and use of tools and
- Sustainability and Environmental responsibility - involves practicing the use of sustainable materials and processes throughout the production
- Evaluation - of one’s product establishing a basic evaluation and questioning by students
- Use of ICT skills to contribute to student collaborative learning outcomes

**Key Knowledge**

In this course students will:
- Through the design process students will make informed decisions as to a range of choices in the making process
- Make decisions to select and work safely with a variety of hand tools and materials to achieve finished models
- Produce a range of annotated design drawings and plans
- Research to create models and packaging to complete the product design process

**Cost**

Materials charge of $60.00 will apply for electronic plating of jewellery work in gold or silver

**Future Studies and possible Career Pathways**

<table>
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<th>Year 10 Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Design, Creativity and Technology-Metal</td>
<td>VCE Product Design - Metal</td>
<td>Building and construction</td>
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<td></td>
<td>VET Auto Studies – Panel Beating</td>
<td>Jeweler</td>
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<td>VET Trade Linked subjects - Electrics</td>
<td>Plumbing</td>
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<td>Sheet Metal Work</td>
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<td>Electro Technology</td>
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</tbody>
</table>

**School Assessed Tasks**

- Resource folio including drawings, research, use of tools and material properties.
- Completion of several projects.
- Safety Sheets- MSDS and SWMS sheets for specific tools and machinery
Pathways Option – Year 10 Design Creativity and Technology - Wood

Rationale
In the subject Wood Design for Living and Manufacturing, students explore the relationship between handmade, designed objects and those destined for a mass market. Students selecting this subject should have an interest in designing and making items using predominantly wood, in addition to other materials. This subject involves designing and drawing, selecting and working safely with tools and materials, evaluating designs and products and making several projects. Students also gain familiarity with the product design requirements for VCE DCT-Wood and create more advanced design briefs. In Year 10 DCT Wood, students gain an understanding of using raw materials to make products that are useful, sustainably enriching our lives, not only practically, but also aesthetically, knowing that we have made them.

Key Skills
In this course students will:
- Have skills and knowledge in freehand and plan drawing
- Develop the capacity to solve design problems creatively and include these solutions in the safe production of a range of models
- Knowledge to effectively use technology in the preparation of a folio
- Designing and Visualizing - includes the study of Design Briefs, establishing cutting lists and basic plans, presented in a folio
- Study of Designers - learning about designers’ differing styles and applications to hand made and manufactured products
- Safe Selection and use of tools and materials
- Sustainability and Environmental responsibility - Involves practicing the use of sustainable materials and processes throughout the production
- Evaluation - of one’s product establishing a basic evaluation and questioning by students
- Use of ICT skills to contribute to student collaborative learning outcomes

Key Knowledge
In this course students will:
- Through the design process students will make informed decisions as to a range of choices in the making process
- Make decisions to select and work safely with a variety of hand tools and materials to achieve finished models
- Produce a range of annotated design drawings and plans
- Research to create models and packaging to complete the product design process
- Industry standard computer software is used throughout the course to support aspects of the design process

Cost
Materials charge of $60.00 will apply for this subject

Future Studies and possible Career Pathways

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</thead>
<tbody>
<tr>
<td>Year 10 Design, Creativity and Technology-Wood</td>
<td>VCE Product Design - Wood</td>
<td>Building and construction</td>
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<tr>
<td></td>
<td>VET Furniture Making</td>
<td>Furniture Maker</td>
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<td></td>
<td>VET Building &amp; Construction</td>
<td>Theatre Set Builder</td>
</tr>
</tbody>
</table>

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of performance:
- Resource folio including drawings, research, use of tools and material properties.
- Making of projects
- Safety Sheets- MSDS and SWMS sheets for specific tools and machinery
Rationale
This subject develops students’ performance skills and broadens their knowledge of theatre history and a range of performance styles and genres. It allows for further development of social skills and offers the opportunity to collaborate with other students. Through ensemble performances students develop self-confidence and interpersonal skills.

Key Skills
In this course students will:
- Devise, create and perform drama performances that explore a range of theatre, film and television styles
- Organise, rehearse and perform a variety of scripted performances
- Create a design folio based on the performances explored in class
- Analyse and interpret the structure, content and aesthetics of drama performances, both students’ own and the work of others

Key Knowledge
In this course students will:
- Develop performance skills in both solo and ensemble pieces
- Explore dramaturgy including script research and backstage processes
- Explore stagecraft and production design
- Develop analytical skills in critical self-reflection and in reviewing the work of others

Future Studies and possible Career Pathways

```
Year 10 SubjectEXAMPLE SENIOR STUDY SUBJECT OPTIONSEXAMPLE COURSE-CAREER PATHWAYS
Year 10 DramaVCE DramaActor
VCE Theatre StudiesTheatre Technician
VET Live Production Theatre & EventsPlaywright
Producer
Set Designer
```

School Assessed Tasks
- Ensemble and Solo performances
- Theatre Design Folio
- Analysis and Evaluation of performances

39
Pathways Option – Year 10 Exploring Arts and Design

Rationale
This subject will introduce students to a foundation style Arts and Design process through which a range of products are created. It will foster a progressive understanding and work toward developing creative thinking and problem solving skills in either an area of the Arts or Design Technologies. Students will acquire skills and knowledge around the factors that influence Art and Design and apply these when producing their own creations. Through a range of media/materials offered, students will Create, Make, Investigate, Design and Evaluate their own Products or Pieces.

The course will allow students to experiment with a range of materials, tools, media and equipment to transform their designs into useful products, whilst allowing them to develop a sense of inquiry, creativity and reflection. Students should build an interest in the Arts and Design and a willingness to explore and start to develop their own innovative creative solutions. Students will begin developing skills in researching and may result in their creating drawings, 3D pieces; materials based final products, presentation of finals displaying their own illustrations and some arts and materials knowledge.

The study provides students with an opportunity to explore aspects involved in the Arts and Design Domain. They should start to develop an informed, approach to understanding and applying the design process, and nurture their ability to start to think creatively about design solutions.

Key Skills
In this course students will:
- Gain skills in some research and development and reflection of work completed
- Begin to develop their capacity to interpret design briefs to realise creative solutions
- Develop skills in creating, designing, drawing, producing and evaluating pieces
- Begin to develop their knowledge of different media/materials/design, to enable them to gain a greater understanding of product and final piece techniques

Key Knowledge
In this course students will:
- Explore the use of design briefs through the design process to create products
- Experiment with a range of Art/Materials/Technologies in their skill and knowledge development
- Use skills developed to produce final product and solutions to the briefs set.

Cost
Materials Charge of $80.00 will apply for this subject.

Future Studies and possible Career Pathways

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<th>Example Course-Career Pathways</th>
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</thead>
<tbody>
<tr>
<td>Year 10 Exploring Art and Design</td>
<td>VCE Product Design – Textiles or Foods</td>
<td>Product Designer</td>
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<td></td>
<td>VCE Art / Studio Art</td>
<td>Fashion Designer</td>
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<td>VET Visual Arts/Contemporary Crafts</td>
<td>Photographer</td>
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<table>
<thead>
<tr>
<th>School Assessed Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Arts / Design workbook or folio</td>
</tr>
<tr>
<td>- Production Pieces and Design solutions</td>
</tr>
<tr>
<td>- Research / design theory tasks</td>
</tr>
</tbody>
</table>
**Rationale**
Students will study aspects of film, animation and television. The course familiarizes students with theoretical aspects of each of these forms and provides them with the ability to critically analyze film and television texts in a range of ways. The course also equips students with practical skills through the production of a short films shot on location and short animations. Assessment tasks encourage students to reflect critically on issues related to the production, distribution and reception of film through a range of practical and written assignments.

**Key Skills**
In this course students will:
- Use and manipulate story and production elements, techniques and conventions to develop film and television texts including scripts, storyboards and treatments.
- Develop skills in using different types of equipment at different stages of the production process for film and animation.
- Use critical approaches to analyze and interpret film texts and demonstrate an understanding of the histories and traditions of the films and television texts of selected societies and different cultural groups.
- Work together co-operatively in group situations.
- Present work to an audience for feedback and appreciation.
- Use computer animation software to create short animations and stop motion texts.

**Key Knowledge**
In this course students will:
- Understand how audiences participate in the construction of the meaning of film.
- Understand and analyze the influence of films and animation including documentaries and news reports.
- Understand and analyze the film and television industries, in Australia and globally.
- Use appropriate terminology to describe the structure, content and aesthetic qualities of film and television texts.

**Future Studies and possible Career Pathways**

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<tbody>
<tr>
<td><strong>Year 10 Film and Animation</strong></td>
<td>VCE Media Studies</td>
<td>TV Camera Operator</td>
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<td>VCE Information Technology</td>
<td>Journalism</td>
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<td>VET Multimedia</td>
<td>Photographer</td>
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<td>Stop Motion Film Maker</td>
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<td>Television Reporter</td>
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</tbody>
</table>

**School Assessed Tasks**
- Design folio or scripts, treatments and storyboards.
- Stop motion films using a variety of mediums.
- Narrative productions.
- Production of a News program.
- Documentary making.
- Deconstruction of film texts including assignments and research papers.
**Rationale**
This subject is designed for the student with an interest in Foods and Technology. This subject provides an advanced, in depth look at Key Food Groups with an emphasis on Production Design. The course covers the fundamental ‘Principles of Cookery’ through a practical and theoretical approach. Creativity and design is encouraged and promoted with self-directed skill based production work, using a range of food products, creative foods ideas, processes and service techniques throughout the course.

**Key Skills**
In this course students will:
- Identify a range of key food groups and develop the ability to optimize the properties of these foods in designing, planning and preparation
- Develop skills in food preparation; from simple to complex processes, techniques and styles of cooking
- Meal and Menu planning skills covering a wide range of applications, using design processes, in areas such as simple family meals, complex formal dining and functions
- Develop organizational and other practical skills in time planning, logical sequencing of work, design and production
- Develop and promote personal and intrapersonal skills such as thinking and creating processes; written and verbal communication
- Develop confidence in their ability to plan, prepare, serve and evaluate dishes in a menu, from the simple to the more exotic

**Key Knowledge**
In this course students will:
- Develop practical and theoretical knowledge of food; food handling and food service
- Gain an understanding of food safety and hygiene
- Recognize the chemical, functional, and sensory properties of food
- Gain an understanding of trial food options, development of food design briefs and evaluation criteria
- Build knowledge of preparation and cooking methods to optimize food properties
- Develop knowledge of a wide range of food applications, processes and techniques
- Cultivate sensory and aesthetic appreciation of food

**Cost**
Materials charge of $130.00 will apply for this subject

**Future Studies and possible Career Pathways**

<table>
<thead>
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<th>Year 10 Subject</th>
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<tbody>
<tr>
<td>Year 10 Food Technology</td>
<td>VCE Food Technology</td>
<td>Cook/Chef</td>
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<tr>
<td></td>
<td>VCE Product Design and Technology</td>
<td>Dietician</td>
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<td>Food Product Development</td>
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<td>Health Teacher</td>
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<td>Caterer</td>
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<td>VET Hospitality</td>
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</tbody>
</table>

**School Assessed Tasks**
- Folio - Students will keep and use a foods design folio, whereby recipes, work plans, evaluation and investigation work, will be presented for assessment
- Individual and teacher directed research and homework tasks relating to unit theoretical and practical work
- Design brief work involving problem solving with practical application in production work.
- Production Work, including a practical exam
- Written tests & Semester exam
- School and wider community food related projects.
Rationale
The Year 10 Information technology subject focuses on the processing of data and the management of information and information systems. It provides students with problem solving methodology used in the real world and opportunities to explore practical topics in VCE computing. Students will build understanding and skills of core topics in IT and make informed decisions about possible VCE IT subjects to choose in the future.

Key Skills
In this course students will:
- Use web authoring software or visualising thinking tools and select and apply functions, design elements, formats and conventions, data validation and testing techniques to manipulate data and produce solutions.
- Use programming tools, and select and apply a range of suitable functions to efficiently develop different types of effective data visualisations.

Key Knowledge
In this course students will learn:
- Stages of the problem-solving methodology
- Uses of software tools to create a graphic solution
- Web authoring software functions and techniques for manipulating and validating data, and testing solutions
- Functions of appropriate software tools to select required data and to manipulate data when developing visualisations

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Information Technology</td>
<td>VCE Information Technology</td>
<td>Computer Engineer</td>
</tr>
<tr>
<td></td>
<td>VCE Software Development</td>
<td>Games Developer</td>
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<td></td>
<td>VET Information Technology</td>
<td>Defence Force</td>
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<td></td>
<td>Computer Programmer</td>
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<td>Systems Manager</td>
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</tbody>
</table>

School Assessed Tasks
- Develop a design brief that includes an analysis of an information problem: the design and development of a solution by using spreadsheet
- Create a prototype website capable of supporting the information needs of an online community
- A solution in response to a design brief, including user documentation by one of programming languages.
Rationale

Music Performance at Year 10 level is a creative and more advanced subject, which offers students a variety of musical skills, techniques and processes. They will continue to explore performing, reading and writing music, responding to music in different contexts, music technology and more. Students will be offered a personalised and individualised style of teaching and learning musical instruments of their choice. Instruments available for study include electric guitar, acoustic guitar, bass guitar, piano, keyboard, drums and voice. Students may also study more than one instrument. This course will prepare students for VCE Music Performance.

Key Skills

In this course students will:

- Develop music performance and ensemble skills on their chosen instrument/s.
- Refine singing techniques
- Explore and refine composition techniques
- Use music technology to complement and enhance learning

Key Knowledge

In this course students will:

- Develop Music Theory and Aural training
- Analyse and develop knowledge of popular musical styles
- Develop music language and vocabulary

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Music</td>
<td>VCE Music Performance</td>
<td>Music Therapist</td>
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<tr>
<td></td>
<td>VET Music Industry Skills</td>
<td>Sound Technician</td>
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<td>VET Multi Media</td>
<td>Disc Jockey</td>
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<td>Musician</td>
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<td>Marketing</td>
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</tbody>
</table>

School Assessed Tasks

- End of Semester Performance on chosen instrument/s
- Instrumental techniques
- Composition writing
- Listening comparison and analysis
- Theory and aural training
- Listening and reflection journal
ARTS/DESIGN CREATIVITY and TECHNOLOGY

Pathways Option – Year 10 Photography and Digital Design

Rationale
Photography and Digital Design is a photography unit that will acquaint students with the theory and practice of contemporary photography. This unit will also endeavor to equip students with an understanding of applied photographic production, the function of photography in the cultural realm and associated critical theory. In Photography and Digital Design students will be required to develop photographic works that demonstrate a clear and disciplined engagement with the practical, aesthetical and theoretical imperatives of the photographic medium. Students will be introduced to the digital SLR camera and its capabilities. Editing skills will be introduced including Photoshop, Aperture and Apps such as Snapseed. The study of Photography and Digital Design can provide pathways to training and Tertiary study in art and design-related studies, including photography, web page design, journalism and communication design.

Key Skills
In this course students will:
- Develop skills in composition, depth of field, portraiture and landscape
- To work with lighting in a professional studio setting
- The capacity to edit and manipulate images using various hardware and software options
- Knowledge to effectively use technology in the preparation images and digital artwork

Key Knowledge
In this course students will:
- Explore the works of various artists and photographers
- Look at the technology behind photography both past and future
- Gain a deep understanding of photo manipulation through photo editing software
- Develop skills in design and folio work
- Exhibit their final pieces in exhibition

Cost
Materials charge of $80.00 will apply for the year.

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Photography and Digital Design</td>
<td>VCE Media Studies</td>
<td>Photographer</td>
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<tr>
<td></td>
<td>VCE or VCAL Information Technology</td>
<td>Artist</td>
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<tr>
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<td>Web Page Designer</td>
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<td>VET Creative Industries</td>
<td>Journalist</td>
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<td>Marketing</td>
</tr>
</tbody>
</table>

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of performance:
- Design workbook / folios
- Digital designs and Photographs
- Research / design theory tasks
**ARTS/DESIGN CREATIVITY and TECHNOLOGY**

Pathways Option – Year 10 Practical and Creative Foods

**Rationale**
This subject is designed for the student with an interest in practical and vocational Food studies and Food Skills development. It is an introduction to the variety of Food groups with an emphasis on the practical development of skills in food handling and production techniques. Through the course students will develop competencies with vocational application.

**Key Skills**
In this course students will:
- Acquire food terminology knowledge relating to key food groups, production processes and skills
- Develop organizational and other practical skills in time planning, logical sequencing of work, design and production
- Develop and promote personal and intrapersonal skills such as thinking and creating processes
- Develop confidence in their ability to plan, prepare, serve and evaluate dishes in a menu, from the simple to complex
- Plan for food events
- Build on vocational skills
- Cultivate sensory and aesthetic appreciation of food

**Key Knowledge**
In this course students will:
- Gain competency in food handling, production and service
- Develop safe and hygienic food practices
- Develop understanding of preparation and cooking methods for specific purpose
- Develop knowledge of equipment and technology in food application

**Cost:** Material charge of $130.00 will be required to cover food costs for the year

**Future Studies and possible Career Pathways**

Year 10 Subject  | Example Senior Study Subject Options | Example Course-Career Pathways |
--- | --- | --- |
Year 10 Practical and Creative Foods | VCE Food Technology | Cook/Chef |
 | VCE Product Design and Technology | Food Stylist |
 | VET Hospitality | Caterer |
 |  | Food Safety Officer |
 |  | Marketing/Product Design |

**School Assessed Tasks**
- Folio – record keeping of recipes and competencies
- Set module questions
- Design brief work involving problem solving with practical application in production work
- Production Work
- School and wider community food related projects
**Rationale**

This subject will introduce students to the design process through which Textile products are created. Students will spend much of semester 1 learning skills, techniques and processes used in producing everyday textile products such as clothing, accessories and household items. Students will be introduced to the use of a range of tools and equipment in a practical way to build confidence and competencies for VCE studies or for personal or employment opportunities. Semester one will largely focus on the fundamentals of textiles so that semester two can incorporate these skills and understanding into a more problem solving approach using the design process. Students will also focus on drawing skills required for the clear communication of their design ideas. Students will also develop skills in research, concept development, pattern generation and evaluation of completed and commercial products.

**Key skills**

In this course students will:

- Gain knowledge and understanding of textile fibres and their properties
- Gain understanding of construction processes and techniques
- Competently use a range of sewing tools and equipment including the sewing machine
- Develop their drawing skills to enable clear communication of design ideas
- Refine research skills relevant to design scenarios.

**Key knowledge**

In this course students will:

- Explore design process and use this to create solutions to a design problem or need
- Explore a range of surface decoration techniques
- Use or adapt commercial patterns or generate suitable pattern templates for designed products

**Cost**

Material charge of $80.00 will apply for the year

**Future Studies and possible Career Pathways**

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Product Design - Textiles</td>
<td>VCE Product Design - Textiles</td>
<td>Textile Design</td>
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<tr>
<td></td>
<td>VET Applied Fashion Design</td>
<td>Pattern Maker</td>
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<td>VET Visual Arts &amp; Contemporary Crafts</td>
<td>Colourist</td>
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<td>Soft Furnishing Design</td>
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<td></td>
<td>Marketing/ Product Design</td>
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</tbody>
</table>

**School Assessed Tasks**

- Design workbook / folios
- 2D/ 3D design solutions
- Research / design theory tasks
ARTS/DESIGN CREATIVITY and TECHNOLOGY

Pathways Option – Year 10 Robotics – Designing the Future

Rationale
This elective involves the learning of real world application by using VEX Robotics as a tool to solve problems. The key focus is to design and build complex systems that serve an intended purpose. Through hands-on experience, students develop computational thinking skills and see the interdisciplinary connections of math, science, engineering and the value of effective communication and strategy. Students work in project teams to build robots and control robots. Students will be using team engineering notebook to document the entire learning process and evaluate their learning outcomes. Students have the opportunity to represent Dandenong High School Robotics team to enter the Robotics Competition in Australia.

Learning Outcomes
In this unit students will:
- learn the design process of Robotics from about 500 pieces of VEX robotics hardware and RobotC program
- develop strategic processing of information and learn structured problem decomposition
- develop collaborative team skills
- Develop an understanding of the elements of the Design Technologies principles, in relation to the planning and producing of a final product.

Students will work through different level of challenges to gain specific skills and to learn to solve problems using the Robotics as a tool. A series of modules will be covered. Such as:
- Robotics Fundamentals and Setup
- Introduction to Project Management
- Introduction to Robot C programming
- The Movement of Robotics
- Remote Control of Robots, including remote control by Joystick and programming remote control
- Introduction to programming Robotic sensors

Cost
Materials charge of $200 will apply for the year.

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
<th>Example Senior Study Subject Options</th>
<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Robotics – Designing the Future</td>
<td>VCE Physics</td>
<td>Engineer</td>
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<tr>
<td></td>
<td>VCE Software Development</td>
<td>Science</td>
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<tr>
<td></td>
<td>VET Information Technology – Games Creation</td>
<td>Robotics</td>
</tr>
</tbody>
</table>

School Assessed Tasks
Performance on the following tasks will provide evidence of student progress in relation to the expected level of the AusVELS. Students will be expected to:
- Satisfactorily complete basic Robotics tasks – based on Design Principles and Standards
- Complete Robotics Projects – including tasks based on research/investigation, planning, producing and evaluating final projects.
- Complete a mid and end of year exam based on the theoretical elements covered in the course.
ARTS/DESIGN CREATIVITY and TECHNOLOGY

Pathways Option – Year 10 Visual Communication Design

Rationale
This subject is about drawing, designing and communicating; Students electing Visual Communication Design should have an interest and a willingness to search for their own unique and original solutions to design problems. The three fields of design practice will be explored; this includes Communication Design, Environmental Design and Industrial Design.


Industrial Design – presents visual information to communicate information about objects and products Includes Engineering Design, Product Design, Furniture and Fashion Design.

The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions.

Key Skills
In this course students will:
- Skills in freehand drawing, instrumental drawing and rendering
- The capacity to solve communication and design problems creatively
- Knowledge to effectively use technology in the preparation and reproduction of visual communications

Key Knowledge
In this course students will:
- Through the Design Process students will explore and create symbols and brand logos
- Experimentation with a range of rendering techniques and materials
- Technical drawing methods will be taught and applied to create models and packages
- Design is also explored through the use of diagrams, explanatory and statistical.
- Industry standard computer software is used through the course for many aspects of the design process

Cost
Material charge of $20.00 will apply for the year

Future Studies and possible Career Pathways

<table>
<thead>
<tr>
<th>Year 10 Subject</th>
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<th>Example Course-Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Visual Communication Design</td>
<td>VCE Visual Communication</td>
<td>Architect</td>
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<tr>
<td></td>
<td>VCE Product Design</td>
<td>Interior Design</td>
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<td>VET Residential Drafting</td>
<td>Set Design</td>
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</table>

School Assessed Tasks
- Design workbook / folios
- 2D/ 3D design solutions
- Research / design theory tasks
YEAR 10 CONNECT PROGRAM

The Year 10 Connect Program (Y10CP) is a program for students who have recently begun learning English in Australia and may need a more individualised approach to their language and wider learning in order to prepare them for Year 11. Students may move from the Year 10 Connect Program into the Year 10 Mainstream Program or into Year 11 VCAL or Year 11 VCE, in keeping with their individual needs and aspirations.

The Year 10 Connect Program acknowledges and builds on students’ strengths, recognises their diverse educational backgrounds and English experiences and develops an individualised approach to their language and learning development.

The program provides students with the opportunity to learn basic language skills in the main areas of reading/viewing, writing, speaking, listening and thinking, as well as specific knowledge and skills in the main Year 10 subject areas. Students will develop Individual Learning Goals with support through reflection on their learning data. They will connect on their Individual Learning Goals in their English language development and in each subject area.

Year 10 Connect Program subjects are described below and include:

- Year 10 Connect Program English
- Year 10 Connect Program Maths
- Year 10 Connect Program Humanities
- Year 10 Connect Program Science
- Year 10 Connect Program Pathways Literacy
- Year 10 Connect Program Health
- Year 10 Physical Education
- Year 10 Learning Tutor

**Year 10 Connect Program English**

Students will develop knowledge of academic English, through studies which parallel the Year 10 curriculum and which prepare them for their Year 11 studies in VCE or VCAL. Students will develop their English language skills in the areas of reading/viewing, writing, speaking and listening. In keeping with their individual goals and the Year 10 English/EAL curriculum, students will enjoy and analyse a wide variety of texts. They will also explore themes in their study of texts and create their own pieces of writing. Students will respond to issues in the media and analyse how language is used to persuade. Students will also create texts about a context using effective expression and a variety of forms, for a range of purposes and audiences.

**Year 10 Connect Program Maths**

Students will develop key knowledge and skills in the areas of numeracy and Maths, as well as developing their English language skills. In keeping with the Year 10 curriculum and their individual goals, students will study Number and Algebra, Measurement and Geometry, and Statistics and Probability. They will also develop skills in Understanding, Fluency, Problem Solving, and Reasoning and use technology for mathematical activities. The course is designed to give students a broad knowledge base from which they can make decisions about their future studies in Maths subjects.

**Year 10 Connect Program Humanities**

Students will develop key knowledge and skills in the areas of History, Geography and Economics as well as developing their English language skills. In keeping with the Year 10 curriculum and their individual goals, students will study the history of the modern world and Australia from 1918 to the present, will develop a deeper understanding of their relationships with and responsibilities for the world and develop an understanding of the economy and related decision-making. The course is designed to give students a broad knowledge base from which they can make decisions about their future studies in the Humanities.
**Year 10 Connect Program Science**

Students will develop some key knowledge and skills in the areas of Chemistry, Physics, Earth Science and Biology as well as developing their English language skills. In addition, students will learn and develop their observing, recording, reporting and analysing data skills. Students will apply their understanding of scientific theories and vocabulary. The course is designed to give students a broad knowledge base from which they can make decisions about their future studies in the Sciences.

**Year 10 Connect Program Pathways Literacy**

Students will develop some key knowledge and skills related to the Australian world of study and work and how it relates to their pathways planning. Through this study, they will also develop their English language skills. Students will develop and regularly revise a Personal Pathways Plan, to guide their pathways learning and inform their decision-making. In keeping with their individual learning goals, student will develop skills in understanding themselves as learners, pathways decision-making, course and job application processes and the communication in the workplace. Students will also engage in project-based learning to develop their collaboration and communication skills. The course is designed to give students a broad knowledge base, a set of relevant skills and a range of real-world experiences to support their subsequent pathways decision-making.

**Year 10 Connect Program Health**

In keeping with their individual goals and the Year 10 English/EAL curriculum, students will learn key skills and knowledge from the Year 10 curriculum for Health, with a special emphasis on issues affecting adolescent students who have recently arrived from non-English-speaking countries with a refugee background. That is, students will develop knowledge and skills in Growth and Development, Nutrition, Drug Education and Party Safe, Mental Health and Sexual Health. As well as educating students to improve their own Health, the course is designed to give students a broad knowledge base from which they can make decisions about their future studies in Health-related subjects.

**Year 10 Connect Program – Pathways Options**

- **Year 10 Connect Program**
- **Year 10 Mainstream Program**
- **Year 11 VCAL / VCE**
- **Year 12 VCAL / VCE**
Pathway and Careers Advice

Year 11 and 12
Senior Studies Years 11 and 12

What options do I have?

Dandenong High School offers a range of program options or Pathways for senior students. Students can choose from the following:

**Pathway 1**
VCE (Victorian Certificate of Education)
- A qualification recognised around the world
- Provides pathways to university, TAFE and independent colleges
- You can do enhancement studies in your VCE [university subjects]

**Pathway 2**
VCE + VET (Vocational Education & Training)
- Includes all of the features of **Option 1** above, plus you get another certificate, a VET Certificate that is nationally recognised
- VET courses count the same as a VCE subject and contribute to the ATAR
- Increases pathways to TAFE because you have started a vocational course
- Increases pathways to employment and apprenticeships

**Pathway 3**
VCAL (Victorian Certificate of Applied Learning)
- VCAL is a Senior Study Program that is accredited and recognised by industry
- VCAL gives you practical work related experience (Applied Learning) that you gain whilst at school
- VCAL develops your literacy, numeracy and personal development skills that are important for life and work
- Because you must study a VET program within your VCAL, your pathways to TAFE, work or apprenticeships are greatly improved
- Within Work Related Skills, you can do a part-time school based apprenticeship linked to your VET certificate
- VCAL is a ONE-YEAR study program delivered at two levels – INTERMEDIATE and SENIOR. Intermediate Levels equate to Year 11, depending on your learning skills and Senior level equates to Year 12
- VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs
- Each VCAL certificate takes a year to complete. You will also get a Statement of Attainment from the VCAA listing all completed VCAL, VCE and VET units
- VCE units must be completed as part of your VCAL certificate at all levels. Year 12 students have the option of doing Unit 3 and 4 studies from the VCE subjects as part of their Senior VCAL program
# How to choose the right Senior Studies program

- Students who plan to go to University will require an ATAR and should select the VCE program.
- Students who plan to go to TAFE should consider the VCE and the VCAL and decide which course they are capable of competing.
- Students who plan to do an apprenticeship should consider a VET program within the VCE or choose the VCAL program.
- Students who would like to test their interest in a career option should consider a VET subject within their VCE.
- Students who are not sure about university or TAFE and feel confident to do so, should choose the VCE program.
- Students who plan to complete high school and then enter the workforce should consider the VCAL program.

# How to choose your VCE/VCAL subjects

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
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</table>
| - Think about what interests you and what you like doing.  
- Choose subjects that you like and subjects you are good at.  
- If you’re a Year 10 student, discuss your subject choices in your Course Selection Interview.  
- Visit Open Days and ask about pre-requisite subjects you will need for courses you are interested in.  
- Speak to your parents, teachers and the Careers Team to help you decide. | - Choose subjects because your friends are doing them or because you may like the teacher.  
- Choose subjects that you don’t like because you think it will help you get a good ATAR (Australian Tertiary Admissions Rank).  
- Choose subjects based on the Scaling from previous years – scaling doesn’t impact study scores enough to drastically change your ATAR.  
- Panic if you have no idea about the exact career or job you would like to do. Remember to keep your options open.  
- Try and decide by yourself. Ask the Careers Team for help. |

# One more thing to consider: Pre-requisite subjects

**What is a pre-requisite subject?**
A pre-requisite subject is a subject that must be completed in order to be eligible for a course at University or TAFE.

**Examples** - Maths is required for nursing courses, chemistry is required for medicine and a high score in English is required for journalism

**Please note:** Pre-requisites are normally Year 12 subjects but this will directly influence your Year 11 subjects. Please check the VTAC website or the relevant university website for accurate information on pre-requisite subjects at [www.vtac.edu.au](http://www.vtac.edu.au)

If you do not meet the pre-requisite subjects required for a university or TAFE course, you will not be eligible to receive an offer for a place in that course.
There is only one place in Victoria where you can study Medicine as an undergraduate degree – Monash University, Clayton Campus. Pre-requisites (2014 entry) are:

- No specified ATAR as the entry requirements include an interview & minimum UMAT test result – but think something above 95!
- Minimum subject score of 35 in EAL or 30 in English **PLUS**
- Minimum subject score of 30 in Chemistry

That’s right – no maths pre-requisites!

However, the only other pathways into Medicine at:

- Monash University through a transfer from Biomedicine **OR**
- University of Melbourne as a post graduate qualification from an undergraduate of Science or Biomedicine

**ALL** have Maths Methods or Specialist Maths as pre-requisites!

Nursing

Nursing is fantastic in that there are many different pathways into this course including:

- TAFE or direct application
- Diplomas in Tertiary or Higher Education Studies (ie: Monash University, Peninsula)
- Bachelor degrees

Looking at Bachelor degrees at Australian Catholic University and Monash University:

- ACU – (2014 entry) ATAR 73; subject score of 30 in EAL or 25 in English
- Monash, Clayton – (2014 Entry) ATAR 74.15; satisfactory completion of Unit 3&4 in any maths

Looking at the double degree of Nursing & Midwifery:

- Deakin University, Melbourne campus has the highest (2014) ATAR entry of 85.45 with the only subject pre-requisite being a 30 in EAL or 25 in English
- Latrobe University also offers the double degree with an (2014) ATAR of 77.75 and only the subject pre-requisite of 30 in EAL or 25 in English
- Monash Peninsula – (2014 entry) ATAR 83; satisfactory completion of Unit 3&4 in any maths **PLUS** a minimum subject score of 30 in EAL or 25 in English

Science

Search “science” in VTAC and over 50 different science options come up in the state of Victoria! Science is offered at a number of tertiary institutions and in a number of different ways – ie: as a double degree combined with another discipline (eg: Science/Law) or in a specific discipline (eg: Computer Science). Each permutation will have its own pre-requisites.

The toughest Science degrees to gain entry to are at Monash University, Clayton Campus and University of Melbourne:

- Monash – (2014 entry) ATAR 83.6; subject score of 30 in EAL or 25 in English **PLUS** a subject score of at least 25 in ONE of Biology, Chemistry, Geography, Maths Methods, Specialist Maths, Physics or Psychology
- University of Melbourne (2014 entry) ATAR 92; subject score of 30 in EAL or 25 in English **PLUS** a minimum subject score of 25 in Maths Methods or Specialist Maths **PLUS** a minimum subject score of 25 in ONE of Biology, Chemistry, Maths Methods or Specialist Maths

Paramedics

Paramedics can be listed in VTAC under Health science, emergency health or Paramedic.

Looking at some examples:

- Monash University, Peninsula – Bachelor of Emergency Health (2014 entry) similar to most science based courses at any Monash campus – maths is a requirement; ATAR 70.8; minimum subject score of 30 in EAL or 25 in English **PLUS** a minimum subject score of 25 in any maths
- Australian Catholic University – Bachelor of Paramedicine (2014 entry) ATAR 80.35; minimum subject score of 30 in EAL or 25 in English
- Latrobe University, Albury Campus – Bachelor of Paramedic Practice/Public Health Promotion (2014 entry) interview selection process; no specified ATAR (although 60.35 at Bendigo), minimum subject score of 30 in EAL or 25 in English **PLUS** a minimum subject score of 20 in TWO of Biology, Chemistry, Health & Human Development, any maths, Psychology or Physics
**Engineering**

There are so many different institutions offering a range of bachelor degrees and pathways into Engineering. There are generic courses and very specialised courses!

Most have one thing in common though – besides English/EAL – and that is they have subject pre-requisites of Maths Methods or Specialist Maths.

Check the pre-requisites closely – because some require 1-2 other pre-requisites in addition to English/EAL and Maths Methods/Specialist Maths. Even the TAFE pathways – in some cases – specify satisfactory completion of any maths subjects.

ATAR entry scores for Engineering courses range from low 60s up to 95!

**Law**

If it wasn’t for the ATAR scores – in some cases – Law is a breeze to get into!! Law at every institution and every course (unless you are combining with another discipline that has specified pre-requisites) has only English/EAL as a pre-requisite. Looking at a few examples:

- Deakin University, Melbourne Campus – (2014 entry) ATAR 90.8; minimum subject score of 35 in EAL or 30 in English
- Monash University, Clayton Campus – (2014 entry) ATAR 98.0; minimum subject score of 35 in EAL or 30 in English
- Latrobe University, Melbourne Campus - (2014 entry) ATAR 90.5; minimum subject score of 35 in EAL or 30 in English

So you know – Legal Studies is NOT required for Law or any other Justice/Criminology related course!

**Commerce**

Commerce now is a confusing discipline and differs quite significantly from institution to institution. For example, it is offered as a “specialised” course at Monash University and is tighter and less flexible in its course content than business degrees offered at the same Monash campus. Yet at University of Melbourne, Commerce is offered as one of its “generic” undergraduate degrees but has quite specific pre-requisites. And then again, at Deakin University, Geelong, Commerce is being offered as a broad based degree with the option to choose from 17 different majors!

**Our best advice – check each course separately – as some have very specific pre-requisites.** For example:

- University of Melbourne – (2014 entry) ATAR 95; minimum subject score of 30 in EAL or 25 English PLUS a minimum subject score of 25 in Math Methods or Specialist Maths
- Deakin University, Melbourne Campus – (2014 entry) ATAR 75.8; minimum subject score of 25 in EAL or 20 in English

**Business**

Similar to Commerce, there are many different course philosophies and choices when it comes to Business degrees and diplomas. The main standout thing to note about Business degrees is that there are many specific business degrees you can choose – for example (2014 entry):

- Accountancy – RMIT; ATAR 70.25
- Banking & Finance – Victoria University; ATAR 50.25
- Business – Swinburne; ATAR 63
- Entrepreneurship – RMIT; ATAR 70.2
- International Business – Swinburne; ATAR 70.05
- HR Management – Victoria University; ATAR 54.05
- Management – Victoria University; ATAR N/A
- Marketing – RMIT; ATAR 70.05

All of the above examples have only EAL/English as a pre-requisite. Monash University campuses are the only institutions that appear to require a minimum subject score of 25 in any maths in addition to EAL/English for any of their business degrees.

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Note: Victoria University has created new courses in Emergency Health and offers fantastic pathways from TAFE into Bachelor degrees in this discipline.
Psychology

Psychology is offered via a number of different disciplines (i.e., Science, Arts, Business) at a range of institutions. In the main, Psychology degrees only require EAL/English as a pre-requisite. The main thing to look for when selecting a Psychology course is that it is accredited by the Australian Psychological Society. The highest ATAR entry (2014) to an undergraduate Psychology degree is at Monash University – with a score of 87.2; 30 in EAL/25 in English.

Biomedical Science

Biomedicine/Biomedical Science is offered at several institutions with the 2 toughest entry requirements being (2014 entry):

- Monash University, Clayton – ATAR 92.7; minimum subject scores of 35 in EAL or 30 in English PLUS 25 in Chemistry PLUS 25 in ONE of Math Methods, Specialist Maths or Physics
- University of Melbourne – ATAR 98.95; minimum subject scores of 30 in EAL or 25 in English PLUS 25 in Chemistry PLUS 25 in ONE of Math Methods or Specialist Maths

Computer Science

Computer Science is offered at a range of institutions – either as a generic course or as a specific discipline oriented course (i.e., gaming/design). There are TAFE and university pathways as well. The highest ATAR entry (2014) to an undergraduate generic computer science degree is at Monash University, Clayton campus – with an ATAR of 85.3; 30 in EAL/25 in English PLUS 25 in Math Methods or Specialist Maths. Some other examples (2014) are:

- Games & Interactivity/Science at Swinburne University – ATAR 75.15; 30 in EAL/25 in English PLUS 25 in Math Methods or Specialist Maths
- Information Systems/Technology at Deakin University, Melbourne – ATAR 76.35; 25 in EAL/20 in English
- Computer Science in Games Technology at Latrobe University – new course so no 2014 ATAR; 25 in EAL/20 in English PLUS 20 in Math Methods or Specialist Maths

Arts

Where do you start with Arts? There are so many options at different institutions:

- You can study a generic undergraduate degree that will only have English/EAL as a pre-requisite (2014) (e.g., Federation University, Gippsland campus – ATAR of 35.8; 20 in English/EAL or University of Melbourne – ATAR 92.35; 30 in EAL or 25 in English)
- You can combine Arts with another discipline and study a double undergraduate degree (e.g., Arts/Business with major in Marketing at Monash University, Caulfield campus – ATAR 83.85; 30 in EAL or 25 in English PLUS 25 in any maths)
- You can study a creative based course with specific pre-requisites (e.g., Fine Arts at RMIT – no ATAR, interview selection process PLUS portfolio PLUS specific application kit PLUS 30 in EAL or 25 in English)

Advice – CHECK EACH COURSE!
**Building & Construction**

Search building and/or construction in VTAC and 50+ TAFE and/or university options result! Pre-requisites range from none to any Maths & English/EAL – with RMIT Construction Management having the highest entry ATAR (2014) of 82.85.

Note that if construction & building is studied as an undergraduate degree via Civil Engineering – which can be done at RMIT, Federation University, Latrobe, MIBT, Deakin University, Swinburne, NMIT, Victoria University – then:
- The ATAR entry scores are likely to be higher (ie: RMIT Bachelor of Engineering – Civil & Infrastructure = ATAR 87.3)
- Math Methods or Specialist Maths will be a pre-requisite subject in addition to English/EAL

**Architecture**

Most architecture pathways only have EAL/English as a pre-requisite at all institutions. However, there are some exceptions (2014 entry) – here are 2 examples:
- Design/Interior Architecture at Swinburne – ATAR of 78.25; 30 in EAL/25 in English PLUS 20 in ONE of Art, Product Design, Media, Studio Arts, etc

Advice – check pre-requisites – particularly if you are combining architecture with another degree or doing a particular specialisation

**Outdoor Recreation/Education**

This discipline is a more specific pathway and as a result, there is a limited selection of courses – however, there are some excellent choices! Take for example (2014):
- Adventure Ecotourism at Charles Sturt University – no pre-requisites, specific application
- Outdoor Recreation Education at Latrobe University – ATAR of 50.95; 25 in EAL or 20 in English
- Sport & Outdoor Recreation/Education at Monash Peninsula – ATAR 76.4; satisfactory completion in any maths PLUS 30 in EAL/25 in English

**Teaching**

Most teaching pathways require Maths and English/EAL as pre-requisites. There are many different options and pathways with a range of specialisations you can do – for example outreach & community education; sport coaching; religious education; education support; early childhood; visual arts & youth work
How to Design Your Senior Studies Program:

When choosing your Senior Studies, it is important that you choose a study program that inspires and motivates you and offers the best chance of future success.

If you are unsure about your future pathway, try the following suggestions:

1. Analyse your own strengths, interests and aspirations

   Consider these questions:
   - What do you enjoy studying?
   - What talents do you have?
   - What skills would you like to develop/improve?
   - What careers do you find interesting?
   - Are you choosing a balanced program?
   - Are you being realistic in your subject choices?
   - Should you challenge yourself?
   - Are you planning to go on to tertiary study, or to seek an apprenticeship, traineeship or employment?

   Don’t choose subjects based on the scaling from the previous year – there is no point selecting a subject you will struggle with simply because it has traditionally been scaled up. A poor performance in a subject that gets scaled up, is still a poor performance and poor result

   External considerations:
   - Have teachers/parents advised you against attempting certain Units? Why?
   - Are friends unduly influencing your subject choices?
   - Do the test in the JOB GUIDE, or
   - Go to My Guide at www.myfuture.edu.au, to explore careers you are suited to, or

2. Read course guides, brochures and other written material; look up useful websites on the internet such as www.youthcentral.vic.gov.au; www.year12whatnext.gov.au as well as university and TAFE websites; attend Open Days, watch videos on careers. Try to get a feel for the courses that are available at University and TAFE in your areas of interest.

3. Use the VICTER booklets to obtain pre-requisites to courses. The VICTER is available in the careers room (A4), as well as many other useful careers resources.
   - Year 10 students in 2014 refer to VICTER 2017
   - Year 11 students in 2014 refer to VICTER 2016

   It is vital that you identify any specific pre-requisite subjects for the University and TAFE courses you have in mind. These pre-requisites are normally for Year 12 subjects, but this directly influences your subject choices in Year 11.

   The pre-requisites for courses can change from year to year, so it is important that you seek out the most recent information.
   - Year 10 students are provided with a copy of VICTER, produced as a newspaper supplement in July each year. This information can also be accessed on the VTAC website (www.vtac.edu.au)

   - “Where to now?” is a booklet provided to each Year 10 student and is also available online at www.vcaa.vic.edu.au this booklet will also assist you with your course planning.
Note: Many courses do not have pre-requisites listed. Choose subjects that will help you prepare for these courses.

4. Read the descriptions of the studies you are considering, talk to subject teachers, parents and people in the industry to get a better idea of where you are heading. **Attend any VCE/VCAL Information Sessions.**

5. Consider undertaking TAFE Certificates or VET programs during your studies to enhance your options.

**A GUIDE TO POST SCHOOL PATHWAYS**

Options You May Wish to Consider Once You Leave School Include:

**FURTHER STUDY:** University degrees in Victoria or Interstate
Private higher education courses, TAFE (Certificates, Diplomas and Advanced Diplomas

**TRADES:** Apprenticeships, traineeships, technical training

**EMPLOYMENT:** Seeking paid employment at the end of VCE or VCAL

**OTHER OPTIONS:** Travel, year off from study, part-time study

Students who achieve success in their Senior Studies program, select subjects that they are interested in and enjoy doing because they are then prepared to work and study in those areas. You also need to consider which subjects are necessary pre-requisites for the courses you may enter after Year 12.

Make sure you check the relevant VICER [Tertiary Entrance Requirements] so that you know the pre-requisites for a wide range of courses.

Do NOT pick subjects based on friendship choices or whether subjects are scaled in Year 12.
Current Job Market Data

This data has been sourced from the following:

- “Australian Jobs 2014”, Australian Government, Department of Employment
- Graduate Careers Australia, www.graduatecareers.com.au
- Graduate Opportunities, www.graduateopportunities.com

When reading this data, make sure you understand:

- This data references only a selection of potential jobs/careers
- This data is not – by itself – the only data you should use to inform yourself of future labour market opportunities
- This data represents only the sources listed above. It could be that you source other information that may conflict the data listed in the following pages

There are benefits in using this data – it is a useful snapshot of the future, which may help you make decisions about potential study-career pathways you may pursue.

Victorian Skill Shortages

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<th>As At</th>
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<td>Regional</td>
<td>April 2013</td>
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<tr>
<td>Sonographer</td>
<td>High Statewide</td>
<td>April 2013</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>High Statewide</td>
<td>April 2013</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>Some statewide</td>
<td>April 2013</td>
</tr>
<tr>
<td>Automotive Electrician</td>
<td>High Statewide</td>
<td>August 2013</td>
</tr>
<tr>
<td>Motor Mechanic (General)</td>
<td>Some statewide</td>
<td>August 2013</td>
</tr>
<tr>
<td>Sheetmetal Trades Worker</td>
<td>High Statewide</td>
<td>August 2013</td>
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National Skill Shortages

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<td>Butcher or Smallgoods Makers</td>
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<td>Chef/Cooks</td>
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The 10 Occupations with the largest numbers of new jobs expected over the next 5 years are:

- Care – Aged & Disabled
- General Sales Assistants
- Registered Nurses
- General Clerks
- Child Care
- Retail Managers
- Accountants
- Advertising & Sales Managers
- Electricians
- Education – Support & Aides

Post school education or training is worthwhile:

- People who hold qualifications at the Certificate III or higher level are less likely to be unemployed and more likely to participate in the labour market
- People who hold a bachelor degree or higher qualification have the lowest unemployment rate (3.3% in 2013) and the highest labour force participation rate
- People who hold vocational education qualifications at the Advanced Diploma, Diploma or Certificate III or IV level have relatively low unemployment (3.8% in 2013 for Advanced Diploma/Diploma and 4.7% in 2013 for Certificate III/IV)
- For workers who do not hold post school qualifications, the unemployment rate is much higher – particularly for those who did not study beyond Year 10 (9.1% in 2013)
- People who did not complete Year 12 generally have lower incomes – on average:
  - They earn around 21% less than an Advanced Diploma/Diploma qualified person
  - They earn around 42% less than a university graduate.
USEFUL CAREERS WEBSITES

Career Planning – How to go about planning your career

- Ace Day Jobs www.abc.net.au/acedayjobs
- Job Guide www.jobguide.deewr.gov.au
- Job Outlook www.joboutlook.gov.au
- Youth Central www.youthcentral.vic.gov.au

Websites to assist VCE and VCAL students

- Graduate Careers www.graduatecareers.com.au
- My University www.myuniversity.gov.au
- Study Assist www.studyassist.gov.au
- Victorian Tertiary Admissions Centre (VTAC) www.vtac.edu.au
- Victorian Curriculum & Assessment Authority (VCE, VET, VCAL information) www.vcaa.vic.edu.au

Apprenticeships/traineeships, job search sites and resume writing assistance

- Australian Apprenticeships www.australianapprenticeships.gov.au
- Australian Job Search www.jobsearch.gov.au
- Job Outlook www.joboutlook.gov.au
- Link Employment & Training www.linkemploy.org.au
- Sarina Russo www.sarinarusso.com.au
- Seek – Job seeking www.seek.com.au
- Skills Road www.skillsroad.com.au
- Youth Central www.youthcentral.vic.gov.au

Course information websites

- Education Victoria www.education.vic.gov.au/students
- My University www.myuniversity.gov.au
- Victorian University Admissions Centre (VTAC) www.vtac.edu.au

Guide to the VCE, VCAL and apprenticeships/traineeships, school based apprenticeships (SBA’s) for 2014

- ‘Choices: VCE studies and the ATAR’ www.vtac.edu.au/publications
- Victorian Curriculum & Assessment Authority www.vcaa.vic.edu.au
- VICTER 2014 and 2016 Newspaper lift-out given to Year 10’s each year.
- VTAC Guide: Current and up to date course information available online at www.vtac.edu.au
- ‘Where to now?’ booklet provided to each Year 10 students
VCE Structure and Assessment
2016
Structure

The VCE is generally a two-year certificate for students in Years 11 and 12. There is also an opportunity for students to complete this certificate over three years in order to maximise their chances of success. The VCE consists of semester length units of study. At Dandenong High School students are offered a wide range of VCE units.

- English or its equivalent is compulsory for all students (see below)
- Other Unit 1 & 2 studies can be undertaken separately as individual units.
  
  For example, a student may select English Units 1 and 2, Psychology Units 1 and 2, General Maths Units 1 and 2, PE Units 1 and 2, Media Units 1 and 2 and History Unit 1, Health Unit 2.
  
  These are Year 11 equivalent studies.

- Units 3 & 4 must be completed as a sequence. No student can undertake any Unit 4 study without having satisfactorily completed Unit 3. These are Year 12 equivalent studies.

- You must select a program consisting of 22 units taken over 2-3 years, 12 units in Year 11 and 10 units in Year 12 are the minimum requirements.

- You must gain a satisfactory pass (S) in at least 3 sequences of Units 3 & 4 studies (subjects), other than English.

- You must gain a satisfactory pass (S) in a minimum of 16 units. Eight of these need to be completed as a minimum in Year 11 to progress to Year 12.

Please Note:

English Requirements:

- English units may be selected from
  
  - Foundation English Units 1 & 2,
  - English Units 1 to 4,
  - English (EAL) Units 1 to 4,
  - English Language Units 1 to 4
  - Literature Units 1 to 4.

- Students who are EAL are strongly advised not to select Literature as an option.

- No more than two units at Units 1 & 2 level selected from English Units 1 & 2, English Language Units 1 & 2, Foundation English Units 1 & 2 and Literature Units 1 & 2 may count towards the English requirement.

- The school recommends that students undertaking Unit 1 & 2 Foundation English complete English Unit 1 & 2 before commencing English Unit 3 & 4 – or its equivalent.

- Students may not obtain credit for both English Units 3 & 4 and English (EAL) Units 3 & 4.

Units from the English group may also contribute to the sequences other than English requirement - for example, a student selecting both English and Literature

ENGLISH or English as an Additional Language (EAL)?

It is to your advantage to select English - EAL in Units 3 and 4 if you are eligible. Please see the Senior Studies House (Fern) if you have been in Australia for fewer than 7 years to check your eligibility.

In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student’s English units. Once students have met the English requirement any additional sequences from the English group will be credited towards the sequences other than English requirement.

Please Note: To satisfy VCAA requirements to obtain an ATAR score, a student MUST successfully complete Units 3 and 4 English or equivalent
Maximising VCE Results

Students should view Units 1 & 2 as forming the foundation for the same subject in Units 3 & 4 as the VCE studies are designed as sequential units from 1 to 4.
It is therefore strongly advised that students study Units 1 & 2 of a subject before selecting the same subject in Units 3 & 4 the following year.
Subjects where this is strongly advised are Biology, Chemistry, Physics, Maths Methods, Accounting and Specialist Maths.
Students who enter any study at Unit 2 or 3 may need to undertake preparatory work.

Assessment:
For all units of study, whether unit 1, 2, 3 or 4 students must:

- Demonstrate achievement of a set of outcomes specified for the unit.
General Information for all VCE Study Areas

Year 11 - Units 1 & 2

1. For all studies, the school decides whether the student has satisfactorily completed a unit by achieving the learning outcomes.
2. All work is set and marked within the school and each unit is awarded either an S (satisfactory completion) or N (not satisfactory).
3. Students will receive detailed school-based reports for both units at the end of each semester, as well as a statement of unit results from the VCAA at the end of the year.
4. Each student will have his or her performance reviewed at the end of Year 11. Graduation to Year 12 will NOT be automatic and will require a minimum number of successfully completed units (8) and an attendance of 90% in each subject for entry to this level.

Year 12 - Units 3 & 4

1. You must achieve an S in Units 3 and 4. They are continuous units to be done as a sequence. For all studies, the school decides whether you have satisfactorily completed a unit by achieving the learning outcomes.
2. Each study will have graded assessment tasks. These will take the form of examinations, major research papers, essays and projects and are the major focus of all work in Units 3 & 4.
3. There are two kinds of graded assessment. The first is called School Assessed Course work (SAC). This assesses how you have performed the assessment tasks specified in the Study Design. These tasks must be done mainly in class time. The second is called a School Assessed Task (SAT). The task will be the same for every school, and the specifications will be set by the Victorian Curriculum and Assessment Authority (VCAA).
4. Your Australian Tertiary Admissions Rank (ATAR) is based on your performance in the SAC’s, SAT’s and the examinations. The ATAR is the main method of obtaining entry to Colleges, Universities and some TAFE’s.
5. There are no longer formal VCAA mid-year exams in Unit 3 studies. The only mid-year exam, which is compulsory for all students undertaking any Unit 3 and 4 Study, is the General Assessment Task (GAT) held in mid-June.
6. At Dandenong High School, students enrolled in Unit 3 and 4 will sit practise exams in the same week as the GAT in all subjects.

At the completion of your course you will receive:

- The VCE certificate if you have met the requirements
- A statement of unit results for Units 1, 2, 3 & 4 (S or N for each unit)
- A summary of all unit and school assessment results for each individual study
- A statement of results for the General Achievement Test (GAT).

Year 11 Access to Units 3 & 4

Aims

To provide opportunities for students to undertake extension work and achieve breadth with their VCE course of study. Students may apply to undertake a subject above their current year i.e. a Year 11 student may select a Unit 3 & 4 subject but approval will only be granted if the student is able to satisfy the following criteria:

- Demonstrated a commitment to study and possessing excellent work habits
- Demonstrated excellent attendance in the current year
- Demonstrated excellent academic achievement
- Teacher recommendation, i.e., current Science Teacher when applying for Science subjects

Most students would benefit from building a solid foundation in a subject (obtaining good marks in Units 1 & 2) before attempting Units 3 & 4.

**The Process**

1. **Year 11 students who wish to undertake Units 3 & 4 subjects** need to indicate this on their Subject Selection Sheet.
2. Students are selected on the student’s ability to meet the set criteria and a review of the student’s Mid Year Report.
3. Students will be notified of placement in classes by the Fern House Senior Studies Team.

**Enhancement Studies Program 2016**

Dandenong High School has successfully been involved with this program in which high-achieving students have studied first year university subjects whilst completing their Year 12. This program provides students with an opportunity to complete 2 units of a first year university subject whilst completing their Year 12. The program is recognized by the VCAA and the units are treated as any other Units 3 & 4 subject and their study score is calculated as part of their ATAR.

**Who can apply?**

Students nominated by the school to apply for the program normally have demonstrated overall outstanding achievement in Units 1 & 2 and have been evaluated as likely to achieve a study score of at least 40 in the subject they wish to study.

For further information, please refer to the “Monash University-Tertiary Entry in 2016 Course.” If you require any further information, or an application form, please see the Head of Senior Studies.

**Entry Requirements for VCE Studies**

There are no VCAA set prerequisites for entry to Units 1, 2 and 3 in any VCE study, although Units 1 & 2 are strongly advised as prerequisites for Unit 3.

All students must undertake Unit 3 prior to commencing any Unit 4 subject.

In some subject areas however, such as Chemistry, Accounting, Physics, Biology and Maths students who enter the study at Unit 2 or 3 may need to undertake preparatory work.

In view of the sequential nature of these studies it is advisable that students undertake Units 1 to 4.

**LOTE – Languages Other Than English**

It is possible to study a language as a VCE study in Units 1 to 4. These are referred to as LOTE and can be studied on Saturday mornings at a Victorian School of Languages (VSL).

Japanese, French and Latin are offered here at DHS during normal school hours.

A VSL school operates here at DHS on Saturday mornings where many languages are offered.

**Material Costs**

Some VCE units require an additional materials cost.

Payment of additional costs as outlined in the Class Material Charges and Subject Payment Charges sheet must be made with fees on Course Confirmation Day before student’s enrolment in the unit can be confirmed.
VCE Units 1 – 4 Study Summaries 2016
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Accounting

Rationale

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information, which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

Structure

The study is made up of four units:

- Unit 1: Establishing and operating a service business
- Unit 2: Accounting for a trading business
- Unit 3: Recording and reporting for a trading business
- Unit 4: Control and analysis of business performance

Unit 1

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Unit 2

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Unit 3

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Unit 4

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Assessment

Units 1 and 2

School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4

School assessed coursework and end-of-year-examination.

- Unit 3 School assessed coursework: 25 per cent
- Unit 4 School assessed coursework: 25 per cent
- End-of-year examination: 50 per cent
Art

Rationale
VCE Art is designed to encourage students to communicate personal experiences, ideas, values and beliefs. Students will EXPLORE and EXPERIMENT using art forms, materials, techniques and processes and they will progressively create their artwork with an awareness of health and safety practices. Students will also develop skills in research, analysis and art criticism to debate the issues that are raised, and in response, they form and support their personal point of view.

Structure  The study is made up of four units.

UNIT 1
Art and Meaning (Theory Outcome 1) Art making and personal learning (Folio Outcome 2)
This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks. Students will study the role of artists, their innovative and personal involvement in art and the meanings and messages of artwork, both as intended by the artist and interpreted by the viewer.

UNIT 2
Art and Culture (Theory Outcome 1) Art making and cultural expression (Folio Outcome 2)
This unit focuses on the development of art works demonstrating effective working methods. Students will study the way in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created. Students will also explore the way in which the world and the artist have changed over time and factors influencing the change.

Assessment
UNITS 1 & 2
School assessed tasks

UNIT 3
Interpreting Art – (Theory Outcome 1)
Investigation and Interpretation through art making – (Folio Outcome 2)

UNIT 4
Discussing and debating art – (Theory outcome 1)
Realisation and resolution – (Folio outcome 2)

In these units students present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

- Unit 3 & 4 School assessed coursework: 20 per cent
- Units 3 and 4 School assessed task: 50 per cent
- Units 3 and 4 examination: 30 per cent

Cost: Materials charge of $60.00 will apply for the year
Australian and Global Politics – Units 1 and 2

Rationale
VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. The study increases their awareness of the nature of power and its influence, and it allows students to become informed observers of, and active participants in, their political system. Students develop a critical understanding of the world in which they live and contemporary global issues and are provided with the means posed by contemporary international life and understanding.

Structure
This study is made up of four units:

- Unit 1: The national citizen
- Unit 2: The global citizen
- Unit 3: Global actors
- Unit 4: Global challenges

UNIT 1:
Unit 1 introduces students to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power and examine the role and influence of social and political movements as methods of organising political ideas and action.

UNIT 2:
Unit 2 focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. Students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Australian and Global Politics – Units 1&2

Global Politics – Units 3 and 4

UNIT 3:
In Unit 3 students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. Students develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

UNIT 4:
In this unit students investigate key global challenges facing the international community in the twenty-first century. Students examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship and evaluate the effectiveness of responses to these issues. They also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

Assessment

Units 1 and 2
School assessed tasks

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
**Biology**

**Rationale**

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position. VCE Biology provides for continuing study pathways within the discipline and leads 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 endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

The study is made up of four units:

**Unit 1 – How do living things stay alive?**

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Unit 2 – How is continuity of life maintained?**

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Unit 3 – Signatures of life**

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate how these biomolecules are made and the biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure: the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism. Students will investigate the significant role of these proteins in cell functioning, and how cells communicate with each other at molecular level in regulating cellular activities.

**Unit 4 – Continuity and change**

In this unit students examine evidence for evolution of life forms. Students explore hypotheses - that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to present biodiversity of our planet. Students investigate how the study of molecular genetics has expanded into genomics. They study how examining meiosis and patterns of inheritance including pedigree analysis transmits genes from generation to generation. Students examine the interrelationships between biological, cultural and technological evolution.

**Assessment**

**Units 1 and 2**

School assessed tasks

Satisfactory completion:

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**

School assessed coursework and an end-of-year examination.

Unit 3 School assessed coursework: 20 per cent

Unit 4 School assessed coursework: 20 per cent

End of year examination: 60 per cent

**Cost**

Materials charges will apply for the year.
Business Management

Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Structure
The study is made up of four units:

- Unit 1: Small business management
- Unit 2: Communication and management
- Unit 3: Corporate management
- Unit 4: Managing people and change

UNIT 1
This unit studies generic business concepts, which apply to the management of small businesses. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

UNIT 2
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication for business both internally and externally with special attention to marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective and different contexts.

UNIT 3
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills and the Operations Management function within a large-scale organisation.

UNIT 4
This unit examines the human resource management practices and processes in large-scale organisations in Australia. The unit concludes with analysis of the management of change within a large-scale organization.

Assessment
Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 School assessed coursework: 25 per cent
- Unit 4 School assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position. 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 (production and study of grapes).

The study is made up of four units.

**Unit 1 – How can the diversity of materials be explained?**

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

**Unit 2 – What makes water such a unique chemical?**

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Unit 3 - Chemical Pathways**

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist including; the quality control chemist at a food manufacturing plant, the geologist in the field and the environmental chemist monitoring the health of a waterway.

**Unit 4 - Chemistry at Work**

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

**Assessment**

**Units 1 and 2**

School assessed tasks.

**Satisfactory completion:**

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**

School assessed coursework and an end-of-year examination.

- Unit 3 School assessed coursework: 20 per cent
- Unit 4 School assessed coursework: 20 per cent
- End of year examination: 60 per cent

**Materials Cost:** $10.00 per year
Classical Studies

Rationale

Classical Greece and Rome have greatly influenced Western society and culture. This study introduces students to universal ideas, issues and values that are at the core of humanity, as well as providing insight into the development of cultural forms such as epic, drama, philosophy, and satire. By exploring the political and social structures of Greece and Rome students are able to reflect on the values and origins of modern society and discuss ideas such as citizenship and democracy.

Structure

This study is made up of four units:

- Unit 1: Mythical Worlds
- Unit 2: Classical Imaginations
- Units 3 and 4 Classical Worlds

UNIT 1
This unit explores the myths of ancient Greece and Rome. These myths combine love and war the monstrous and the human. Students develop an understanding of the universality of human experience.

UNIT 2
This unit examines classical works across time, the cultural achievements which have fired the imagination for centuries. These works offer a means of exploring social and political life in classical antiquity.

UNITS 3 AND 4
These units examine works produced by classical Greece and Rome. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Comparison of classical works allows students to consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4

- Units 3 & 4 - School assessed coursework and an end-of-year examination.
- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 & 4 examination: 50 per cent
Dance

**Rationale**
Dance is the language of movement.

This study is designed to develop a broad understanding and appreciation of dance through the integration of practical and theoretical aspects of learning, in the context of composition and performance.

It also allows students to develop and refine their technical and compositional skills by exploring a personal and learnt movement vocabulary and ways in which ideas are communicated in their own and the dance works of others.

**Structure**

The study is made up of 4 units.

**UNIT 1**
In this unit, students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills and discover the diverse range of expressive movement, by exploring body actions and developing a personal movement vocabulary. Students also develop an understanding of safe dance practice. They develop and perform dances that are complete, through a range of movement creation processes.

**UNIT 2**
This unit allows students to expand their dance vocabulary by exploring different ways of executing movement to produce contrasting qualities. Students apply their understanding of the expressive capacity of different movement qualities to the learning, composition and performance of dance works.

**UNITS 3 & 4**
In these units students develop and refine compositional skills by exploring ways in which the intention of the dance maker can be expressed through the arrangement of movement within a structure and through the use of spatial organisation and group structures.

**Assessment**

**Units 1 and 2**
School assessed tasks

**Satisfactory completion:**
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 & 4**
School assessed coursework and two end-of-year examinations

- Units 3 & 4 school assessed coursework: 25 per cent
- Units 3 & 4 composition and performance examination: 50 per cent
- Units 3 & 4 written examination: 25 per cent
Drama

Rationale

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performance and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They also view and analyse performances by professional and other drama practitioners.

Structure

The study is made up of four units.

UNIT 1
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performances and manipulates expressive skills in the creation and presentation of characters. They develop awareness of how characters are portrayed in naturalistic and non-naturalistic performance styles.

Unit 2
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text or an icon from a contemporary or historical Australian context.

Unit 3
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present the ensemble performance is central to this performance.

Unit 4
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop characters within a solo performance using non-naturalistic drama.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and two end-of-year examinations.

- Unit 3 School assessed coursework: 35 per cent
- Unit 4 School assessed coursework: 5 per cent
- Unit 3 and 4 written examination: 25 per cent
- Unit 4 performance examination: 35 per cent
Economics

Rationale

Economics is study of how individuals and society use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economics focuses on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. These economic decisions not only affect the wellbeing of particular nations and their people but also increasingly influence living standards regionally and globally.

Structure

The study is made up of four units:

- Unit 1: Economics: Choices and Consequences
- Unit 2: Economic Change: issues and challenges
- Unit 3: Economic activity
- Unit 4: Economic management

UNIT 1
Students examine how the study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens.

UNIT 2
Students explore how the changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards and government budgets.

UNIT 3
The focus of this unit is the study of economic activity in Australia and the factors that affect achievement of key economic goals of the Australian economy.

UNIT 4
The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic policy used by the Australian Government.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 School assessed coursework: 25 per cent
- Unit 4 School assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Foundation English

Rationale

The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English/EAL and in other VCE studies.

Structure

The Foundation English course is designed around one compulsory area of study, Essentials of English and five optional areas of study from which one must be selected for study in each unit.

Compulsory area of study in both Units 1 and 2:

- **Area of study 1**: Essentials of English

Optional areas of study:

Two of the following areas of study must be selected for study, 1 in each of Units 1 and 2.

- **Area of study 2**: Communication and the workplace
- **Area of study 3**: Technology and communication
- **Area of study 4**: The study of texts
- **Area of study 5**: The analysis and construction of argument
- **Area of study 6**: Information literacy

Assessment

**Units 1 and 2**

School assessed tasks

**Satisfactory completion:**

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

School assessed tasks

For each Unit 1 & 2 there are 2 Outcomes to complete

The school recommends that students undertaking Unit 1 & 2 Foundation English complete English Unit 1 & 2 before commencing English Unit 3 & 4 – or its equivalent.
English/English as an Additional Language [EAL]

Rationale

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment and further education.

Students will continue learning in the key discipline concepts of texts and language and the dimensions of reading, writing, speaking and listening.

Structure

The study is made up of four units.

UNIT 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

UNIT 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted and on the development of competence and confidence in creating written, oral or multimodal texts.

UNIT 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context and their ability to explain choices they have made as authors.

Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Environmental Science

Rationale

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks. They will develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position.

Structure The study is made up of four units:

Unit 1: How are the Earth's systems connected?
This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components will be investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

Unit 2: How can pollution be managed?
This unit explores the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time.

Unit 3: How can biodiversity and development sustained?
This unit focuses on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies.

Unit 4: How can the impacts of human energy use be reduced?
In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.

Assessment

Satisfactory completion: Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 1 and 2 School assessed tasks.

Units 3 and 4 School assessed coursework and an end-of-year examination.

• Unit 3 School assessed coursework: 20 per cent
• Unit 4 School assessed coursework: 30 per cent
• End of year examination: 50 per cent

Costs $20.00 for the year for excursions
Extended Investigation Units 3&4 (for AELP students)

**Rationale**
The VCE Extended Investigation develops students’ understanding of what constitutes a good research question. They develop an ethical, a robust, a disciplined and a rational approach to gathering, interpreting and evaluating evidence in order to answer the research question.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions.

The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

**Structure**
This study is made up of two units.

**Unit 3- Designing an Extended Investigation**
In this unit students develop skills in question construction and design, explore the nature and purpose of research, and identify a specific research question. Students use their Extended Investigation Journal to record the progressive refinement of a selected area of interest distilled into an individual research question.

**Unit 4- Presenting an Extended Investigation**
This unit is comprised of two parts that together constitute the student’s completion of their Extended Investigation. The results of the Extended Investigation are presented in a final written report and in an oral presentation to a non-specialist panel.

**Assessment**
- Unit 3 School-assessed Coursework: 30 per cent
- Unit 3 Externally-assessed Critical Thinking Test: 10 per cent
- Unit 4 Externally-assessed Task: 60 per cent.
Food & Technology

Rationale
Food and Technology focuses on the importance of food in our daily lives from a theoretical and practical point of view. Students will develop knowledge of the physical, sensory, chemical and functional properties of food and apply this knowledge when using food in a practical situation. The students will use the design process, critical thinking and problem solving to develop food products to suit specific needs.

Structure
The study is made up of four units.

UNIT 1: FOOD SAFETY AND PROPERTIES OF FOOD
There are two areas of study and two outcomes in Unit 1. Both areas of study allow for the integration of practical work with theoretical knowledge. The emphasis of this unit is on the diversity of food, how it is stored and prepared to achieve quality in terms of safety, health and aesthetics.

- **Area of Study 1** - Keeping food safe focuses on safe work practices, causes of food spoilage, principles of food hygiene and safe food handling and storage, and safe use of tools and equipment. In the current study, hygienic and safe work practices when handling food is the focus of Outcome 2 in Unit 1.

- **Area of Study 2** - Food properties and preparation emphasises the links between classification and properties of foods and how enjoyment of food is associated with different cooking methods and physical, sensory and chemical properties of key foods. It is expected that students apply this knowledge to optimise the quality of food products they prepare.

UNIT 2 PLANNING AND PREPARATION OF FOOD
There are two areas of study and two outcomes in Unit 2. Both areas of study allow for the integration of practical work with theoretical knowledge, with opportunities for students to work individually and in teams. The emphasis of this unit is on the best methods and tools and equipment to produce optimum results, and what and how to prepare food for a range of situations. The design process is incorporated, including the use of a design brief.

- **Area of Study 1** – Tools, Equipment, Preparation and processing focuses on methods, tools and equipment used in food preparation and presentation to optimise nutrient content, appearance, flavour, texture and aroma. Physical, sensory and chemical properties of foods are looked at, in conjunction with different methods of preparation and techniques of cooking.

- **Area of Study 2** - Planning in food preparation focuses on the planning and preparation of meals considering the impact of social and cultural factors, resource availability and how modifications can be made to suit nutritional needs of consumers. Students work individually and in teams to plan, modify recipes and prepare meals to meet the requirements of design briefs. They also evaluate the outcomes of planning and production activities.

UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS
The functions of the natural components of key foods, use of the best cooking techniques for key foods, food preservation and the prevention of food spoilage are covered in this unit. Students also develop knowledge of food safety and regulations and apply safe work practices to food preparation. They develop a design brief, design plan and timeline, make decisions and choices about key foods, properties of food, tools, equipment, cooking and preservation techniques to suit a particular context.

- **Area of Study 1** - Maintaining food safety in Australia focuses on developing students’ understanding of national, state and local authorities that govern food laws and standards in ensuring and maintaining food safety at all stages through the food supply chain. Two identified areas related to food safety are Hazard Analysis and Critical Control Points (HACCP) and food labelling.

- **Area of Study 2** - Food preparation and processing is intended to develop students’ understanding of key foods and their natural food component functions. Students also explore a range of cooking, food preparation, and processing and preservation techniques.
• **Area of Study 3** - Developing a design plan focuses on the development of a design plan folio to meet the requirements of a specific design brief.

**UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS**

The students will develop individual production plans for proposed food items, prepare and evaluate them using safe and hygienic work practices. They will also examine food product development, emerging trends in food production and investigate food packaging, labelling and marketing systems.

• **Area of Study 1** – Implementing a Design Plan is the key focus of this area of study. Students will use appropriate tools, equipment and processes to produce a range of 4 – 6 food items. A detailed evaluation is then carried out on production planning relation to their individual food items.

• **Area of Study 2** - Food product Development analyses factors related to food product development, including different types of developments, processes involved, product analysis, packaging, packaging systems and food marketing. Environmental issues in Food manufacturing, Commercial Food development and new innovations are also studied, regarding food product development.

**Assessment**

**Units 1 and 2**

School assessed tasks

**Satisfactory completion:**

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**

School assessed coursework, school assessed task and an end-of-year examination.

- Unit 3 school assessed coursework: 18 per cent
- Unit 4 school assessed coursework: 12 per cent
- Unit 4 school assessed task: 40 per cent
- Units 3 and 4 examination: 30 per cent

**Cost** - Units 1 & 2: $120.00 per year
- Units 3 & 4: $100.00 per year
French

Rationale

This study develops students’ ability to understand and use a language, which is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

Structure

This study is made up of four units.

UNIT 1
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

UNIT 2
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

UNITS 3 AND 4
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Entry

French is designed for students who will, typically, have studied French for at least 400 hours at the completion of Year 12. It is possible however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Geography

Rationale
This study focuses on the geography of place and change. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse matters of phenomena, which affect places at or near the surface of the earth.

Structure
The study is made up of four units:

- Unit 1: Natural Environments
- Unit 2: Human Environments
- Unit 3: Regional Resources
- Unit 4: Global Perspectives

UNIT 1:
This unit focuses on the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It also examines how the interactions between natural processes and human activities can also change natural environments. In their study of Natural Environments students will undertake fieldwork.

UNIT 2:
This new unit focuses on the characteristics of human environments and changes in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that affect the management and the sustainability of the human environments. In their study of Human Environments students will undertake fieldwork.

UNIT 3:
This unit considers the characteristics of resources within a regional perspective, including an investigation into the use and management of an Australian water resource - the Murray Darling Basin region. Students will also study the use and management of a resource in their local area and within the region. Importantly in their study of this resource students will undertake fieldwork.

UNIT 4:
This unit focuses on the geographic characteristics of global phenomena and responses to them. Students study two global phenomena in each area of study, one of which must be the study of human population.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Health & Human Development

**Rationale**
VCE Health and Human Development provides students with an opportunity to develop the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. This study enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia’s and global health and human development.

VCE Health and Human Development offers students a range of pathways to 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.

**Structure**
The study is made up of four units:
- Unit 1: The Health and Development of Australia’s Youth
- Unit 2: Individual Human Development and Health Issues
- Unit 3: Australia’s Health
- Unit 4: Global Health and Human Development

**Unit 1 – The Health and Development of Australia’s Youth**
This unit introduces the concepts of Health and Development with a focus on the transition from childhood to adulthood and the many changes in physical, social and mental development that this transition brings. Students will also explore different methods used to measure health status and will investigate specific health issues for Australian youth.

**Unit 2 - Individual Human Development and Health Issues**
In this unit students analyse the many factors that affect human development, particularly in childhood and adulthood. Students will investigate the impact of the determinants of health during these life span stages. Students will also research the many health services and technology available to the Australian community.

**Unit 3 – Australia’s Health**
Students will explore the health status of individuals, families and communities with a particular focus on Australia’s National Health Priority Areas. There is also an emphasis on nutrition and the impact it has on individuals’ health. This unit also explores different models and approaches to health and the roles and responsibilities of government and non-government agencies in promoting and supporting healthy lifestyles.

**Unit 4 – Global Health and Human Development**
This unit takes a global perspective on how to achieve improvements in health and human development, with a focus on sustainability. There is an emphasis on the similarities and differences in health status between developing and industrialised countries. Students will explore the role of national and international organisations that aim to achieve improvements in health and human development worldwide.

**Assessment**

**Units 1 and 2**
School assessed tasks

**Satisfactory completion:**
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**
School assessed coursework and an end-of-year examination.
- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
History

Rationale
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Structure
The study is made up of a variety of units organised as follows:
Unit 1: Twentieth Century History (1900–1945)
Unit 1: Conquest and Resistance
Unit 2: Twentieth century History (Since 1945)
Unit 2: People and Power
Units 3 & 4: Australian History
Units 3 & 4: Revolutions

Each pair of Units 3 and 4 is designed to be taken as a sequence and each History is treated as a separate study with its own key knowledge and skills and assessment.

Unit 1 - Twentieth-Century History (1900 – 1945)
Patterns of daily life in the twentieth century were to change as a result of political and social developments. This unit considers the way that societies responded to these changes and how they affected people’s lives.

Unit 1 – Conquest and Resistance
This unit explores the colonisation of one society by another, the interactions between the two societies, the growth of resistance and the establishment of a new nation. It also investigates the problematic nature of nationalism.

Unit 2 - Twentieth-Century History (since 1945)
This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Unit 2 – People and Power
This unit explores one or more contexts in which challenge and change have occurred, and the people and groups which undertook this challenge.

Units 3 and 4 - Australian History
These units examine Australian history during times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. Through an examination of events, people, movements and ideas during these four periods, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

Units 3 and 4 - Revolutions
As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. The study of a revolution will consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

Two major revolutions will be chosen as the focus of these units. Units include:
- Russian Revolution 1917
- Chinese Revolution 1949

Assessment
Units 1 and 2
School assessed tasks
Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Information Technology

Rationale
This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society.

Structure
The study is made up of six units:
- Unit 1: Information Technology in action
- Unit 2: Information Technology pathways
- Unit 3: Information Technology Applications
- Unit 4: Information Technology Applications
- Unit 3 Software Development
- Unit 4: Software Development

Students select Units 1 and 2 and can choose from 2 Unit 3 and 4 sequences.

UNIT 1: IT IN ACTION
This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied.

UNIT 2: IT PATHWAYS
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT.

UNITS 3 AND 4: IT APPLICATIONS

UNIT 3: IT APPLICATIONS
Units 3 and 4 are designed to be taken as a sequence.
In Unit 3, students use web authoring and database management software to solve information problems. Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace.

UNIT 4: IT APPLICATIONS
This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data.

Units 3 and 4: Software development

UNIT 3: SOFTWARE DEVELOPMENT
This unit focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfil these needs. Both outcomes contribute equally to the Unit 3 School assessed Coursework.

UNIT 4: SOFTWARE DEVELOPMENT
This unit focuses on techniques, procedures and strategies to develop, implement, and evaluate proposed networked information systems. Students continue their use of the programming language selected in Unit 3. Both outcomes are equally weighted.
UNITS 3 AND 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Information Technology: IT applications the student’s level of achievement will be determined by school assessed coursework and an end-of-year examination. Percentage contributions to the study score in Information Technology: IT applications are as follows:

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- End-of-year examination: 50 per cent
Japanese

Rationale

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

Structure

The study is made up of four units.

UNIT 1
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange. Students should be able to listen, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

UNIT 2
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

UNITS 3 AND 4
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Japanese-speaking communities.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Latin

**Rationale**

The study of Latin provides students with a key to the literature, history and culture of the Graeco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, students acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin can also greatly improve students' skills in English and other languages.

**Structure**

The study is made up of four units.

**UNIT 1**

This unit is designed to extend students' knowledge and skills in comprehending and interpreting written passages of Latin. Students should be able to use basic grammar skills to understand Latin sentences, demonstrate an understanding of the content of a seen passage, and read a passage aloud with correct pronunciation.

**UNIT 2**

This unit is designed to extend students' knowledge and skills in comprehending, interpreting written passages of Latin. Students should be able to identify and explain grammatical accidence and syntax of words from a seen passage, identify main ideas and specific details in a seen passage, and start to develop an understanding of the use and purpose of scansion in Latin poetry.

**UNITS 3 & 4**

Unit 3 and 4 are designed to extend students' knowledge and skills in comprehending, interpreting written passages of Latin. In Unit 3 students should be able to demonstrate knowledge of accidence and syntax, demonstrate understanding of content, context, purpose and style in a seen passage, and translate seen and unseen passages with attention to style and shades of meaning. In Unit 4 students should be able to analyse and explain the literary, stylistic and structural techniques used in Latin texts, and identify and discuss themes and relevant aspects of cultural/historical context in a seen text.

**Entry**

Latin is designed for students who will, typically, have studied Latin for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

**Assessment**

**Units 1 and 2**

School assessed tasks

**Satisfactory completion:**

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 & 4**

School assessed coursework and an end-of-year exam.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 & 4 examination: 50 per cent
Legal Studies

Rationale
Legal Studies provides students with analytical evaluation of the processes of law making and the methods of dispute resolution. Students are able to develop an understanding of the impact of our legal system upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of the students’ knowledge of their basic legal rights and responsibilities. Students are encouraged to analyse the traditional and contemporary workings of the Australian legal system. By comparing elements of this system with international structures and procedures, students are able to gain an appreciation of the Australian system and its capacity to achieve and maintain social cohesion.

Structure
The study is made of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

- Unit 1: Criminal law in action
- Unit 2: Issues in civil law
- Unit 3: Law-making
- Unit 4: Resolution and justice

UNIT 1
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts.

UNIT 2
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judiciary to resolve civil disputes, the unit investigates the alternative avenues of dispute resolution and their effectiveness.

UNIT 3
This unit enables students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of our legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

UNIT 4
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures, which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strength and weaknesses. Students will compare features of the adversary and inquisitorial system of dispute resolution and evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Assessment

Units 1 and 2
School assessed tasks
Satisfactory completion: Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Literature

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts.

Structure

The study is made up of four units. Each unit contains between two and four areas of study.

UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

UNIT 2

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

UNIT 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

UNIT 4

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

Assessment

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
Mathematics

Rationale
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 unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way, which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Structure
The study is made up of the following units:

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Units 3 and 4

UNITS 1 AND 2: FOUNDATION MATHEMATICS
Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’.

UNITS 1 AND 2: GENERAL MATHEMATICS
General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level.

The areas of study for Unit 1 and Unit 2 of General Mathematics are ‘Arithmetic and number’, ‘Discrete mathematics’ ‘Statistics’, ‘Algebra and structure’, ‘Graphs of linear and non-linear relations’ and ‘Geometry, measurement and trigonometry’. This course is set up as a prelude to Unit 3 and 4 Further Maths.

UNITS 1 AND 2: MATHEMATICAL METHODS
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. These units are designed in particular as preparation for Mathematical Methods CAS Units 3 and 4. The areas of study for Units 1 and 2 are ‘Functions and Graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. The appropriate use of CAS technology is incorporated throughout the units.

UNITS 1 AND 2: SPECIALIST MATHEMATICS
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modeling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

The areas of study for Unit 1 and Unit 2 of General Mathematics are ‘Arithmetic and number’, ‘Statistics’, ‘Algebra and structure’, ‘Graphs of linear and non-linear relations’, ‘Discrete mathematics’ and ‘Geometry, measurement and trigonometry’. This course is set up as a prelude to Unit 3 and 4 Specialist Maths.
UNITS 3 AND 4: FURTHER MATHEMATICS

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

UNITS 3 AND 4: MATHEMATICAL METHODS

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

UNITS 3 AND 4: SPECIALIST MATHEMATICS

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

ENTRY

- 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.
- 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.
ASSESSMENT

Units 1 and 2
School assessed tasks

Satisfactory Completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4 - All Mathematic Studies
The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4. The student’s level of achievement will be assessed through school-assessed coursework and examination as follows:

Further Mathematics
- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 14 per cent
- Units 3 and 4 Examination 1: 33 per cent
- Units 3 and 4 Examination 2: 33 per cent

Mathematical Methods
- Unit 3 School-assessed Coursework: 17 per cent
- Unit 4 School-assessed Coursework: 17 per cent
- Units 3 and 4 Examination 1: 22 per cent
- Units 3 and 4 Examination 2: 44 per cent
Specialist Mathematics

- Unit 3 School-assessed Coursework: 17 per cent
- Unit 4 School-assessed Coursework: 17 per cent
- Units 3 and 4 Examination 1: 22 per cent
- Units 3 and 4 Examination 2: 44 per cent

Examination 1 for Mathematical Methods and Examination 1 for Specialist Mathematics are technology free examinations. Examinations 1 and 2 for Further Mathematics, Examination 2 for Mathematical Methods and Examination 2 for Specialist Mathematics assume student access to VCAA approved technology.

A CAS calculator is compulsory for all VCE Mathematics subjects (except Foundation Maths)

CASIO Classpad 400

CASIO Classpad 330

(ClassPad 300, ClassPad 300 PLUS, ClassPad 330, ClassPad 330 PLUS, ClassPad II (fx-CP400))
Media

Rationale

The media have a significant impact on people’s lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society, which creates them. The study of media includes media forms such as the press, radio, film, TV, photography and media processes such as publishing, advertising, news production and popular culture.

Structure

The study is made up of four units:

- Unit 1: Representation and Technology
- Unit 2: Media production and The Media Industry
- Unit 3: Narrative and Media Production Design
- Unit 4: Media Process, Social Values and Media Influence

UNITS 1 & 2

The main purpose of unit one is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products. The main purpose of unit two is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

UNITS 3 & 4

The main purpose of unit three is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions. The main purpose of unit four is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

UNITS 1 and 2

School assessed tasks

Satisfactory completion:

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

UNITS 3 and 4

School assessed coursework, a school assessed task and an end-of-year examination.

- Unit 3 & Unit 4 school assessed coursework: 20 per cent
- Unit 3 & Unit 4 school assessed task: 35 per cent
- Units 3 & 4 examination: 45 per cent.

Cost: $100 for materials for the year
Music Performance Units 1 and 2

**Rationale**
This study prepares students to present convincing group and solo performances on one or more instruments. Students study and explore ways to optimise their own approach to performance. They also study strategies for developing their technical and expressive performance skills. Students develop skills in performing previously unseen music and study aural work, music theory and analysis concepts which build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

**Structure**
The study is made up of the following:

- Unit 1 – 3 areas of study
- Unit 2 – 4 areas of study

**UNIT 1**

**Area of study 1 – performance**
– focuses on knowledge and skills that students use to musically engaging performances

**Area of study 2 – performance technique**
– focuses on the development of techniques for group and/or solo performance

**Area of study 3 – musicianship**
– focuses on aural perception, music theory and analysis

**UNIT 2**

**Area of study 1 – performance**
– develops knowledge and skills that are required to present music performances in a group and as a soloist

**Area of study 2 – performance technique**
– continues the development of techniques for group and solo performances

**Area of study 3 – musicianship**
– builds on knowledge and skills in music theory, aural comprehension and music analysis

**Area of study 4 – organisation of sound**
– focuses on devising an original composition or improvisation inspired by works being prepared for performance

**Entry**
There are no prerequisites for entry to Units 1 and 2 however the ability to play and perform on an instrument (including voice) is a necessary component of the course.

**Assessment**
School assessed tasks
Music Performance Units 3 and 4

**Rationale**
This study prepares students to present convincing group and solo performances. Students select from a range of styles and develop techniques to enable them to communicate their understanding of the musical style of each work. Students also develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students also analyse works and performances by Australian Musicians.

**Structure**
The study is made up of the following:

- Unit 3 - 3 areas of study
- Unit 4 – 3 areas of study

**UNIT 3**

**Area of study 1 – performance**
– develop knowledge and skills that students use to present musically engaging performances

**Area of study 2 – performance technique**
– develop knowledge and skills of techniques and control in group and solo performances

**Area of study 3 – musicianship**
– develop music theory knowledge and skills in aural comprehension and analysis

**Assessment**

School-assessed Coursework
Performance techniques performance − 10% of total marks for the year
Aural and written musicianship test − 10% of total marks for the year

**UNIT 4**

**Area of study 1 – performance**
– students prepare a program of works and refine their ability to present musically engaging performances to an audience

**Area of study 2 – performance technique**
– students refine their ability to control performance techniques

**Area of study 3 – musicianship**
– consolidate knowledge and skills developed in musicianship for Unit 3

**Assessment**

School-assessed Coursework
Performance techniques performance − 10% of total marks for the year
External Examination
Solo performance examination - 50% of total marks for the year OR
Group performance examination - 50% of total marks for the year +
Aural and written examination - 20% of total marks for the year

There are no prerequisites for entry to Units 3 however the ability to play and perform on an instrument (including voice) is a necessary component of the course. Units 3 and 4 are to taken as a sequence.
Outdoor & Environmental Studies

Rationale
Outdoor and Environmental Studies is a study of the relationships humans have with the outdoor environment. Outdoor and Environmental Studies aims to provide the skills and knowledge to safely participate in activities in outdoor environments so that the environment is respected and appreciated by the participants. Outdoor recreation activities are undertaken to create learning experiences, which enable students to understand how human–nature relationships have, over time, been constructed. The activities selected enable students to develop critiques of human–nature relationships and a sympathetic understanding of nature and make informed contributions to discussions on environmental issues.

Structure
The study is made up of four units:
- Unit 1: Exploring Outdoor Experiences
- Unit 2: Discovering Outdoor Environments
- Unit 3: Relationships with Outdoor Environments
- Unit 4: Sustainable Outdoor Relationships

UNIT 1
This unit focuses on the ways in which humans understand and relate to nature through experiences of outdoor environments. It also develops an understanding of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

UNIT 2
This unit focuses on different outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students also study nature’s impact on humans, as well as ecological, social, and economic implications of human impact on outdoor experiences. Students will also develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students participate in practical experiences to enable reflection and analysis of the theoretical knowledge of outdoor experiences.

UNIT 3
In these units concepts related to the ecological, historical and social contexts of the relationships between Australians and the outdoor environments in Australia are investigated. Strategies for use now and in the future and the competing interests of various groups are studied. Students experience outdoor environments as a basis for their comparisons.

UNIT 4
In this unit students explore the sustainable use and management of outdoor environments. They examine the importance of developing a balance between human needs and the conservation of outdoor environments. Through their practical experiences students are provided with the basis for comparison and reflection.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit and participated in all practical experiences.

Units 3 and 4
School assessed coursework and an end-of-year examination
- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

Costs
$250.00 per year for camps and excursions
Philosophy

Rationale
Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history. Philosophy grapples with questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs?

Doing philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Importantly, philosophy demands independent thinking, and develops independent reasoning skills, which are highly transferable. Studies in philosophy complement courses across the VCE, interrogating underlying premises and connections between related fields and also provides excellent preparation for any future career, whether in science or law, business or the arts. Experts in any field will inevitably confront philosophical questions.

Unit 1 – Existence, Knowledge and Reasoning
What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for centuries. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.

Unit 2 - Questions of Value
What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3 – Minds, Bodies and Persons
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4 – The Good Life
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well-lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 & 4
School assessed coursework and an end-of-year examination.
Physical Education

Rationale
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity.

Structure
The study is made up of four units:

- Unit 1: Bodies in Motion
- Unit 2: Sports Coaching and Physically Active Lifestyles
- Unit 3: Physical activity participation and physiological performance
- Unit 4: Enhancing performance

UNIT 1
In this unit students explore how the body and energy systems work together to produce movement. They also analyse biomechanical principles, through theory and practical activities. In Unit 2, students investigate a chosen detailed area of study - either technological advancements from a biomechanical perspective or injury prevention and rehabilitation.

UNIT 2
In this unit students explore a range of coaching practices and how effective coaching can improve performance. Students explore the role activity plays in the health and wellbeing of the population and investigate the amount of activity that needs to be done for health benefits. Like in Unit 1 students undertake a detailed area of study – either decision making in sport, or promoting active living

UNIT 3
In this unit, students develop an understanding of physical activity and sedentary behaviour, assessing and analysing various forms of data. They also investigate the contribution of the energy systems to physical activity, fatigue mechanisms and recovery strategies.

UNIT 4
In this unit, students undertake an activity analysis and investigate the required fitness components needed. They participate in a training program designed to improve or maintain the selected components. They critically evaluate different techniques and practices that can be used to enhance performance and look at the rationale for the banning or including of various practices in sporting competitions.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Physics

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position. Introduction VCE Physics: Units 1 and 2: 2016–2021 Units 3 and 4: 2017–2021, 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.

Structure

The study is made up of four units. Unit 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. Students examine the motion of electrons and explain how it can be manipulated and utilised. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: What do experiences reveal about the physical 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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrophysics, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students design and undertake investigations involving at least one independent, continuous variable. A student designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

UNIT 3

This unit covers motion in one and two dimensions, Electronics and Photonics as well as a detailed study selected from: Einstein’s’ special relativity, Materials and Structures or Further Electronics.

UNIT 4

This unit covers electric power, interaction of light and matter as well as a detailed study selected from: Synchrotron and its applications, Photonics or Sound.

Entry

There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 1 and 2 before Unit 3. Unit 2 movement is extended in Unit 3 motion. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4. Unit 4 is an extension of Unit 1 and 2.
Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end of year examination

- Unit 3 school assessed coursework: 16 per cent
- Unit 4 school assessed coursework: 24 per cent
- End-of-year examination: 60 per cent

Materials Cost: $10.00 per year.
Product Design and Technology- **Metal**

**Rationale**

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

**Structure**

This study is made up of four units.

**UNIT 1 PRODUCT RE-DESIGN AND SUSTAINABILITY**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design.

**UNIT 2 COLLABORATIVE DESIGN**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

**UNITS 3 & 4 APPLYING THE PRODUCT DESIGN PROCESS & PRODUCT DEVELOPMENT AND EVALUATION**

In these units students investigate design and product development in a commercial setting. Students design and produce a functional product for a client or end user. Products are evaluated in terms of quality, usefulness and appeal. Product promotion and marketing are also considered.

**Assessment**

**Units 1 and 2**

School assessed tasks

**Satisfactory completion:**

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**

Units 3 & 4 – School assessed tasks, school assessed coursework and an end of year examination.

- Unit 3 school assessed coursework: 12 per cent
- Unit 4 school assessed coursework: 8 per cent
- Units 3 & 4 school assessed task: 50 per cent
- Units 3 & 4 examination: 30 per cent

**Costs** A model payment will apply depending on size and chosen materials used during the course of the year.
Product Design and Technology - Textiles

**Rationale**

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

**Structure**

This study is made up of four units.

**UNIT 1 PRODUCT RE-DESIGN AND SUSTAINABILITY**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design.

**UNIT 2 COLLABORATIVE DESIGN**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

**UNITS 3 & 4 APPLYING THE PRODUCT DESIGN PROCESS**

**PRODUCT DEVELOPMENT AND EVALUATION**

In these units students investigate design and product development in a commercial setting. Students design and produce a functional product for a client or end user. Products are evaluated in terms of quality, usefulness and appeal. Product promotion and marketing are also considered.

**Assessment**

**Units 1 and 2**

School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**

Units 3 & 4 – School assessed tasks, school assessed coursework and an end of year examination.

- Unit 3 school assessed coursework: 12 per cent
- Unit 4 school assessed coursework: 8 per cent
- Units 3 & 4 school assessed task: 50 per cent
- Units 3 & 4 examination: 30 per cent

**Costs**

$50 for materials. Students will also need to provide their own fabrics for garments to be constructed.
Product Design and Technology - **Wood**

**Rationale**

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

**Structure**

This study is made up of four units.

**UNIT 1 PRODUCT RE-DESIGN AND SUSTAINABILITY**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design.

**UNIT 2 COLLABORATIVE DESIGN**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

**UNITS 3 & 4 APPLYING THE PRODUCT DESIGN PROCESS & PRODUCT DEVELOPMENT AND EVALUATION**

In these units students investigate design and product development in a commercial setting. Students design and produce a functional product for a client or end user. Products are evaluated in terms of quality, usefulness and appeal. Product promotion and marketing are also considered.

**Assessment**

**Units 1 and 2**

School assessed tasks

**Satisfactory completion:**

Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**

Units 3 & 4 – School assessed tasks, school assessed coursework and an end of year examination.

- Unit 3 school assessed coursework: 12 per cent
- Unit 4 school assessed coursework: 8 per cent
- Units 3 & 4 school assessed task: 50 per cent
- Units 3 & 4 examination: 30 per cent

**Costs**

A model payment will apply depending on size and chosen materials used during the course of the year.
Rationale
VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. This approach considers biological, psychological and social factors in the understanding of psychological phenomena. The study explores the connection between the brain and behavior by focusing on several key interrelated aspects of the discipline: genetics and environmental factors, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology; rather, it provides a challenging yet accessible introduction to the science of psychology.

Structure

Unit 1 – How are behaviours and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2 – How do external factors influence behaviour and mental processes?
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behavior of an individual and groups.

Unit 3 – The conscious self
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised.

Unit 4 – Brain, behaviour and experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a bio-psycho-social approach to the analysis of mental health and illness.

Assessment

Units 1 and 2
School assessed tasks including two semester exams.
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end of year examination.
Unit 3 school assessed coursework: 16 per cent
Unit 4 school assessed coursework: 24 per cent
Unit 3 & 4 end-of-year examination: 60 per cent
IMPORTANT NOTE:

Students who are completing Units 3 and 4 Psychology in 2017 will undertake the following units:

**Unit 3 – How does experience affect behaviour and mental processes?**
In this unit students examine the functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviour. They consider the limitations and fallibility of memory and how memory can be improved.

**Unit 4 - How is wellbeing developed and maintained?**
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

**Assessment**

**Units 3 and 4**
School assessed coursework and an end of year examination.
Unit 3 school assessed coursework: 16 per cent
Unit 4 school assessed coursework: 24 per cent
Unit 3 & 4 end-of-year examination: 60 per cent
Religion and Society

Rationale
The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Structure
This study is made up of four units.

UNIT 1: RELIGION IN SOCIETY
In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups.

UNIT 2: ETHICS AND MORALITY
Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment.

UNIT 3: THE SEARCH FOR MEANING
In this unit students begin by studying the religious beliefs developed by religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny.

UNIT 4: CHALLENGE AND RESPONSE
Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 & 4
School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 & 4 examination: 50 per cent
Studio Arts

Rationale
Studio Arts is a creative subject with the opportunity for personal growth. It encourages and supports individuals to become art makers. Students are given the opportunity to explore a variety of art forms that may include drawing, painting, printmaking, sculpture, installations, photography, filmmaking or textiles. Students will also investigate and research art forms, artists, historical cultural context, art industry, health and safety practices, copyright laws, galleries, conservation and contemporary art issues.

Structure
The study is made up of four units:

- Unit 1: Artistic inspiration and techniques
- Unit 2: Design exploration and concepts
- Unit 3: Studio production and professional practice
- Unit 4: Studio production and industry contexts

UNIT 1
The focus of this unit is to give students opportunity to explore different sources as starting points for making artworks. Students explore a variety of materials and techniques and will also begin to compare and contrast the way artists have used similar and different materials and techniques, and will become familiar with art language and terminology used in art analysis.

UNIT 2
The focus of this unit is to give students opportunity to develop artworks through individual design process based on visual research and inquiry. Students will experiment with materials and techniques, practice skills and use art elements. Students will learn to complete a range of directions, analyse and evaluate before the production of artworks.

UNIT 3
The focus of this unit is to develop an exploration proposal which implements a design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

UNIT 4
The focus of this unit is to produce a cohesive folio of finished art works, which resolves the aims and intentions set out in the proposal formulated in Unit 3. Students also examine different components of the Arts’ industry and issues relating to the public display, promotion and critique of art works.

Assessment

Units 1 and 2
School assessed tasks

Satisfactory completion:
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed tasks and end-of-year examination.
- Unit 3 school assessed task: 33 per cent
- Unit 4 school assessed task: 33 per cent
- End of year examination: 34 per cent

Cost: $60.00 for material for the year
Systems Engineering

Rationale
VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electro technology engineered systems. This subject provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about, and learn to appreciate and apply technological systems. VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

Structure
Unit 1 – Introduction to mechanical systems
In this unit, students are introduced to the Systems Engineering Process. They are introduced to the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Unit 2 – Introduction to electro technology systems
In this unit students study fundamental electro technology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. Students study fundamental electro technology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits.

Unit 3 – Integrated systems engineering and energy
In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students’ design and plan an operational, mechanical-electro technology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the design, planning and construction of one substantial controlled integrated system.

Unit 4 – System control and new and emerging technologies
In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical electro technology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Assessment
Units 1 and 2
School assessed tasks including two semester exams. Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end of year examination.
Unit 3 school assessed coursework: 10 per cent
Unit 4 school assessed coursework: 10 per cent
Unit 3 and 4 school assessed coursework: 50 per cent
Unit 3 & 4 end-of-year examination: 30 per cent

Cost: There is a cost of $250 for students who enter into this subject
Visual Communication Design

**Rationale**
The study provides students with the opportunity to develop an informed, a critical and a discriminating approach 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, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

**Structure**
The study is made up of four units:

**Unit 1: Introduction to visual communication design**
This unit focuses on students practising their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

**Unit 2: Applications of visual communication design**
This unit focuses students using presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process.

**Unit 3: Design thinking and practice**
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students explore a range of existing visual communications in the communication, environmental and industrial design fields.

**Unit 4: Design development and presentation**
This unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief.

**Assessment**

**Units 1 and 2**
School assessed tasks

**Satisfactory completion:**
Students achieve satisfactory completion for each unit when they have demonstrated satisfactory achievement for each of the outcomes specified for the unit.

**Units 3 and 4**
School assessed coursework and an end-of-year examination.
- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 5 per cent
- School-assessed Task: 40 per cent
- End-of-year examination: 35 per cent

**Cost:** Materials charge of $40.00 will apply for the year.
Victorian Certificate of Applied Learning
VCAL
VCAL Structure & Assessment 2016

Structure
The following principles will guide the structure and program access for all students participating in the VCAL Certificate in 2016. These principles are:

1. Participation in applied learning in the VCAL is a Senior School Learning Program
2. As a Senior School Study Program with an Applied Learning focus, the VCAL program may consist of components from the VCE, VET and VCAL specific units.
3. Completion of VCE units as a component of a VCAL program is compulsory to ensure flexibility in study opportunity.
4. To complete the VCAL Certificate, you will enrol in 11 or 12 units of study and you must satisfactorily complete a minimum 10 units at certificate level each year. These levels are Intermediate and Senior.
5. Students are expected to maintain the highest level of study in Literacy (VCAL/VCE English) and Numeracy (VCAL/VCE Maths) as core elements that contribute to a VCAL and/or VCE program.
6. All VCAL study units of learning should be selected in accordance with the individual need of each student as identified in the ILP or MIP’s Pathway Plan as an annual guide. These units will develop and promote independent learning skills in a planned environment that improves their future options.
7. Participation in a VET study, (Industry Specific Skills) is compulsory at Intermediate and Senior Certificate levels.
8. Participation in Work Placement experience is a compulsory element of Work Related Skills (WRS). Senior VCAL students will participate in a compulsory work placement, one day a week. Intermediate VCAL students will participate one day per week, for semester two.
9. Studies in Personal Development Skills (PDS) or equivalent VCE units such as Health and Human Development are compulsory. Participation in “Community Projects” will be a key element of assessment.
10. Assessment tasks in all units of study, VCE, VET and VCAL are extensive and will require a strong commitment to each study to satisfactory complete learning outcomes.
11. VCAL participants, who do not achieve success in their units of study, will be subject to a program review when necessary to ensure the opportunity of a successful outcome at the Certificate Level can be achieved.

The Certificate will be comprised of the following studies:

In 2016 these units will be assessed primarily through integrated community base projects that the student will complete throughout the school year.

2. VCAL Literacy (Intermediate or Senior), VCE English/EAL/Literature or Certificate II/III in Written and Spoken English [2 units]
3. VCAL Numeracy:
   Intermediate Year: VCAL Intermediate Numeracy [1 unit]
   Senior VCAL: VCAL Senior Numeracy [1 unit]
4. Industry Specific Skills [VET] – [2 units] or Applied Learning units such as VCE Food or Art [at Foundation Level only]
5. A choice from five VCE study options – [2 units minimum]

**Must Complete**
- VCAL Literacy Skills
- VCAL Numeracy Skills
- VCAL Work Related Skills
- VCAL Personal Development

Elements of each unit may be part of integrated assessment

**Must choose**
- VCE Units 1&2 from:
  - Food Technology
  - Health & Human Development
  - Outdoor Education
  - Physical Education
  - Studio Art
  - Photography

**Must choose**
- VET course, from within school or external provider.

WORK EXPERIENCE
A compulsory part of the Intermediate and Senior VCAL program.
Assessment

VCAL programs are based upon satisfactory completion of ALL learning outcomes. An ‘S’ or ‘N’ is awarded for each learning outcome in which competency is shown. Students selecting VCE units of study must satisfactorily complete all learning outcomes.

VCAL Certificate

If you successfully complete your VCAL in one year, you will receive a certificated statement of results that details the areas of study completed. You will receive a VCAL certificate at each of the levels you have completed during each year.

Students with credit from VCAL seeking to complete the VCE

Students who have successfully completed the VCAL at Intermediate or Senior level and who enrol in the VCE in a subsequent year will be eligible to complete the VCE if they satisfactorily complete:

- Two units from the VCE English group
- Three sequences of VCE Units 3 and 4 in studies other than English.

Credit for VCAL units

If a VCAL student who has not yet completed a VCAL Intermediate or VCAL Senior certificate transfers to the VCE, he/she must meet the minimum VCE requirements for continuing students and may count VCAL and VCE units successfully completed. Studies completed as part of a VCAL learning program will contribute towards the VCE as follows:

- Intermediate VCAL units contribute towards satisfactory completion of the VCE at Units 1 and 2 level
- Senior VCAL units contribute towards the VCE at Units 3 and 4 level
- Senior VCAL units can be accumulated towards a VCE Units 3 and 4 sequence in the following ways:
  - two Senior VCAL units from the Personal Development Skills strands and Literacy and Numeracy Skills strands
  - a combination of any Senior VCAL Personal Development Skills/Literacy and Numeracy Skills unit and 90 nominal hours of appropriate Further Education training at AQF III and above from the Literacy and Numeracy Skills strands
  - any two Senior VCAL units from the Work Related Skills strand
  - a combination of any Senior VCAL Work Related Skills unit and 90 nominal hours of appropriate VET training at AQF III or above from the Industry Specific Skills strand
  - training completed from VET/Further Education qualifications as part of a VCAL program can contribute towards the VCE through Block Credit Recognition.

Award of the VCAL

A student may complete the VCAL and be awarded the certificate by satisfactorily completing sufficient units of study according to VCAL program requirements. In all cases where a student achieves ‘S’ in sufficient units he/she will be awarded the VCAL.

Please Note:

All students participating in Intermediate and Senior VCAL will undertake a structured work placement program. In Year 11, Intermediate VCAL students complete work placement for the entire of semester 2. This program is a compulsory part of VCAL studies at Dandenong High School for every student enrolled in an intermediate or Senior VCAL program. Students will be informed if there is a change of dates for this program.
Vocation Education and Training in Schools
Program: VETiS
VET Programs

Vet Programs are:
- A nationally recognised vocational certificate
- Counts towards the VCAL certificate or VCE Certificate
- May contribute to the ATAR or study score in the VCE
- Allow students to gain the VCE or VCAL and a VET qualification.
- Develop general work related competencies i.e. skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety
- Develop the skills and knowledge required to work in a particular industry
- Give students a competitive edge in looking for both casual and full time employment

Some VET programs incur a materials charge for consumable items (such as food, timber, text books). This charge must be paid before a student will be accepted into a program.

VET in the VCE Program

Successful completion of a VET In Schools Program means that you are doing Vocational Studies (applied learning) together with your Senior Studies (VCE or VCAL) program. These VET studies provide an equivalent outcome equal to a VCE subject. At the end of your program, you will also receive another nationally recognised certificate, called a VET Certificate from a Registered Training Organisation.

Some VET programs will require participation in a Work Placement as part of the course and this is completed over a 1 or 2 week period during the term holidays for VCE students and during term for VCAL students. Structured workplace learning for VCAL students will happen in term 3 for 2 weeks for Intermediate students and 1 day per week throughout the year for senior students.

Also, VET programs can contribute to your ATAR score if they have a study score requirement as an assessment, just like a VCE subject. Alternatively, a VET can contribute as an increment to your ATAR, if no study score is available. Doing a VET program also maximises your pathway options.

Dandenong High School is a Provider in the following VET in the VCE programs
- Certificate II in Business (Administration) – 2 years
- Certificate II in Dance – 1 year
- Certificate III in Dance – 1 year
- Certificate II in Information, Digital Media and Technology (Program 1) – 1 year
- Certificate III in Information, Digital Media and Technology (Program 2) – 1 year
- Certificate II in Building and Construction – 1 year (Chisholm Trade Centre)

2nd year offered at TAFE, Link Employment or another Secondary College

What VET programs are available?

For a FULL list of VET programs please refer to the following publications available in the Careers Room (A4).
- Where to Now booklet (VCAA publication)
- SELLEN Practical Learning Guide 15
- Chisholm Pathfinder 2015

NOTE: SELLEN (South East Local Learning & Employment Network) coordinates the VET programs in our region on behalf of Government, Independent and Catholic Schools. The programs available can be viewed by accessing the website, www.sellen.org.au.

When Do I Attend TAFE/VET Programs?

Wednesday/Friday is the nominated days for attendance, but the provider may require attendance to a VET program on another day. Therefore all VCE students should be aware this could affect VCE classes at their home school. Attendance on such days will need to be approved by the school on an individual basis to minimise disruption to the learning program.

How Do I apply for a VET Program?
A VETiS Application Form is included in the information pack provided to each student prior to course selection. It needs to be filled in and returned to Ms Mary Harrison (A4). **NOTE:** Some programs may not run due to insufficient numbers of students applying.

**Is There a COST involved for VET programs?**

**YES.** The costs for VET programs can vary between providers.

Students participating in an external VET course held at any TAFE campus will need to make a payment of $250.00 on Course Confirmation Day. This cost is to cover class consumables and materials.

Student’s participating in internal VET courses run at Dandenong High School will be required to pay the following payments on Course Confirmation Day:

- Building and Construction – 1st year Chisholm Trade Centre - $280
- Business (Administration) - $160
- Information, Digital Media and Technology - $175
- Information, Digital Media and Technology - $180 (2nd Year)
- Dance - $230
- Dance - $150 (2nd Year)
- Sports and Recreation - $150

If you choose to do a course at Chisholm TAFE a **non-refundable application fee of $50** per student is required for 1st and 2nd Year students to secure a place in 2016.

The full list of VET program related costs will be provided at a later date. Contact Mary Harrison, VET Coordinator, for further details.

**Uniform Requirements:**

If you are attending a VET study at another Secondary School you must wear full DHS school uniform.

If you are attending Chisholm TAFE, no uniform is required.

If you are completing VET Building and Construction at Chisholm TAFE, then you MUST were sleeveless overalls (beige) or pants (NO shorts), steel capped boots

**VET in the VCAL Program**

It is compulsory to do a VET program at the Intermediate or Senior level of VCAL so choose your subject carefully. When you start your VET course in February 2014 you only have a 1 month window to withdraw or change VET course (subject to availability).
## VET Programs Available to Students in 2016

<table>
<thead>
<tr>
<th></th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Certificate II in Automotive Technology Studies (Mechanical)</td>
</tr>
<tr>
<td>2</td>
<td>Cert II/III in Applied Fashion Design &amp; Technology</td>
</tr>
<tr>
<td>3</td>
<td>Certificate III in Beauty Services</td>
</tr>
<tr>
<td>4</td>
<td>Certificate II in Building &amp; Construction (Bricklaying)</td>
</tr>
<tr>
<td>5</td>
<td>Certificate II in Building &amp; Construction (Carpentry)</td>
</tr>
<tr>
<td>6</td>
<td>*Certificate II in Business – Course at Dandenong High School</td>
</tr>
<tr>
<td>7</td>
<td>Certificate III Carbon Management</td>
</tr>
<tr>
<td>8</td>
<td>*Certificate II in Community Recreation &amp; selected units of Cert III</td>
</tr>
<tr>
<td>9</td>
<td>*Certificate II in Community Services Work</td>
</tr>
<tr>
<td>10</td>
<td>Certificate III in Children’s Services</td>
</tr>
<tr>
<td>11</td>
<td>Certificate II in Civil Construction</td>
</tr>
<tr>
<td>12</td>
<td>Certificate II in Computer Assembly and Repair (partial completion)</td>
</tr>
<tr>
<td>13</td>
<td>Certificate II in Conservation &amp; Land Management</td>
</tr>
<tr>
<td>14</td>
<td>*Certificate II in Creative Industries (Interactive Digital Media)</td>
</tr>
<tr>
<td>15</td>
<td>Certificate II in Creative Industries (Media)</td>
</tr>
<tr>
<td>16</td>
<td>*Certificate II in Dance – Course at Dandenong High School</td>
</tr>
<tr>
<td>17</td>
<td>*Certificate III in Dance – Course at Dandenong High School</td>
</tr>
<tr>
<td>18</td>
<td>Certificate II in Electrical</td>
</tr>
<tr>
<td>19</td>
<td>*Certificate II in Integrated Technology (Electronics)</td>
</tr>
<tr>
<td>20</td>
<td>*Certificate II in Engineering Studies</td>
</tr>
<tr>
<td>21</td>
<td>Certificate II in Engineering Production (Welding &amp; Fabrication)</td>
</tr>
<tr>
<td>22</td>
<td>Certificate II EAL (Employment)</td>
</tr>
<tr>
<td>23</td>
<td>*Certificate III in Financial Services</td>
</tr>
<tr>
<td>24</td>
<td>*Certificate II in Furniture Making</td>
</tr>
<tr>
<td>25</td>
<td>Certificate II in Hairdressing</td>
</tr>
<tr>
<td>26</td>
<td>Cert III Health/Support Services</td>
</tr>
<tr>
<td>27</td>
<td>*Certificate II in Hospitality (Kitchen Operations)</td>
</tr>
<tr>
<td>28</td>
<td>*Certificate II in Hospitality and selected units of Cert III</td>
</tr>
<tr>
<td>29</td>
<td>Certificate III in Horse Breeding</td>
</tr>
<tr>
<td>30</td>
<td>Certificate II Horse Riding Instructor</td>
</tr>
<tr>
<td>31</td>
<td>Certificate II in Hospitality (Kitchen Operations) – Patisserie stream</td>
</tr>
<tr>
<td>32</td>
<td>Certificate II in Horticulture (Parks and Gardens, Landscape or turf)</td>
</tr>
<tr>
<td>33</td>
<td>*Certificate II in Information, Digital Media &amp; Technology (Program 1) – Course at DHS</td>
</tr>
<tr>
<td>34</td>
<td>*Certificate III in Information, Digital Media &amp; Technology (Program 2) – Course at DHS</td>
</tr>
<tr>
<td>35</td>
<td>Certificate II in Information Technology (Games Creation)</td>
</tr>
<tr>
<td>36</td>
<td>Certificate II Integrated Technologies (Electronics)</td>
</tr>
<tr>
<td>37</td>
<td>*Certificate III in Laboratory Skills</td>
</tr>
<tr>
<td>38</td>
<td>Certificate II in Live Production Theatre &amp; Events</td>
</tr>
<tr>
<td>39</td>
<td>Certificate II in Make-Up Services</td>
</tr>
<tr>
<td>40</td>
<td>Certificate II in Music Industry Skills</td>
</tr>
<tr>
<td>41</td>
<td>*Certificate III in Music Industry</td>
</tr>
<tr>
<td>42</td>
<td>Certificate III in Media (Animation-Video)</td>
</tr>
<tr>
<td>43</td>
<td>*Certificate III in Media (Multimedia)</td>
</tr>
<tr>
<td>44</td>
<td>*Certificate II in Outdoor Recreation and selected units of Cert III</td>
</tr>
<tr>
<td>45</td>
<td>Certificate II in Plumbing (pre-vocational) (partial completion)</td>
</tr>
<tr>
<td>46</td>
<td>Certificate II in Racing – Stable Hand</td>
</tr>
<tr>
<td>47</td>
<td>Certificate II in Retail Operations (VCAL only)</td>
</tr>
<tr>
<td>48</td>
<td>Certificate II Retail Operations/Certificate II Retail Makeup &amp; Skin Care</td>
</tr>
<tr>
<td>49</td>
<td>Certificate II in Retail Make-up and Skin Care</td>
</tr>
<tr>
<td>50</td>
<td>Certificate IV in Residential Drafting</td>
</tr>
<tr>
<td>51</td>
<td>Certificate II Sport Recreation (Rugby Specialist Program)</td>
</tr>
</tbody>
</table>
VCE:

Programs in **BOLD** offer scored assessment that means you sit an exam and obtain a study score. They can account as one of your primary 4 subjects and contribute towards the ATAR.

All Certificate II & III courses (not in bold) can count towards the ATAR as a 5<sup>th</sup> or 6<sup>th</sup> subject. This is calculated as 10% of the average of primary 4 subjects but only if they include a Units 3 & 4 sequence.

For more information about VET, please feel free to contact Mary Harrison in A4 – 9792 0561.

**School Based Apprenticeships and Traineeships**

School-based Apprenticeships and Traineeships enable young people to gain a vocational and technical qualification while completing their senior school studies. School-based Apprenticeships and Traineeships combine senior secondary studies (VCE or VCAL), part-time work, and structured training with a registered training organisation (RTO), which leads to the attainment of a nationally recognised VET qualification.

For all your VETiS enquiries please contact Ms Mary Harrison, VET Coordinator, in Careers (Room A4) or ring 9792 0561.

PLEASE NOTE: Changes to the courses offered for 2014 may occur after publication of this document.
Vocation Education Training /VET courses at Dandenong High School
CERTIFICATE II in Information, Digital Media and Technology

**Rationale:**

The VCE VET Information, Digital Media and Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

**Program Structure:**

**Units 1 and 2**

**Core: Units that must be completed:**
- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Use computer operating systems and hardware
- Work and communicate effectively in an IT environment
- Operate application software packages
- Operate a digital media technology package
- Use social media tools for collaboration and engagement

**Electives: Units that will be undertaken**
- Design basic organisational documents using computing packages
- Install software applications
- Integrate commercial computing packages
- Detect and protect from spam and destructive software
- Operate database applications
- Connect hardware peripherals
- Maintain IT system integrity

**Assessment:**

ICA20111 Certificate II in Information, Digital Media and Technology is eligible for up to six units at Units 1 and 2 level.

The VCE VET Information and Communications Technology program (either full or partial completion) may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

**Career Opportunities:**

Completion of the VCE VET Information, Digital Media and Technology program provides a pathway for students into Assistant Web Developer, Junior Web Coordinator, Multimedia Designer, Multimedia and Web Designer support.
CERTIFICATE III In Information, Digital Media and Technology

**Rationale:**
The VCE VET Information, Digital Media and Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

**Program Structure**

**Units 3 and 4**
- Participate effectively in WHS communication and consultative processes
- Run standard diagnostic tests
- Produce digital images for the web
- Create user documentation
- Install and optimise operating system software
- Implement and monitor environmentally sustainable work practices
- Provide IT advice to clients
- Maintain equipment and software
- Customise packaged software applications for clients
- Implement system software changes
- Use advanced features of computer applications
- Develop macros and templates for clients using standard products
- Connect internal hardware components
- Build simple websites using commercial programs
- Migrate to new technology

**Assessment**
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence VCE VET Information, Digital Media and Technology must undertake scored assessment for the purpose of achieving a study score.

The VCE VET Information and Communications Technology program (either full or partial completion) may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

**Career Opportunities:**
Completion of the VCE VET Information, Digital Media and Technology program provides a pathway for students into Assistant Web Developer, Junior Web Coordinator, Multimedia Designer, Multimedia and Web Designer support.
CERTIFICATE III in Sport and Recreation

Rationale:

If you are enthusiastic about physical fitness and sport, this course is for you. Study the Certificate III in Sport and Recreation and build a solid background in the industry, ideal if you are considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.

The course places an emphasis on sporting skills and industry knowledge. In the first year, you will complete an exciting range of sporting related units and develop a basic level of skills of instructing and officiating in a variety games and sports. You will also develop knowledge of the sporting industry and relevant workplace skills. You will learn about the preparation and equipment required for sporting and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide variety of sports covered, which will be tailored to your interests.

The second year of the program brings a focus on fitness training and instruction. You will also develop knowledge of sport and recreation markets and participation patterns, and go on to develop public education programs in a related area.

PROGRAM STRUCTURE:

The program is practically based to provide students a hands-on learning experience. Students need to complete a minimum of 181 hours for units 1 & 2 and 181 hours for units 3 & 4 of face-to-face teaching to complete the certificate.

This program is part of your VCE or VCAL program. First year provides two units towards VCE at Units 1 & 2 level or 2 VCAL units. Second year offers a study score for the ATAR if students opt to sit for the examination, two units towards VCE at Units 3 & 4 level or two VCAL units.

Units 1 & 2: Compulsory studies:
- Develop and extend critical and creative thinking skills
- Organise personal work priorities and development
- Provide First Aid
- Use social media tools for collaboration and management
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies
- Assist with recreation games not requiring equipment
- Plan outdoor recreation activities

Units 3 & 4 Compulsory studies:
- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflicts
- Conduct basic warm-up and cool down programs
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Interpret weather conditions in the field
- Officiate games or competitions

Assessment:
Assessment may be a combination of written and online assignments, tests, examinations and practical application projects.
## Victorian Curriculum Assessment Authority (VCAA) Terminology

<table>
<thead>
<tr>
<th>VTAC</th>
<th>Victorian Tertiary Admissions Centre</th>
<th>VTAC is an organisation that acts on behalf of participating universities, TAFE institutes and independent tertiary colleges that facilitates and coordinates the tertiary selection system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
<td>VCAA is an authority established to develop curriculum for all Victorian schools, assess student learning and monitor student achievement.</td>
</tr>
<tr>
<td>VICTER</td>
<td>Victorian Tertiary Entrance Requirements</td>
<td>The VICTER resource is a book that outlines all requirements students need to meet criteria to gain entry into a tertiary course.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td></td>
<td>Prerequisites are the mandatory subjects students must have successfully completed in order to be eligible for a tertiary course where prerequisites are listed.</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
<td>The ATAR is a rank used by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.</td>
</tr>
<tr>
<td>GAT</td>
<td>General Achievement Test</td>
<td>The GAT plays an important role in checking that your school assessments and examinations have been accurately assessed.</td>
</tr>
<tr>
<td>Preferences</td>
<td></td>
<td>Preferences are the list of courses year 12 students apply for through the VTAC system to gain entry into a tertiary course.</td>
</tr>
<tr>
<td>Clearly In</td>
<td></td>
<td>The Clearly-in ATAR is the actual ATAR point at or above which all ranked (eligible) applicants for that particular course are eligible for an offer from that course.</td>
</tr>
<tr>
<td>% Below</td>
<td></td>
<td>Refers to the percentage of offers made for a course where the student’s ATAR was below the Clearly In ATAR.</td>
</tr>
<tr>
<td>Middle band</td>
<td></td>
<td>The middle band is allocated to approximately 20% of places in most university courses and considers factors other than the ATAR for selection such as subject performance.</td>
</tr>
<tr>
<td>RC</td>
<td>Range of Criteria</td>
<td>In the Clearly In column in the VTAC guide, sometimes a course will have RC. This means that a range of criteria is used for selection, rather than just the ATAR.</td>
</tr>
<tr>
<td>Student Number</td>
<td></td>
<td>Each student in Year 11 and 12 will have a VCAA Student Number that will be used in exams, for VTAC applications, SEAS and Scholarship applications and other things.</td>
</tr>
<tr>
<td>SEAS</td>
<td>Special Entry Access Scheme</td>
<td>SEAS is a program for applicants who have experienced educational disadvantage. All DHS students are eligible to make a SEAS application.</td>
</tr>
<tr>
<td>UMAT</td>
<td>Undergraduate Medicine and Health Sciences Admission Test</td>
<td>The UMAT is a test required for students applying for medicine, physiotherapy and other health science courses. Full details can be found on the UMAT website <a href="http://www.umat.acer.edu.au">www.umat.acer.edu.au</a></td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
<td>Many students at Dandenong High are doing VET courses and they provide practical skills and knowledge, which can help you with employment in the future.</td>
</tr>
</tbody>
</table>