MARIST–SION COLLEGE

Subject Selection Handbook

CONTENTS

WELCOME

At Marist-Sion College, our vision is for every student to experience an education where they are known and loved, where they grow as life-long learners and live as active citizens inspired by the principles of Catholic Social Teaching.

At Marist-Sion College, our goal is to ignite a life-long love of learning in the heart of every student.

Our Subject Selection Handbook provides a forum for students to explore the diverse range of subjects offered throughout our broad curriculum. This interactive resource also assists students, with the support of their families, in selecting a learning pathway and subjects that will challenge their inquisitive minds and assist them to reach their goals and aspirations.

We are committed to preparing our students for the subject selection process. We offer the Subject Selection Expo during Term Two and the Subject Selection Interviews for Year 9 and Year 10 students in Term Three. These events are invaluable opportunities for our Careers and Pathways Coordinator, Learning Area Leaders and Subject Specialists to provide additional guidance and ensure our students are well-informed about our diverse subject offerings and learning pathways available.

We strongly encourage you to seek information, guidance and support from all available sources, including trusted family, friends and community members with interesting careers. Their personal career journeys throughout their schooling years can provide valuable insights.

Remember, it is crucial to be guided by your own interests and aspirations, rather than being influenced by your peers. Your decision should always be based on what is best for you.

We wish you all the very best with your subject selection and learning journey at Marist-Sion College.

LISA HARKIN
Principal

ALYSOUN SMALLEY
Deputy Principal - Student Learning Culture and Growth

MISSION

Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion. Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.

VISION

At Marist-Sion College, students experience an education where they are known and loved, grow as life-long learners and live as active citizens inspired by the principles of Catholic Social Teaching.

SURF:
SILENT UNINTERRUPTED READING FOR FUN

Years 7 to 9 students participate in SURF, a daily 10 to 15 minute period of uninterrupted silent reading during lesson 5. This is a dedicated time for students to immerse themselves in books of their choice, free from distractions and interruptions. The freedom to select their books and immerse themselves in reading for extended periods empowers students with a sense of ownership over their learning. Moreover, by reading alongside their students, teachers demonstrate that reading is a valued activity, a life-long endeavour, and important to every discipline and content area.

The benefits of **SURF** include:

- Develops critical thinking skills, vocabulary, and comprehension abilities.
- Students encounter fresh ideas, words, and sentence structures.
- Enhances empathy, open-mindedness, creativity, and mental wellbeing.
- Students develop an appreciation for the thoughts and feelings of characters.
- Students expand their worldviews by learning about the cultures, beliefs and practices of others.
- Reading for pleasure reduces stress and has a positive impact on mood.
- Develops reading endurance, allowing students to better handle the challenges of reading.
- Enhances concentration and focus skills.
- Boosts analytical and critical thinking skills by helping students learn to interpret text.
- Enhances writing skills as students take in the nuances of written language.

Students can choose to read novels or non-fiction books borrowed from the library or brought from home.

"We cannot overlook one truth: no matter what standards we implement or reading tests we administer, children who read most will always outperform those who don't read. Reading builds vocabulary; connects to writing; develops an understanding of the qualities of good readers; meets needs the teacher might not know about; and gives students a chance to connect with reading in an unstructured situation. Because of this, time spent reading is crucially important."

Miller, D. (2013). Reading in the wild: The book whisperer's keys to cultivating lifelong reading habits. John Wiley & Sons.

SUPPORTING STUDENTS WITH DIVERSE NEEDS

Support for diverse learners at Marist-Sion College comes in many forms. The Learning Adjustment Team specialises in understanding the divergent learning needs of all students. In line with our personalised learning philosophy, we are committed to understanding the learning needs of all students and supporting them to be successful learners and to reach their individual potential.

As a Teaching and Learning Team, we work towards all students achieving to their full potential in all areas of the curriculum. The College is committed to ensuring that each student has the support they need to experience success.

The Learning Adjustment Team objective is for all student participation on the same basis as students without disability. An adjustment is 'reasonable' if it takes into account the student's learning needs and balances these with the interests of all parties. Some students require more or different support in order to work at a level appropriate to their abilities and needs. Levels of support are dynamic, often evidence-based and 'at the point of need'.

Opportunities provided by the Learning Adjustment Team include:

- Advice and support to teachers in their delivery of inclusive learning programs across the College.
- Contributions to curriculum development, with a focus on a differentiated programs.
- Support students in gaining special provisions and additional assessment.
- Strong partnerships with families to collaborate on reasonable adjustment strategies.
- Literacy and numeracy support programs.
- Some classes have in-class Learning Support Officers present.
- Supervised after-school study help sessions.
- A regular system of Program Support Group (PSG) collaboration.
- English Additional Language (EAL) support for students who come from diverse language backgrounds and have started learning English later in life.

Marist-Sion College strives to provide an excellent and holistic education, which responds to differing needs of our students.

LEARNING ENRICHMENT AND ADVANCEMENT PROGRAM (LEAP)

For our students who require extension beyond the classroom, the Learning Enrichment and Advancement Program (LEAP) offers a variety of opportunities.

In addition to our continued focus on targeted teaching to challenge and provide academic growth for all students, LEAP allows students to explore their personal passions and take part in academic challenges inside and outside of the classroom.

Students are carefully selected for the program based on a combination of their academic performance, attitude to learning and desire to extend their knowledge.

Those who join the program will:

- Meet regularly with the LEAP Coordinator to ensure their extension and enrichment needs are being met in all of their classes.
- Be given the opportunity to complete a Passion Project of their own choosing, through which they will be paired with a staff LEAP mentor who will guide and assist them in this endeavour.
- Participate in lunchtime workshops to where they will come together to build study skills, develop and practice critical thinking skills and work on their Passion Projects.
- Take part in academic challenges outside the classroom, such as external competitions in Mathematics, Science, Humanities, Public Speaking and more.

Please note: entry is only through teacher recommendation.

TRADE PATHWAYS PROGRAM (TPP)

The Trade Pathways Program (TPP) is an optional, select entry program for Year 9 students. Run by local training providers, the TPP gives students valuable insight to help guide their decision to undertake a vocational pathway in Year 10 and beyond.

The Trade Pathways Program caters for youth who are passionate about working in the trade industry. The Program is designed for students who are passionate about successfully completing certificates, workplace learning and courses that will prepare them for industry apprenticeships when they complete their Senior Schooling. It is our expectation and experience that students in the Trade Pathways Program approach their work with a high degree of focus in the workshop, the workplace and the classroom.

- Each Trade Pathways Program placement operates for one term only and for one day per week, usually on a Thursday.
- Students who are selected for this program enrol in a full Year 9 Program.
- The TPP does not take the place of an elective.
- Teachers are advised of the classes that students will miss each week. This enables the students' learning tasks to be adjusted to accommodate participation in the program.
- Students are expected to communicate with their teachers to stay up to date with all missed class work.

This program is purely experiential and there are no certified qualifications associated with completion of the Trade Pathways Program.

For more information, please contact the Careers Office.

VOCATIONAL LEARNING

Vocational Learning pathways are designed to equip students with essential skills and prepare them for the workforce. Through hands-on experience and specialised training, students can explore various career pathways, from trades and technology to healthcare and hospitality. The curriculum delivered blends theoretical knowledge with real-world applications, empowering students to excel in their chosen fields. Students elect to complete a Vocational Education and Training (VET) course as part of their learning program.

VET programs can contribute to completion of a VCE or VCE Vocational Major (VCE VM) program.

VET programs are designed to build industry-specific skills, experience and knowledge that can support students to gain employment and achieve success in a specific industry. They are delivered through a combination of theoretical and applied learning opportunities, and in some cases, work placement.

VET programs can lead to further study at TAFE institutions or University, as well as apprenticeship and employment opportunities. Many VET programs are recognised by the Victorian Curriculum and Assessment Authority (VCAA) and can contribute to the Victorian Certificate of Education (VCE) and calculation of an Australian Tertiary Admission Rank (ATAR).

Marist-Sion College is a member of a VET cluster, allowing students to access over 20 different VET programs at a variety of external institutions and schools. These programs are usually taught on a Wednesday or Friday. Marist-Sion College also offers a Certificate III in Sport and Recreation onsite.

Potential pathways for students wanting to undertake a VET course include:

- Year 10 VET Program of Study
- VCE VM
- Certificate III in Sport and Recreation onsite alongside a VCE program

VET IN THE VCE

What is a VCE VET Program?

A VCE VET Program is chosen when a student elects to study a Vocational Education and Training (VET) course as part of their Victorian Certificate of Education (VCE). The VET course contributes credits towards Units 1 to 4 and can contribute to a student's ATAR score. Completing a VCE VET course also provides a nationally recognised qualification. The VET component of the program can be completed over one or two years and must begin at the start of each school year.

What are the advantages of completing a VCE VET Program?

VCE VET Programs are particularly appealing to students who wish to:

- complete their VCE.
- achieve a nationally recognized training qualification.
- obtain an ATAR while keeping their tertiary options open.
- choose a flexible program that offers clear career and study pathways after VCE.
- gain more confidence in entering the workforce.

How are VCE VET Programs provided?

Like regular classes, VET courses completed within a VCE program are delivered onsite at the College during scheduled class times.

What are the costs associated with Vocational Education Training Programs?

Vocational Education Training (VET) Fees are Supplementary Fees that are charged separately from the Annual Education Fees. The RTO VET course fee is subsidised by the College and families will be charged a non-refundable nominal VET course fee along with any material cost fees at the commencement of the school year. If a student fails to attend or withdraws from the VET course after week three of course commencement, the RTO full VET course fee will be charged to families. Any uniform required for the course can be purchased separately through Bob Stewart Uniform Shop.

VET courses available as part of a VCE program can vary yearly.

Students who are interested in undertaking VET studies should complete the Expression of Interest Form provided by the Vocational Learning Office. For further details on all available programs, please contact the Careers and Pathways Coordinator or the Vocational Learning Leader.

Please note that students who opt for a VCE (ATAR) pathway will only be able to attend a VET program onsite. Only students who pursue a VCE VM program will be able to apply for the VET programs offsite.

ACCELERATION PROGRAMS

Marist-Sion College offers students in Year 10 and Year 11 opportunities for acceleration in VCE.

By incorporating accelerated units into the learning program, students can:

- experience the requirements and processes for successful completion of VCE.
- practice workload management and study skills.
- extend their curriculum knowledge.

Applying for VCE Units 1 & 2 in Year 10

To study a Unit 1 & 2 subject in Year 10, students are expected to meet the following rigorous selection criteria:

- have a minimum attendance of 85%.
- be 'Above Standard' in their Year 9 studies and maintain a high academic performance in curriculum tasks.
- demonstrate strong work habits and learning behaviours.

Accelerating to Unit 1 & 2 subjects in Year 10 also requires completion of an application form.

Are all Units 1 & 2 subjects available for Year 10 students?

Marist-Sion College offers many Unit 1 & 2 subjects to Year 10 students through application, however, not all VCE subjects are included in the selection. For some Unit 1 & 2 subjects, the Year 10 equivalent is needed to adequately prepare students with the key knowledge and skills required for success. The subjects available for acceleration are listed in the table to the right.

Applying for VCE Units 3 & 4 in Year 11

Commonly, students who complete a VCE Unit 1 & 2 sequence in Year 10 will continue with the Unit 3 & 4 sequence of this subject in Year 11.

This has advantages, however, is not a requirement and students should carefully consider if they are ready to continue to the Year 12 study.

The selection criteria for Year 11 students wishing complete an accelerated subject is designed to ensure students are equipped to meet the requirements of Year 12-level study.

To study a Unit 3 & 4 subject in Year 11, students should:

- have a very good attendance record.
- have received 'Satisfactory' results for both Unit 1 and Unit 2.
- demonstrate high academic performance across their Year 10 studies.
- demonstrate excellent work habits across their Year 10 studies.

Entry into a Unit 3 & 4 subject where Unit 1 & 2 have not been completed may be considered in exceptional circumstances and on a case-by-case basis. Students are required to complete an application form.

Visual Arts	VCE Art Creative Practice VCE Art Making and Exhibiting VCE Visual Communication Design VCE Media
Performing Arts	VCE Drama
Technologies	VCE Product Design and Technology (Wood) VCE Food Studies
Digital Technologies	VCE Applied Computing
Science	VCE Biology VCE Environmental Science VCE Psychology
Humanities	VCE Business Management VCE Geography VCE History VCE Legal Studies
Mathematics	VCE General Mathematics
Languages	VCE Japanese - Second Language
Health and Physical Education	VCE Physical Education VCE Health and Human Development VET Certificate III in Sport & Recreation

The availability of these studies is subject to change based on student interest.
Accelerating to Unit 1 & 2 subjects in Year 10 requires completion of an application form.

CHOOSING YOUR FUTURE COURSES

What should you consider when choosing your courses?

Choose subjects that:

You enjoy and that interest you

Most students perform better in the subjects they enjoy and are interested in. Beware of choosing subjects because you have heard about the impact of scaling in calculating the ATAR; this is of no benefit if you do not perform well in the subject you choose.

You are good at

You should consider the results you are currently achieving as a guide. It is difficult to 'improve' as you progress to more senior levels with more challenging subject content. If your results in a particular subject are low, you will find higher levels in the subject harder and you may find it more difficult to grasp the concepts. So, choose carefully.

Reflect on what you are interested in studying at tertiary or post-school level and what will develop the skills to help you in those studies

It is important to communicate with the Careers and Pathways Team about selecting the best VCE option for you.

Choose subjects that help provide you with more career options if you are undecided

It is not advisable, at this stage, to close your mind to possibilities, saying, "I know what subjects I'm doing next year". Instead, think about a broad course. The flexibility of the VCE encourages all students to take a variety of studies, while providing them with the ability to specialise in a particular area. You may decide to specialise in Music studies or Humanities studies or Science studies, but it is very important that you also are able to prepare for a wide variety of career options. Be wary of choosing subjects that may limit or narrow your choices and never choose subjects based on friendships.

Success in a VCE Pathway

Marist-Sion College provides a variety of pathways for students in Years 11 and 12, and endeavours to provide students with clear guidelines and advice to help them select an appropriate pathway. Students can enrol in an Applied Learning Pathway through the VCE Vocational Major (VM), or complete their VCE unscored (without an ATAR). A scored VCE pathway is not suitable, or sometimes not necessary, for all students.

ENTERING VCE

The final years of secondary education are focused on preparing students for tertiary study, career options, training and employment. These significant years provide students with a fantastic opportunity to prepare for future success in their chosen fields.

At Marist-Sion College, students are able to tailor a personalised Year 10 to 12 program, selecting from a large variety of Year 10 and VCE units, VET courses, and even Higher Education (University) Studies. This guide is designed to support students and families to make informed choices about selecting the appropriate courses and programs of study.

The 2026 Subject Selection Handbook contains:

- An overview of the program options at Years 10, 11 and 12.
- A section for each Learning Area, describing in detail the subject offerings.
- Information on equivalent Year 11 and 12 program choices such as the VCE Vocational Major (VM) and Vocational Education and Training (VET).

If students have any questions about their program or selecting subjects in Years 10, 11 and 12, they can:

- Speak to their Tutor Group teacher, Head of House or subject teachers.
- Email the Learning Area Leaders.
- Email the Director of Senior Learning or Deputy Principal – Student Learning Culture and Growth.
- Speak with the College's Careers and Pathways team.

YEAR 7 AND 8
LEARNING PROGRAM OVERVIEW

The Curriculum in both Years 7 and 8 is designed to bridge the transition from primary to secondary school. All subjects are compulsory, thereby providing a balanced and holistic learning program.

Years 7 and 8 consist of a **Core Program** and a Rotational Program.

ROTATIONAL PROGRAM

Over the course of Years 7 and 8, students will complete a range of semester long subjects which have as their purpose the expansion of a hands-on educational experience. All of these subjects have an optional pathway into Year 9. Students will study four of these subjects each year, completing the entire rotation throughout Years 7 and 8.

Core Program

All students complete the following core subjects:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Languages (Japanese) *One Semester only in Year 7*
- Languages (French) *One Semester only in Year 7*
- Languages (Japanese) *Two Semesters only in Year 8 2026*

Rotational Program

In 2026 the following rotations are available to Year 7 and Year 8 students:

- Product Design and Technology
- Music
- Art
- Digital Technology
- Food Technology
- Drama
- Art and Design

YEAR 9
LEARNING PROGRAM OVERVIEW

YEAR 9 PROGRAM OF STUDY

Compulsory Selections

Year Long Subjects

Students are required to complete 2 units (2 semesters) of:

- Religious Education
- Humanities
- English
- Mathematics
- Health and Physical Education
- Science

Elective Options

Students can complete their program by selecting electives from any of the following learning areas:

- Digital Technology
- Health and Physical Education
- English
- Science
- Humanities
- Performing Arts
- Languages (Japanese)
- Technology
- Mathematics
- Visual Arts

Sample Year 9 Program	**Semester 1**	English	Mathematics	Religious Education	Health and Physical Education	Science	Humanities	Elective Option 1	Elective Option 3
	Semester 2	English	Mathematics	Religious Education	Health and Physical Education	Science	Humanities	Elective Option 2	Elective Option 4

YEAR 10
LEARNING PROGRAM OVERVIEW

YEAR 10 STANDARD PROGRAM OF STUDY

Compulsory Selections

Year Long Subjects

Students are required to complete 2 units (2 semesters) of:

- Religious Education
- English
- Health and Physical Education
- Mathematics

Semester Long Subjects

Students are required to complete 1 unit (1 semester) of:

- Humanities
- Science

Please Note: While both Health and Physical Education and Religious Education are year-long subjects in Year 10, the time commitment is equivalent to that of Humanities and Science, which have been condensed into a semester.

Elective Options

Students can complete their program by selecting electives from any of the following learning areas:

- Digital Technology
- English
- Humanities
- Languages (Japanese)
- Mathematics
- Health and Physical Education
- Science
- Performing Arts
- Technology
- Visual Arts

Sample Year 10 Standard Program	**Semester 1**	Compulsory English	Compulsory Mathematics Selection	Compulsory Religious Education Selection	Compulsory Health and Physical Education	Compulsory Science Selection	Elective Option 1	Elective Option 3
	Semester 2	Compulsory English	Compulsory Mathematics Selection	Compulsory Religious Education Selection	Compulsory Health and Physical Education	Compulsory Humanities Selection	Elective Option 2	Elective Option 4

This pair could be an accelerated VCE Units 1 & 2 subject.

YEAR 10
LEARNING PROGRAM OVERVIEW

YEAR 10 VET PROGRAM OF STUDY

Compulsory Selections

Year Long Subjects

Students are required to complete 2 units (2 semesters) of:

- English
- Health and Physical Education
- Mathematics
- Religious Education
- Selected VET Certificate

Semester Long Subjects

Students are required to complete 1 unit (1 semester) of:

- Humanities
- Science

Elective Options

Students can complete their program by selecting electives from the below list of subjects:

- Advance Fitness and Training
- Agriculture and Horticulture
- Food Technology
- Media
- Photography
- Product Design & Technology: Wood
- Visual Arts: 3D

Sample Year 10 VP Program	**Semester 1**	Compulsory English	Compulsory Mathematics Selection	Compulsory Religious Education	Compulsory Health and Physical Education	Compulsory Science Selection	VET Certificate	Elective Option 1
	Semester 2	Compulsory English	Compulsory Mathematics Selection	Compulsory Religious Education	Compulsory Health and Physical Education	Compulsory Humanities Selection	VET Certificate	Elective Option 2

Disclaimer: Students choosing a VET program may miss classes due to off site VET. Please consider this pathway in consultation with the Vocational Learning leader.

YEAR 11 AND 12
LEARNING PROGRAM OVERVIEW

Sample Year 11 VCE Program	**Semester 1**	Compulsory English Selection	Compulsory Religious Education Selection	VCE Subject	VCE Subject	VCE Subject	VCE Subject or VET Subject
	Semester 2	Compulsory English Selection	Compulsory Religious Education Selection	VCE Subject	VCE Subject	VCE Subject	VCE Subject or VET Subject

Sample Year 11 VCE Vocational Major (VM) Program	**Semester 1**	Compulsory Foundation English	Compulsory Religious Education Selection	Compulsory Numeracy	Compulsory Structured Workplace Learning	Compulsory Work Related Skills	Compulsory Personal Development Skills	VET Certificate
	Semester 2	Compulsory Foundation English	Compulsory Religious Education Selection	Compulsory Numeracy	Compulsory Structured Workplace Learning	Compulsory Work Related Skills	Compulsory Personal Development Skills	VET Certificate

Sample Year 12 VCE Program	**Semester 1**	Compulsory English Selection	Compulsory Religious Education Selection	VCE Subject	VCE Subject	VCE Subject	VCE Subject or VET Subject
	Semester 2	Compulsory English Selection	Compulsory Religious Education Selection	VCE Subject	VCE Subject	VCE Subject	VCE Subject or VET Subject

Sample Year 12 VCE Vocational Major (VM) Program	**Semester 1**	Compulsory Literacy	Compulsory Religious Education	Compulsory Numeracy	Compulsory Structured Workplace Learning	Compulsory Work Related Skills	Compulsory Personal Development Skills	VET Certificate
	Semester 2	Compulsory Literacy	Compulsory Religious Education	Compulsory Numeracy	Compulsory Structured Workplace Learning	Compulsory Work Related Skills	Compulsory Personal Development Skills	VET Certificate

To learn more, view **MSCW VCE & VM Handbook**

RELIGIOUS EDUCATION

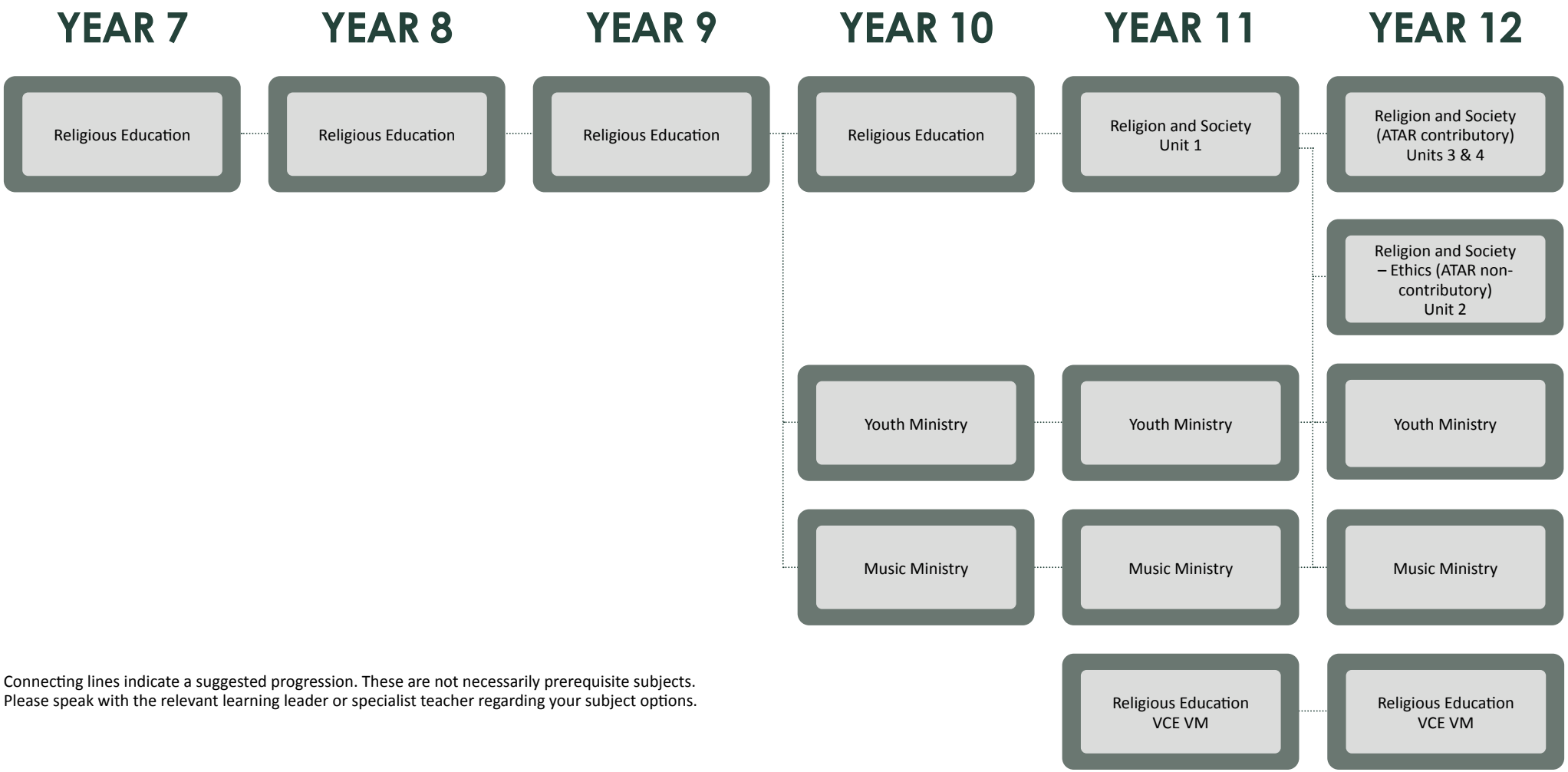
The Learning Area of Religious Education is committed to providing a quality program that will lead students to develop a wide range of knowledge and skills and enable them to participate fully in Christian life in the wider community. Religious Education explores students' life experiences in the context of Church teachings and tradition and fosters a sense of belonging in the life of the Church, through a relationship with Jesus Christ and with others. Religious Education encourages students to understand themselves and the world in which they live through a worldview founded on Scripture and in the traditions of the Catholic community.

The Religious Education curriculum for Years 7 to 12, as presented in its formal structures, classroom activities and co-curricular activities, is designed to enable students to:

- Develop an understanding and appreciation of Catholic beliefs and traditions, especially through the study of Scripture.
- Utilise opportunities to explore, nurture and develop their personal faith.
- Gain knowledge about the function, purpose and meaning of religion, particularly in relation to its component aspects.
- Develop an appreciation of liturgies, and practice skills in the preparation and conduct of liturgical celebrations.
- Reflect on their life experience and on their physical, emotional, intellectual and spiritual development, so as to promote the growth of the whole person.
- Develop the understanding and skills needed to make informed decisions about moral issues in the light of Christian values.
- Participate in activities of service, developing a responsible approach to social justice within Marist-Sion College and the wider community.

The learning area of Religious Education will meet these objectives by presenting a curricular and cocurricular program at Years 7 to 12. Core subjects in Years 7 to 10 are taught in accordance with the Religious Education curriculum of the Diocese of Sale, 'To Live in Jesus Christ', and the elective structure in Years 11 and 12 includes the opportunity to study a combination of VCE Units 1 to 4 in Religion and Society and Texts and Traditions. Participation in Religious Education is compulsory for all students from Year 7 to Year 12.

RELIGIOUS EDUCATION
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

YEAR 7
RELIGIOUS EDUCATION

COURSE OVERVIEW

Religious Education

Outline

This journey invites students to explore the depth of our Catholic identity through engaging discussions, activities, and projects. Throughout the year, we will unravel the mysteries of our faith, foster a sense of belonging, and deepen our appreciation for the sacramental nature of Catholicism. As we embark on this exciting adventure, students will actively participate in prayer and liturgy, connecting with their faith in a meaningful way. During Religious Education lessons, students will participate in thought-provoking discussions, activities, and projects that encourage critical thinking and reflection. Our goal is to instil a love for learning about our faith, promote a sense of community, and empower students to embrace their role in the rich tapestry of Marist-Sion College's Catholic identity. Join us in discovering, questioning, and growing spiritually in the Marist-Sion College family.

Topics

- Belonging in this Place
- In the Beginning
- Introduction to Year 7 Religious Education
- How Do We Belong?

YEAR 8
RELIGIOUS EDUCATION

COURSE OVERVIEW

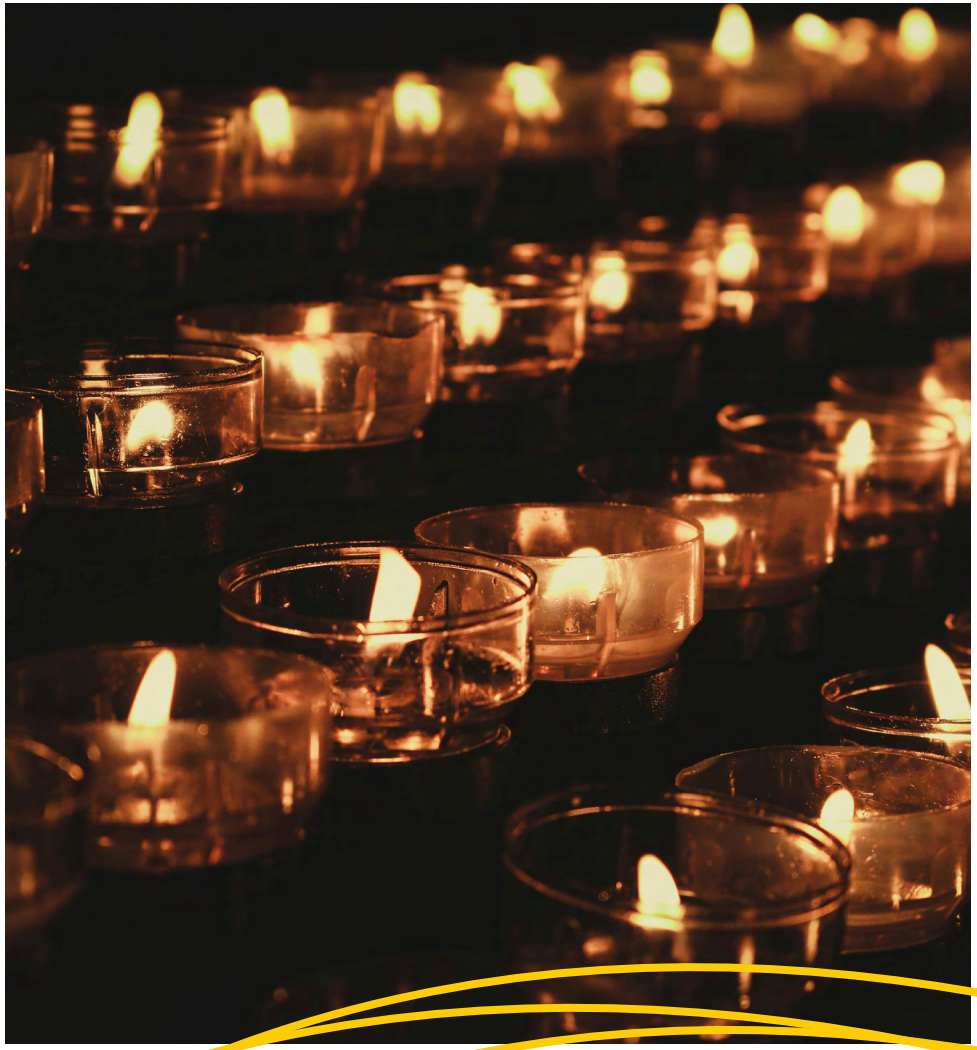
Religious Education

Outline

Students explore the way Jesus' life and mission teach Christians how to live in right relationship with God and each other, and the ways in which Jesus challenges his followers to discipleship. They learn that the Church recognises the presence of God in diverse cultures and traditions, and that the life, prayer and worship of the Church are expressed in diverse cultural ways. Students reflect on self, the world, the environment and God through the lenses of Sacred Scripture, Tradition, Christian Prayer and Liturgy, and Religion and Society. Assessment in Religious Education covers the academic progress of the student and does not report on a student's faith development. While studying Religious Education, students also undertake activities which nurture the spiritual life, such as reflection on scripture, participation in liturgies and experiencing different forms of prayer.

Topics

- Life and Mission of Jesus: Knowing Jesus
- Triune God: The People of the Book
- Religion and Society: Nine Aspects of Religious Tradition
- Christian Life and Catholic Social Teaching: Dialogue and Action



COURSE OVERVIEW

Religious Education

Outline

Students embark on a journey exploring profound questions that shape their understanding of life and guide their actions in the modern world. In Semester 1, students explore profound questions in “Grief, Loss, Death, and New Life,” delving into Christian beliefs on resurrection and reflections on grieving. The unit includes an analysis of the experiences of the Abdallah and Sakr families. In Term 2, “Real Talk” addresses moral decisions in relationships, guided by Christian values, with topics spanning self-image to cyber safety. During Semester 2 students delve into Christian perspectives on the complex issues of “Crime, Justice, and Reconciliation.”

The unit prompts critical reflection on social responsibility and the role students play in contributing to a just and reconciled society. In Term 4, focus shifts to “Stewardship and Ecology.” Connecting the Christian call to stewardship with Catholic Church teachings, students examine their responsibilities towards the environment and the world, emphasising a holistic understanding of Christian life. Throughout the year, the program aims to engage students in thought-provoking discussions on these significant aspects of Christian faith, providing insights into how these teachings are manifested in the complexities of the modern world.

Topics

- Grief, Loss, Death, and New Life
- RealTalk Program
- Crime, Justice and Reconciliation
- Stewardship and Ecology

YEAR 10
RELIGIOUS EDUCATION

COURSE OVERVIEW

Religious Education

Outline

In Year 10 Religious Education, students learn about how the Church interacts with other religions worldwide, including Indigenous Spirituality and Judaism. Students explore the Sacramental Church and focus on the Eucharist as a way of serving others. Throughout this course, students will use different sources like Sacred Scripture, Tradition, Christian Prayer, Liturgy, and Religion and Society to help understand themselves, the world, the environment, and God.

This course also prepares students for advanced studies in VCE Religion and Society and VCE Text and Traditions, laying a strong foundation. Assessment focuses on academic progress, not personal faith development, with activities nurturing spiritual life through scripture reflection, liturgical participation, and prayer exploration.

Topics

- Eucharist and the Call to Action
- Judaism and the Shoah
- Australian Indigenous Spiritualities
- The Gospel of Mark and the Issue of Homelessness

Youth Ministry

Outline

In Year 10 Youth Ministry, students explore the Church's engagement with global religions like Indigenous Spirituality and Judaism, with a focus on the Eucharist's service role in the Sacramental Church. They learn about Youth Ministry principles and participate in activities for various age groups, including retreats, service projects, and liturgies.

Self-reflection time is dedicated to contemplating students' place in the world, their environment, and their understanding of God. Drawing from Sacred Scripture, Tradition, Christian Prayer, and Liturgy, students examine how religion impacts society in Religion and Society contexts.

This course prepares students for further studies in VCE Religion and Society and VCE Text and Traditions, fostering a foundation for advanced learning. Assessment evaluates academic progress and comprehension of subject material, while also fostering spiritual growth through reflective exercises, liturgical participation, and exploration of prayer forms.

Topics

- Introduction to Youth Ministry
- Eucharist and the Call to Action
- Judaism and the Shoah
- The Sacrament of Confirmation
- Australian Indigenous Spiritualities
- The Gospel of Mark and the Issue of Homelessness

Music Ministry

Outline

In Year 10 Music Ministry, students explore how the Church interacts with global religions, including Indigenous Spirituality and Judaism. Emphasis is placed on understanding the Eucharist's role in service within the Sacramental Church. Drawing from Sacred Scripture, Tradition, and more, students gain insights into themselves, the world, and their understanding of God.

Alongside theoretical study, students learn and practice liturgical music, actively participating in college liturgies and events. They contribute to the liturgical choir and engage in Music Ministry activities. This course also lays a foundation for further studies in VCE Religion and Society and VCE Text and Traditions.

Assessment primarily evaluates academic progress, with activities also nurturing students' spiritual life. These include reflective exercises, active participation in liturgies, and exploring various forms of prayer. The focus remains on academic growth while providing opportunities for spiritual development.

Topics

- Eucharist and the Call to Action
- Judaism and the Shoah
- Australian Indigenous Spiritualities
- The Gospell of Mark and the Issue of Homelessness
- Music Participation

YEAR 11
RELIGIOUS EDUCATION

COURSE OVERVIEW

Unit 1: Religion and Society

Outline

In Unit 1 Religion and Society, students delve into the spiritual origins of religion and its profound impact on shaping societies throughout history. They explore the multifaceted nature and purpose of religion over time, recognizing its significant contributions to the development of human societies.

Throughout the course, students focus on understanding the diverse aspects of religion, encompassing various phenomena associated with it. They examine the influence of spiritualities, religious traditions, and denominations on both personal and group identities across different historical periods.

Moreover, students analyse how individuals, groups, and new ideas have shaped and continue to influence spiritualities, religious traditions, and denominations. Through detailed examples drawn from multiple spiritualities, religious traditions, and denominations, students gain insight into the complex relationships among individuals, groups, truth narratives, spiritualities, and religious traditions.

To deepen their understanding, students engage in analysing a range of examples across the unit. Through these explorations, students gain a comprehensive understanding of the diverse spiritual and religious landscape across different cultures and historical periods. This approach equips students with critical thinking skills and a nuanced understanding of the intricate interplay between religion, society, and culture.

Topics

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

VCE VM Religious Education

Outline

In Term 1, students will explore our identity as a Catholic Christian community. They will share their personal stories to build trust and collegiality, forming a cohesive cohort for the year. At the start of Lent, students will investigate the work of Caritas Australia and Project Compassion, inspired by Catholic Social Teachings. They will also delve into our Marist and Sion history and prepare a presentation for the Year 7 Religious Education - Belonging Unit. In Term 2, students will explore the Mission of the Church and our call to action. They will define the concept of Social Justice and examine our Christian call to serve one another. The Pope's writings will be reviewed, and students will reflect on the Catholic Church's response to modern-day issues on local, national, and international levels.

In Term 3, students will investigate interfaith dialogue and assess its effectiveness. They will explore the connection between Scripture and Tradition and various styles of spirituality. Students will participate in interfaith dialogue excursions and analyse relevant Census Data to understand the cultural and religious diversity of urban and rural regions. In Term 4, students will examine contemporary and social justice issues, exploring different understandings of personal and collective responsibilities towards local and global environmental issues. The key principles of Catholic Social Teaching will guide a Christian response to a social justice issue. Students will also explore how religious experiences, traditions, and communities, including Aboriginal and Torres Strait Islander spiritualities, support people in their search for meaning.

Topics

- My Story, Our Story
- Living the Mission of the Church – Our call to action
- Seeing the world from a different perspective
- Care for Country

YEAR 11
RELIGIOUS EDUCATION

COURSE OVERVIEW

Youth Ministry

Outline

In Year 11 Youth Ministry, students delve into the principles of youth ministry while honing leadership, project management, and social justice advocacy skills. They explore how the Catholic Church engages with global religious traditions, fostering understanding of diversity and dialogue. Additionally, students examine Catholic Social Teaching, social justice campaigns, and the Church's implementation of these principles.

Beyond academic study, students actively participate in youth ministry activities, including project planning, leading retreats, engaging in service projects, and advocating for social justice. This hands-on involvement is crucial for developing leadership abilities and positively impacting the community. Throughout the course, students engage in self-reflection, contemplating their leadership roles, values, and understanding of social justice. Drawing from Sacred Scripture, Tradition, and Christian Prayer, students integrate these elements into their approach to youth ministry and social justice advocacy. While not part of the VCE curriculum, this subject equips students with valuable skills and insights for leadership in youth ministry and social justice advocacy within the Church and broader community. Through academic study, practical experience, and spiritual reflection, students are prepared to make meaningful contributions to young people's lives and society.

Assessment in Year 11 Youth Ministry evaluates students' academic progress, understanding of subject material, leadership, and project management skills. Additionally, students engage in activities fostering spiritual growth, such as reflective exercises, participation in liturgies, and exploration of prayer forms. This integrated approach ensures students' holistic development academically and personally throughout the course.

Music Ministry

Outline

In Year 11 Music Ministry, students delve into the connection between music, faith, and service within the Catholic tradition. Through exploring how music enriches religious expression, students deepen their understanding and develop skills. Focusing on the Eucharist as a central act of worship, students uncover music's role in enhancing sacramental experiences and connecting to the broader Catholic community.

Alongside academic study, students actively participate in liturgical music ministry, contributing their talents to our College community through rehearsals, performances, and reflections. Opportunities extend to using musical gifts in service of others, such as performing at community events or leading music for Masses. Through these experiences, students discover how their abilities can impact lives and strengthen community bonds.

Assessment primarily focuses on academic progress, with emphasis on musical proficiency and understanding of faith and service. However, students also engage in personal spiritual practices, nurturing their own spiritual journey through reflective exercises, liturgical events, and exploration of various forms of prayer.

While not part of the VCE curriculum, this subject equips students with valuable skills, knowledge, and spiritual depth to serve as leaders in music ministry within the Church and broader community. Through music's power to unite, inspire, and serve, students deepen their faith understanding and contribute positively to the world.

YEAR 12
RELIGIOUS EDUCATION

COURSE OVERVIEW

Unit 3: Religion and Society

Outline

In Unit 3 Religion and Society, students embark on a journey through the quest for meaning that has driven humanity across cultures and history. They confront profound existential questions about origins, purpose, existence beyond life, and ethical living, pondered through diverse lenses such as spiritual, religious, philosophical, scientific, and ideological perspectives.

Religion emerges as a central player in providing frameworks for meaning making, offering truth narratives that shape human understanding of existence and reality. Students delve into the beliefs of various religious traditions, exploring concepts of ultimate reality, the purpose of life, and the afterlife, which contribute to the unique identity of each tradition.

Throughout the unit, students examine the multifaceted purposes of religion, exploring how beliefs within specific traditions respond to life's existential inquiries. They analyse how these beliefs find expression through religious practices and rituals, aiming to imbue meaning in the lives of adherents. Moreover, students investigate the reciprocal relationship between significant life experiences and religious perspectives, exploring how these experiences both shape and are influenced by religious frameworks.

Through this exploration, students deepen their understanding of the role of religion in human existence, gaining insights into the diverse ways in which individuals and societies grapple with existential questions and seek meaning in the human experience.

Topics

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs and faith

Unit 4: Religion and Society

Outline

In Unit 4 Religion and Society, students delve into the dynamic interplay among religious traditions, denominations, and the societies they inhabit. Throughout history, religion has served as a guiding truth narrative, offering frameworks for addressing life's existential questions. Students engage in a dynamic process of interaction and negotiation with their religious communities and wider society, recognizing that religious institutions are living entities shaped by societal influences.

As individuals within religious traditions, students evolve alongside their beliefs, applying their talents and faith to enrich their understanding and expression of their tradition. They confront challenges emerging from societal shifts, economic dynamics, and technological advancements, recognizing these as opportunities for growth and transformation.

Students navigate diverse perspectives within their religious communities, choosing to support, oppose, or remain indifferent to societal challenges. They take actions that impact their tradition and wider society, aiming to maintain the integrity and identity of their religious heritage while acknowledging the complexities of societal interactions.

Throughout the unit, students explore historical and contemporary challenges faced by religious traditions, conducting a focused study on a specific challenge and its implications within their chosen tradition. By examining these interactions, students deepen their understanding of the complex dynamics shaping religious traditions and their roles within society.

Topics

- Challenge and response
- Interaction of religion and society

YEAR 12
RELIGIOUS EDUCATION

COURSE OVERVIEW

Unit 2: Religion and Society

Outline

In Unit 2 Religion and Society, students embark on an exploration of ethics, delving into the complexities of determining what is morally good. They confront challenging questions regarding decision-making in situations where right and wrong are not clear-cut. Through this journey, students ponder whether to rely on societal norms, trust their instincts, or seek guidance from spirituality, religious traditions, or denominations.

The unit guides students through the principles underpinning decision-making processes and practical moral judgment. By studying ethics, students analyse arguments, reasoning, and various influences shaping moral perspectives and judgments.

Ethical dilemmas span personal, familial, societal, and global levels. Students uncover how familial, communal, and traditional ties shape ethical frameworks, intertwined with dominant cultural and religious philosophies.

In today's diverse society, religious and philosophical traditions interact with media and popular culture, influencing ethical values. Despite these interactions, societies often draw on cultural heritages rooted in values of human dignity and justice, shaping legal, social, and behavioural norms.

Throughout the unit, students explore ethical decision-making methods across different religious and philosophical traditions. They investigate ethical issues within societies marked by diverse worldviews, gaining insights into navigating complex moral dilemmas and contributing to ethical discussions in our multifaceted world. Through this exploration, students enhance their ethical reasoning skills and deepen their understanding of moral complexities.

Topics

- Ethical decision-making and moral judgment
- Religion and ethics
- Ethical issues in society

VCE VM Religious Education

Outline

In Term 1, students will explore the mystery of Jesus Christ through various theological perspectives. They will study the distinctive Christology of each Gospel and express their personal understandings, beliefs, and questions about Jesus Christ. Students will also learn how contemporary challenges differ from those in Jesus' time, requiring new responses to bring about the Kingdom/Reign of God. In Term 2, students will delve into interfaith dialogue and evaluate its effectiveness. They will examine the Church's institutional responses to current and future challenges. Additionally, students will learn about the Sacraments, the meaning of vocation in a Christian context, and ways to live out this call to service.

In Term 3, students will understand that moral decision-making, as a discerned response to contemporary culture, is integral to Christian life. They will learn that Christians are called to 'read the signs of the times' in light of Scripture and Tradition. The Catholic Tradition will be presented as having valuable insights that can inform responses leading to positive transformation in the world. In Term 4, students will study the Triune God, the central mystery of Christian faith. They will learn about the development of Church teaching on the Incarnation and how cultural contexts have influenced Christian understanding of the Triune God. This mystery will be explored through the arts and architecture.

Topics

- The Life and Mission of Jesus
- Sacramental Church
- Christian Life and Catholic Social Teaching
- Triune God

COURSE OVERVIEW

Youth Ministry: Advanced Leadership and Advocacy

Outline

In Year 12 Youth Ministry, students build upon their foundational knowledge and skills from Year 11, advancing their leadership, project management, and social justice advocacy abilities. This course delves deeper into the Catholic Church's engagement with contemporary global issues, emphasizing interfaith dialogue and ecumenism. Students critically examine advanced topics in Catholic Social Teaching and explore the Church's responses to modern social justice challenges.

The practical component of the course is enhanced, with students taking on more significant leadership roles in planning and executing youth ministry activities, retreats, and service projects. They also engage in advocacy campaigns, aiming to effect real change within their communities and beyond.

Spiritual growth remains a core focus, with students participating in advanced reflective exercises, liturgies, and diverse forms of prayer. They are encouraged to integrate insights from Sacred Scripture, Tradition, and Christian Prayer into their leadership and advocacy efforts.

Assessment in Year 12 Youth Ministry evaluates students' deepened understanding of subject material, enhanced leadership and project management skills, and their ability to inspire and lead others in faith and justice initiatives. This comprehensive approach ensures that students are well-prepared to make impactful contributions to the Church and society, fostering a lifelong commitment to service and justice.

Music Ministry: Advanced Liturgical Leadership

Outline

In Year 12 Music Ministry, students build upon their foundational knowledge and skills from Year 11, advancing their understanding of the profound connection between music, faith, and service within the Catholic tradition. This course delves deeper into the role of music in enhancing liturgical celebrations and fostering a sense of community.

Students engage in advanced studies of liturgical music, focusing on its theological and spiritual dimensions. They explore the rich heritage of sacred music and its contemporary applications, gaining insights into how music can elevate worship and spiritual experiences.

The practical component of the course is enhanced, with students taking on more significant leadership roles in planning and leading music for liturgies, retreats, and community events. They are encouraged to compose and arrange music, fostering creativity and personal expression within the context of faith. Spiritual growth remains a core focus, with students participating in advanced reflective exercises, liturgical events, and diverse forms of prayer. They are encouraged to integrate insights from Sacred Scripture, Tradition, and Christian Prayer into their musical and spiritual practices.

Assessment in Year 12 Music Ministry evaluates students' deepened understanding of subject material, enhanced musical proficiency, and their ability to lead and inspire others through music. This comprehensive approach ensures that students are well-prepared to make impactful contributions to the Church and society, fostering a lifelong commitment to service and worship through music.

ENGLISH

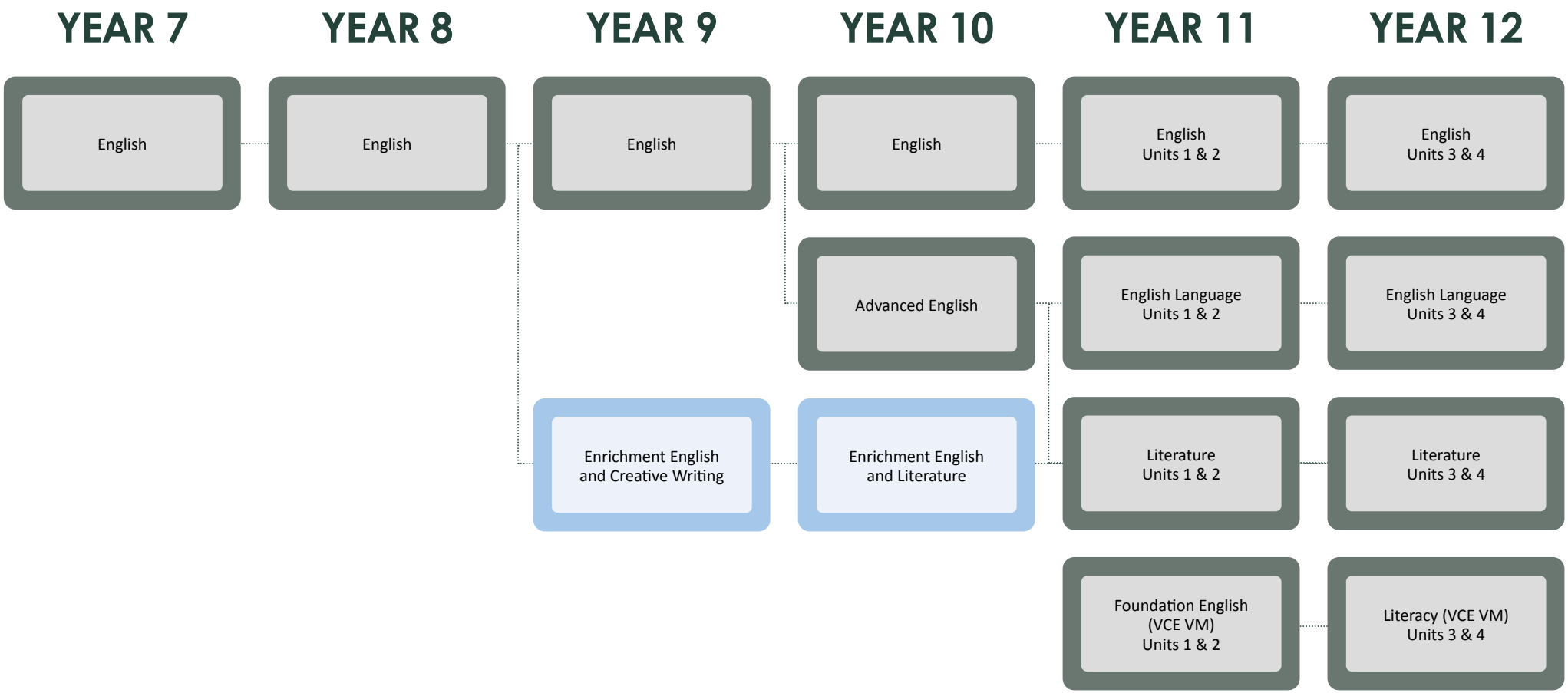
The learning area of English is committed to providing an English program that develops effective and creative use of the full range of communication skills: reading, writing, speaking, and listening - and fosters enjoyment in the use of these skills.

The learning area of English aims to provide programs that encourage students to develop the following skills to the best of their ability:

- To read and understand texts that increase in complexity.
- To write effectively for a variety of purposes and audiences.
- To listen and view with comprehension.
- To evaluate spoken and written arguments, and to present clear and logical views.
- To speak clearly, confidently, and appropriately for a variety of purposes and audiences.
- To understand and appreciate the purpose of different forms of literature, and to encourage meaningful and sincere responses to a wide range of literary experiences.
- To provide meaningful and sincere analytical and creative responses, in both oral and written forms.
- To appreciate the characteristics of different forms of media: internet, newspapers, radio, film, and television.
- To use appropriate information technology resources for communication.
- To research independently and demonstrate appropriate information literacy skills.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed, and active members of society. Students throughout Years 7 to 12 create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts, and reviews.

ENGLISH
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

COURSE OVERVIEW

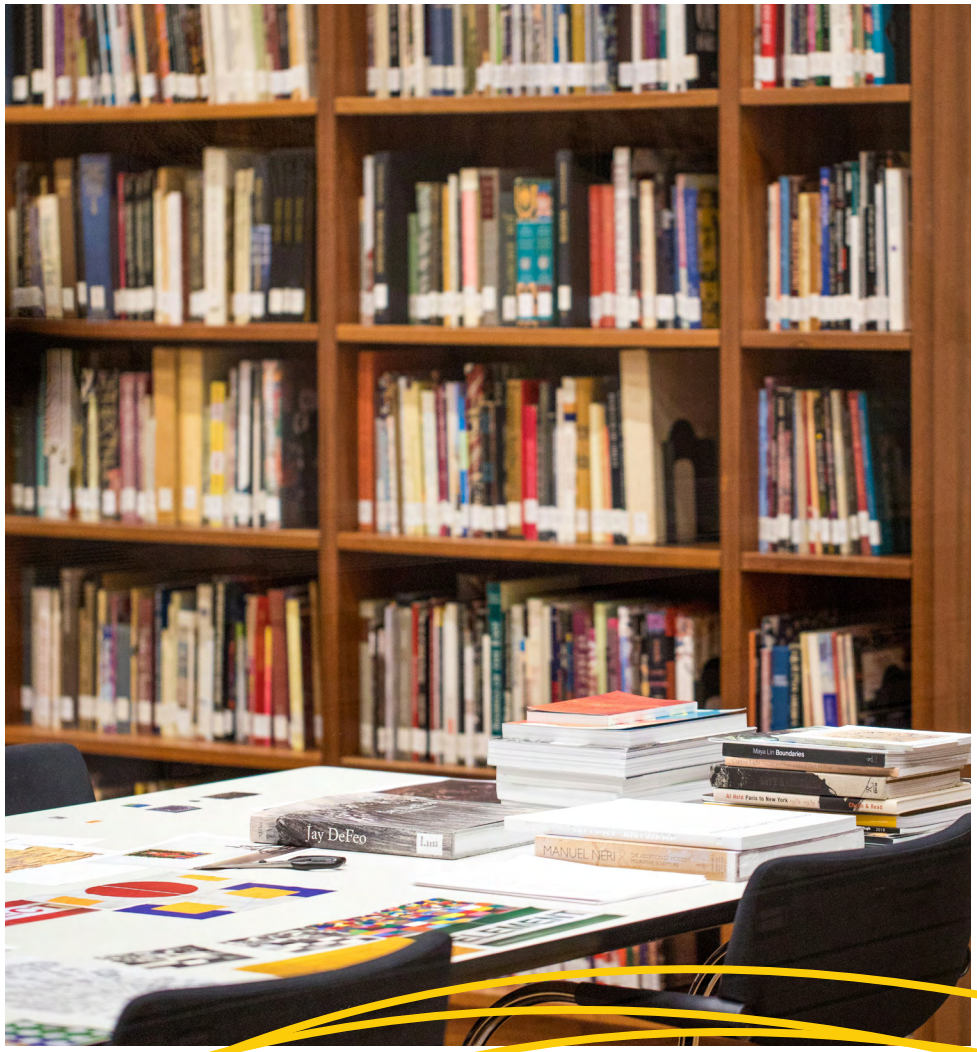
English

Outline

Students will study the text 'Blueback' by Tim Winton and complete a series of short-answer questions and analysis tasks throughout the unit to demonstrate their understanding of the text. Students will complete a creative writing task with Blueback as the basis of their writing. Students will also explore persuasive language devices and how these position audiences to respond. Students will access a range of texts including written and multimedia sources and analyse the techniques used to convince others about particular points of view. Students will also produce their own persuasive texts to demonstrate their knowledge by considering audience and form.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening



COURSE OVERVIEW

English

Outline

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. During Year 8, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of informative and persuasive types of texts, including narratives, performances, reports and discussions and begin to create literary analyses and transformations of texts.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening

COURSE OVERVIEW

English

Outline

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed and active members of society. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening

Enrichment English and Creative Writing

Outline

This extension course is designed to allow students to develop and extend their skills in a variety of forms. The analytical study in this course will extend beyond the standard Year 9 English curriculum by providing a focused study through prescribed content, assisting students to enhance their analytical skills and extend the complexity of their written responses. In the creative writing section, students will be challenged with a range of creative writing tasks for different purposes and audiences. Writer's workshops throughout the course include topics such as characterisation, plot structures, genre requirements, learning from the work of others, writing to 'show' and not 'tell' and learning to write effectively at different lengths.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening

COURSE OVERVIEW

English

Outline

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. It helps them become ethical, thoughtful, informed and active members of society. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of contemporary media and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening

Enrichment English and Literature

Outline

This extension course aims to engender in its students a love of literature, in all its forms (novels, short stories, poetry and film) and to assist students in developing their English skills to a higher standard. Through the study of the literary features of texts, students learn to critically analyse the way in which meaning is created. Students study text construction and how structural and literary features contribute to the interpretation of meaning. A large focus will be placed on developing a working vocabulary to assist in developing these observations within students' own writing, thus assisting them in all areas of English in the future.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening

Advanced English

Outline

The study of English plays a pivotal role in fostering confident communicators, imaginative thinkers, and well-informed citizens. Through the study of English, individuals cultivate skills to analyse, comprehend, communicate effectively, and forge connections with others and the world around them. This course equips students to become ethical, thoughtful, well-informed, and proactive members of society. Students engage with a diverse range of texts for pleasure, interpretation, creation, evaluation, discussion, and performance of a wide array of literary works that delve into themes and issues involving complex abstractions, advanced reasoning, and intertextual references. They gain a critical understanding of contemporary media and its distinctions through the examination of media texts. Students also demonstrate their capabilities by creating a wide variety of imaginative, informative, and persuasive texts, including narratives, procedures, performances, reports, discussions, literary analyses, text transformations, and reviews. Typically, students in Year 10 Advanced English work towards an 'Above Standard' level.

Topics

- Reading and Viewing
- Writing
- Speaking and Listening

COURSE OVERVIEW

Unit 1 & 2: English

Outline: Units 1 & 2

In Units 1 to 2, students will make personal connections with texts and reflect on how they resonate with their own experiences. They explore cultural values and compare them with their own. Students also extend their writing skills through writing, reflection, editing, and feedback.

In Units 1 to 2, students will study two texts. As they engage with the ideas, concerns, and tensions of each text, they will develop their reading, viewing, and analytical writing skills. Students are provided with opportunities to practise and extend their writing about texts and are given time and support to reflect, edit, and receive feedback.

Students will study the development and delivery of arguments in various media. They analyse persuasive texts, including speeches, opinion pieces, and digitally presented texts, to understand their structure, supporting evidence, and persuasive strategies. Students create their own point of view text for oral presentation, drawing on their understanding of argument and persuasive techniques.

Topics

- Crafting Texts
- Reading and Exploring Texts
- Exploring Argument

Unit 1 & 2: English Language

Outline: Unit 1

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Topics

- The nature and functions of language
- Language acquisition

Outline: Unit 2

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

Topics

- English across time
- Englishes in contact

COURSE OVERVIEW

Unit 1 & 2: Literature

Outline: Unit 1

In this unit, students will focus on the use of language, structure, and style in various literary forms and types of text, including both print and non-print formats.

Students will explore literary movements or genres such as modernism, epic, tragedy, magic realism, crime, romance, and science fiction. They will study one complete text alongside multiple samples of other texts from the selected movement or genre.

Topics

- Reading Practices
- Exploration of Literary Movements and Genres

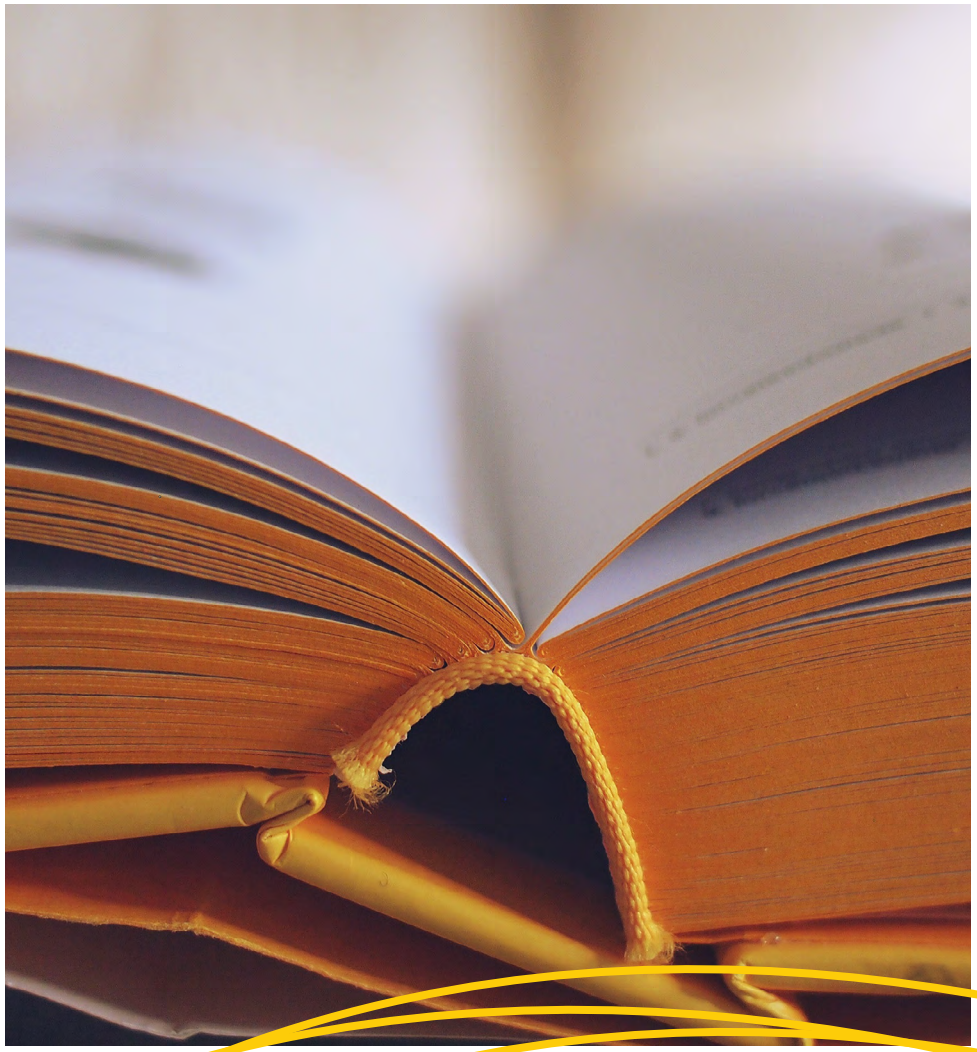
Outline: Unit 2

In this unit, students will focus on the voices and perspectives of Aboriginal and Torres Strait Islander authors and creators. Students will explore the impact of colonisation, issues of reconciliation and reclamation, and representations of culture and identity in their texts. The exploration helps students consider their own Australian views and values while examining stories about the Australian landscape and culture.

Students will also focus on analysing texts in their historical, social, and cultural context. Students will reflect on representations of a specific time period and/or culture within a text, identifying language and representations that reflect the ideas and concepts of that time.

Topics

- Voices of Country
- The Text in its Context



COURSE OVERVIEW

Unit 1 & 2: Foundation English (VCE VM)

Outline: Unit 1 Topic 1 – Literacy for Personal Use

In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Outline: Unit 1 Topic 2 – Understanding and Creating Digital Texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Outline: Unit 2 Topic 2 – Responding to Opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

COURSE OVERVIEW

Unit 3 & 4: English

Outline: Unit 3 & 4

In Unit 3 and 4, students build on their writing skills by reading and analysing mentor texts and creating their own writing. They experiment with language features and conventions and reflect on their writing process.

Students will critically engage with two texts: analysing the ways authors construct meaning through vocabulary, text structures, language features, and conventions.

Students will analyse the use of argument and language in texts that debate a contemporary national or international issue. They read and view a variety of texts from media, including print and digital, and audio and audio-visual, and develop their understanding of how arguments and language complement one another to position an intended audience in relation to a selected issue. They also create a point-of-view text for oral presentation and present their points of view as a discussion, dialogue, or debate.

Topics

- Creating Texts
- Reading and Responding to Texts
- Analysing Argument

Unit 3 & 4: English Language

Outline: Unit 3

In this unit, students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how, through written and spoken texts, we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Topics

- Informality
- Formality

Outline: Unit 4

In this unit, students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play an important role in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Topics

- Language variation in Australian society
- Individual and group identities

COURSE OVERVIEW

Units 3 & 4: Literature

Outline: Unit 3

Students in this area of study closely analyse the form of a text to understand its meaning. They also explore how adapting a text to a different form and context affects its meaning, and compare the original with the adaptation. By studying adaptations, students also consider how creators may emphasize or minimize viewpoints, assumptions, and ideas present in the original text.

This area of study involves analysing a set text, examining how ideas are presented and exploring historical, social, and cultural contexts. Students then delve into supplementary readings to challenge or enrich their understanding of the text. Finally, they develop a second interpretation of the text, supported by textual evidence.

Topics:

- Adaptations and Transformations
- Developing Interpretations

Outline: Unit 4

In this unit, students will focus on imaginative techniques for creating and recreating literary works. They will learn how an author develops representations of people and places and how language, voice, form, and structure can affect the meaning of a text. They will draw inferences from the original text to create their own writing and reflect critically on literary form, features, and language.

Students will closely analyse the language, style, and construction of texts, with a focus on understanding their literary forms, features, and values.

Topics

- Creative Responses to Texts
- Close Analysis of Texts

Unit 3 & 4: Literacy (VCE VM)

Outline: Unit 3 Topic 2 – Creating and responding to organisational, informational or procedural texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Outline: Unit 4 Topic 1 – Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Outline: Unit 4 Topic 2 – Speaking to advise or to advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

HEALTH AND PHYSICAL EDUCATION

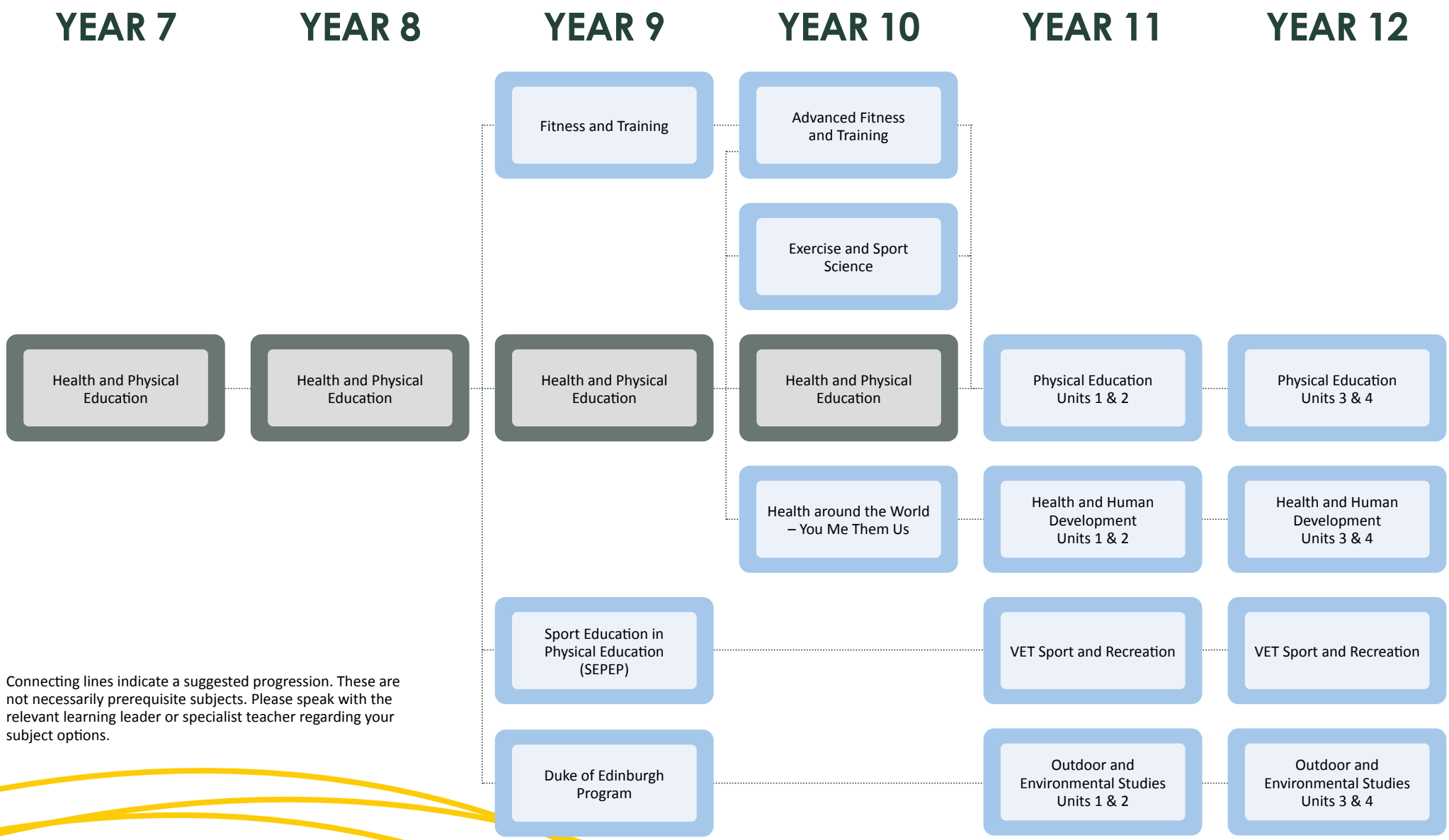
The learning area of Health and Physical Education aims to provide students with a comprehensive program that focuses on enhancing their own and others' health, wellbeing and physical activity participation in varied and changing contexts. Our goal is to equip students with the knowledge and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps students to be resilient, and to make decisions and take actions to promote their health and safety, whilst encouraging them to maintain physical activity throughout their lives and derive enjoyment from it.

The learning area of Health and Physical Education aims to provide programs that encourage students to develop the following skills to the best of their ability:

- To develop an understanding of the balance of physical, social, emotional, spiritual and mental aspects of health in the effective functioning of individuals.
- To enhance students' skills to build and maintain satisfying and respectful relationships.
- To challenge students' decision-making skills surrounding their health and safety in various contexts.
- To develop critical inquiry skills to research and analyse health resources that can influence their own and others' health, safety and wellbeing.
- To develop an understanding of the use of food to provide nutrients for energy, growth, repair, and regulation of the body's physical functions and make informed decisions on nutrition and dietary practices.
- To develop an understanding of the causes of ill health and strategies to prevent ill health.
- To develop an understanding of the life cycle and develop an appreciation of how sound health practices can enhance the likelihood of a full and productive life.
- To develop the knowledge, skills attitudes and values that promote participation in physical activity.
- To enable students to develop their potential to be involved as skilled participants in a range of sports, fitness, and outdoor activities.
- To give students an awareness of how fitness can promote health and wellbeing and develop positive attitudes towards the advantage of teamwork through succeeding in physical challenges.

The learning area of Health and Physical Education offers students an experiential curriculum that is informed by contemporary research in the fields of sociology, physiology, nutrition, biomechanics, and psychology. This includes a suite of subjects throughout Years 7 to 12 that promote development of knowledge, understanding, and skills that are relevant, challenging, enjoyable and physically active.

HEALTH AND PHYSICAL EDUCATION
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects. Please speak with the relevant learning leader or specialist teacher regarding your subject options.

YEAR 7
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education

Outline

In Health and Physical Education, students develop the knowledge and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Topics

Personal, Social and Community Health – Health Education
- Safety
- Identity and Relationship
- Adolescent Development (Puberty)
- Valuing Diversity

Movement and Physical Activity – Physical Education
- Minor Games
- Team Building
- Athletics
- Gymnastics
- Invasion Games
- Cultural Games

YEAR 8
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education

Outline

In Health and Physical Education, students develop the knowledge and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps students build resilience to make decisions and take actions to promote personal safety and participation in physical activity.
As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Topics

Personal, Social and Community Health – Health Education
- Promoting Health
- Mental Health
- Fitness Components

Movement and Physical Activity – Physical Education
- Minor Games
- Net and Wall Games
- Fitness Testing
- Disability Sports

YEAR 9
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education

Outline

In Health and Physical Education, students focus on enhancing their own and others' health, safety, wellbeing and in physical activity participation in varied and changing contexts. Research in fields such as such as nutrition, health promotion, sports injury prevention and management, and coaching techniques will be explored. Health and Physical Education offers students an experimental curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Topics

Personal, Social and Community Health – Health Education

- First Aid and Mental Health First Aid
- Safety
- Respectful Relationships

Movement and Physical Activity – Physical Education

- Create a Game
- Commonwealth Games
- Skill Analysis
- Lifelong Physical Activities
- Safety in Outdoor Environments

Fitness and Training

Outline

In Fitness and Training, students expand their understanding of the principles of fitness training and strategies to maximise performance in a chosen field. Students prepare and actively participate in fitness programs, covering training principles and a variety of training methods. Students will be engaged in Sports Science topics such as nutrition recovery, strategies, data analysis, fitness testing and sequential planning of training sessions. Students will reflect on their practical experiences and put their health knowledge into practice.

Topics

- The Body's Systems
- Practical: Fitness Training Sessions
- Nutrition for Sport
- Principles of Training

Sports Education in Physical Education Program (SEPEP)

Outline

The Sports Education in Physical Education Program (SEPEP) is constructed around a student-centred approach to Physical Education. Students will be able to improve their fitness levels, develop healthy lifestyle habits, and experience the mental health benefits associated with exercise. SEPEP involves students taking on leadership roles such as team captains, coaches, or referees. These roles provide opportunities for students to develop leadership skills, decision-making abilities, and a sense of responsibility for themselves and their peers. Such experiences can contribute to their personal growth and development. SEPEP encourages the importance of fair play, teamwork, and sportsmanship.

Topics

- Roles in Sport
- Coaching
- Officiating
- Fair play and ethical behaviours in sport

Duke of Edinburgh Program

Outline

The Duke of Edinburgh's International Award is the leading structured (non-formal education) youth development program, empowering all youth aged between 14 to 25 to explore their full potential regardless of their location or circumstance. The Award equips young people for life and work, challenging them to find their purpose, passion and place in the world and enhancing their educational and employment opportunities. The Award is a fully inclusive program and has no social, political, or religious affiliations.

Topics

- Physical Recreation
- Skills
- Voluntary Service
- Adventurous Journey

YEAR 10
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education

Outline

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in focus areas such as safety, risk minimisation and first aid informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Topics

Personal, Social and Community Health – Health Education
- Musculoskeletal Systems
- Skill Acquisition and Coaching
- Australia's Health Status and Healthcare System
- Nutrition

Movement and Physical Activity – Physical Education
- Applying Skill Acquisition and Coaching
- Personalise System of Instruction
- Lifelong Physical Activities
- Sports Education in Physical Education

Advanced Fitness and Training

Outline

Advanced Fitness and Training provides students with the opportunity to expand their understanding of the principles of fitness training and strategies to maximise performance in a chosen field. Students prepare and actively participate in fitness programs, covering training principles and a variety of training methods. Students will be engaged in Sports Science topics such as nutrition, recovery strategies, data analysis, fitness testing and sequential planning of training sessions. Students will reflect on their practical experiences and put their health knowledge into practice.

Topics

- The Body's Systems
- Nutrition for Sport
- Principles of Training

Exercise and Sport Science

Outline

Exercise and Sport Science offers a comprehensive exploration of the physiological capabilities of the human body, the use of biomechanical principles in analysing human movement and psychological aspects relevant to exercise and sport. Whist this is predominantly a classroom-based subject, students will have the opportunity to reinforce their learning and put theory into practice through hands-on experiences, laboratory work, and some practical classes. This subject is closely aligned with the key knowledge and skills obtained in VCE Physical Education; therefore, students who intend to undertake VCE Physical Education should carefully consider studying Exercise and Sport Science. This subject will also explore relevant and comparable content for students contemplating careers in fields such as sports and exercise science, nursing, paramedicine, Health and Physical Education teaching, and sports psychology.

Topics

- Energy Production During Rest and Exercise
- Analysing Human Movement in Exercise
- Enhancing Performance Through Psychological Strategies

Health Around the World – You Me Them Us

Outline

Health Around the World provides students with an introduction to VCE Health and Human Development. Students will explore the theory and practice of health and wellbeing on a local and global scale, and the various cultural, biological, sociocultural and environmental factors that may impact this. Students will examine various health trends and critique health promotion strategies available. Students will gain an understanding of development across the stages of the human lifespan, and gain a broader perspective of contemporary issues around the world that cause differences in health status.

Topics

- Health and Wellbeing
- Health and Human Development
- Health Around the World

YEAR 11
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Unit 1 & 2: Health and Human Development

Outline: Unit 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Topics

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

Outline: Unit 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Topics

- Developmental transitions
- Youth health literacy

Unit 1 & 2: Outdoor and Environmental Studies

Outline: Unit 1

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Topics

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

Outline: Unit 2

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Topics

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

YEAR 11
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Unit 1 & 2: Physical Education

Outline: Unit 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Topics

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

Outline: Unit 2

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Topics

- How do physical activity, sport and exercise contribute to healthy lifestyles?
- What are the contemporary issues associated with physical activity and sport?

VET
SPORTS AND RECREATION

COURSE OVERVIEW

First Year

Outline

The first year of the VET Sport and Recreation course provides students with practical skills and knowledge for working in the sport, fitness, and recreation industry. Key areas of focus include workplace health and safety, emergency response, first aid and CPR, and maintaining equipment used in physical activities.

Students will also develop interpersonal and workplace skills such as responding to conflict, providing quality customer service, organising personal work priorities, and keeping up to date with industry knowledge. These competencies are essential for working in team environments and engaging effectively with clients and colleagues.

In addition, the course introduces students to conditioning for sport and the basics of officiating, encouraging continuous improvement in both physical and leadership capabilities. This subject suits students who are passionate about sport and fitness and want to build job-ready skills for future study or employment in the industry.

Second Year

Outline

The second year of the VET Sport and Recreation course builds on the foundation developed in first year, with a focus on leadership, coaching, and group facilitation. Students learn to plan and conduct sport coaching sessions for foundation-level participants, gaining confidence in instructing and managing individuals and teams in a supportive, inclusive manner.

Throughout the year, students also develop the ability to facilitate group activities and deliver engaging recreation sessions tailored to diverse needs. These experiences strengthen their communication, planning, and organisational skills while encouraging collaboration and leadership in practical settings. Workplace health and safety remains a key focus, with students participating in the identification of hazards, conducting risk assessments, and applying appropriate risk control measures. This course prepares students for further study or employment in the sport, fitness, or recreation industries by equipping them with real-world experience and transferable skills.

YEAR 12
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Unit 3 & 4: Health and Human Development

Outline: Unit 3

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Topics

- Understanding health and wellbeing
- Promoting health and wellbeing

Outline: Unit 4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Topics

- Global Health and Human Development
- Health and the Sustainable Development Goals

YEAR 12
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Unit 3 & 4: Outdoor and Environmental Studies

Outline: Unit 3

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Topics

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

Outline: Unit 4

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Topics

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

YEAR 12
HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Unit 3 & 4: Physical Education

Outline: Unit 3

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Topics

- How are movement skills improved?
- How does the body produce energy?

Outline: Unit 4

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

Topics

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?
- Integrated movement experiences

HUMANITIES

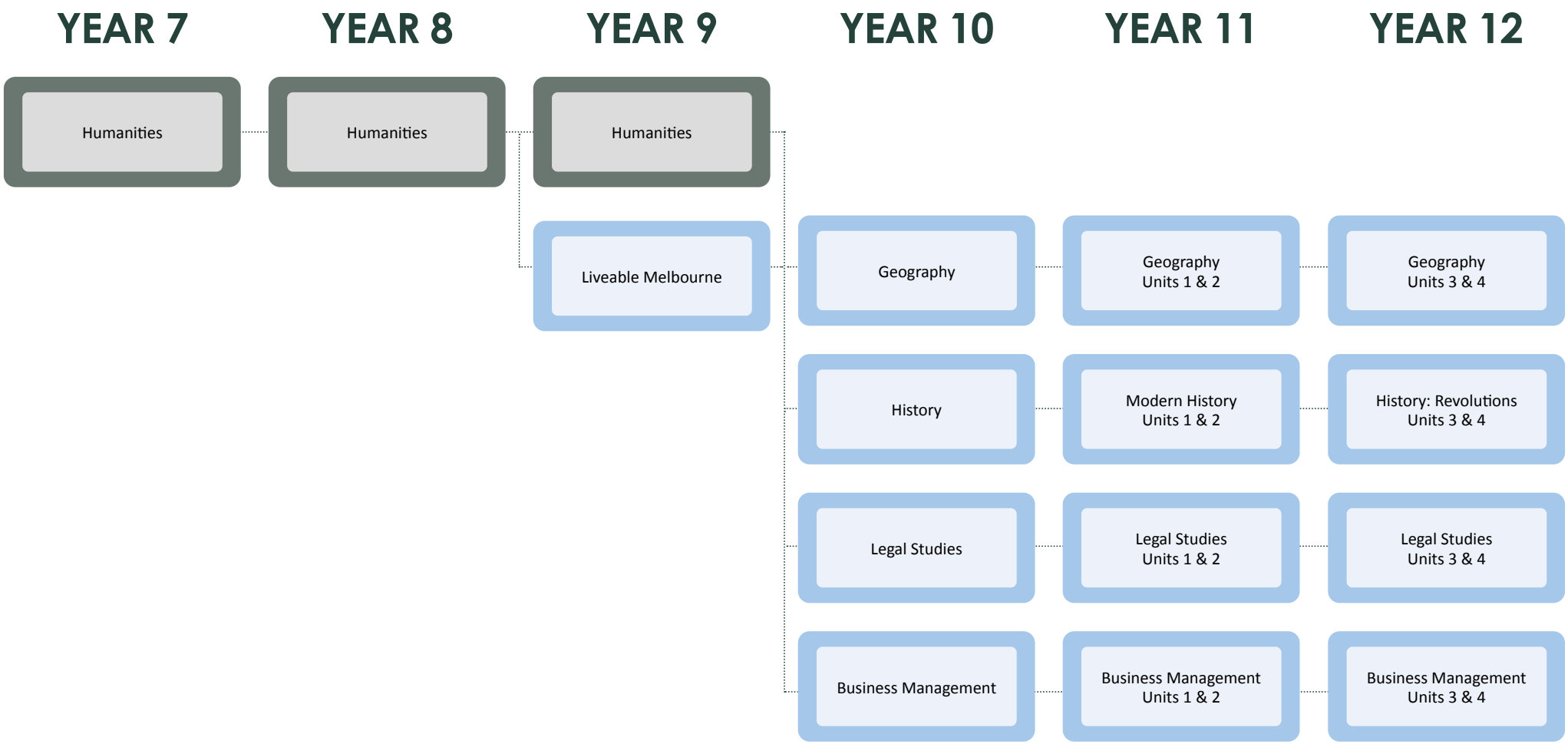
The Humanities curriculum aims to foster an appreciation for the role of humans in shaping the world. It offers students the opportunity to explore the complex systems and processes that have shaped the modern world and consider responses to current and future challenges. Key areas of study include History, Geography, Civics and Citizenship, Economics and Business, Legal Studies, and Business Management.

The Humanities curriculum focuses on helping students develop:

- An understanding of the role people play in society, the economy, and the environment.
- Knowledge of social, political, legal, and economic systems from local to global perspectives.
- Skills in analysis, research, critical thinking, decision-making, and communication to address complex issues.
- A passion for lifelong learning, empowering them to become informed, adaptable, and active citizens.

Humanities programs are designed to provide students with a framework to examine the interconnectedness of people and the environment, while equipping them with the tools to tackle a range of global challenges.

HUMANITIES
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects. Please speak with the relevant learning leader or specialist teacher regarding your subject options.

COURSE OVERVIEW

Humanities

Outline

In Year 7 Humanities, students study the four Humanities disciplines to investigate people's interconnections with society, groups and other individuals.

Topics

- **History**
  Aboriginal and Torres Strait Islander Peoples' Knowledge and Understandings (Deep Time to the Modern Era)
  Ancient Societies – Rome (10,000 BCE- 600 CE)

- **Civics and Citizenship**
  Government and Democracy
  Laws and Citizens

- **Geography**
  Water in the World
  Place and Liveability

- **Economics and Business**
  Economic Literacy
  Business and Entrepreneurship

COURSE OVERVIEW

Humanities

Outline

In Year 8 Humanities, students study the four Humanities disciplines to investigate people's interconnections with society, groups and other individuals.

Topics

- **History**
  Europe and the Mediterranean World (c.600-1750 CE)
  Asia and the Pacific Region (c.600-1750 CE)
- **Civics and Citizenship**
  Citizenship, Diversity and Identity
- **Geography**
  Landforms and Landscapes
  Changing Nations
- **Economics and Business**
  Work
  Consumer and Financial Literacy

COURSE OVERVIEW

Humanities

Outline

In Year 9 Humanities, students study the four Humanities disciplines to investigate people's interconnections with society, groups and other individuals.

Topics

- **History**
  Australia (1750-1914)
  Australians at War (1914-1918)
- **Civics and Citizenship**
  Government and Democracy
- **Geography**
  Biomes and Food Security
  Geographies of Interconnections
- **Economics and Business**
  Economic Literacy
  Business and Entrepreneurship

COURSE OVERVIEW

Liveable Melbourne

Outline

Liveable Melbourne is a project-based learning subject that challenges students to explore the history, liveability, and contemporary issues of the City of Melbourne. Through collaborative investigation and critical thinking, students address three key inquiry questions: Who can claim to have founded the land Melbourne City now occupies? What makes Melbourne the most liveable city? And how can we think globally and act locally to solve a real-world problem in Melbourne? This subject aims to foster independence and teamwork in travelling to and from Melbourne and in navigating the city. An emphasis on group work and diverse perspectives enhances collaborative learning, empowering students to contribute meaningfully to project-based tasks.

Topics

- History of Melbourne
- Issues in Melbourne
- Liveability of Melbourne

YEAR 10
HUMANITIES

COURSE OVERVIEW

Geography

Outline

In Year 10 Geography, students explore changes in places, their spatial patterns, interconnections, and implications over time and at various scales. Environmental Change and Management explores how the environment supports human wellbeing and how its sustainability can be assessed and managed. Students analyse environmental changes, their impacts, and management strategies, including Aboriginal and Torres Strait Islander perspectives. They apply geographical methods to a specific environmental issue. Geographies of Human Wellbeing examines human wellbeing, its differences from development, and how it is measured globally and regionally. Using case studies such as India and Aboriginal and Torres Strait Islander communities, students explore wellbeing distribution and strategies to improve it, including the role of the UN Sustainable Development Goals.

Topics

- Environmental Change and Management
- Geographies of Human Wellbeing

History

Outline

In Year 10 History, students explore the major events, movements, and individuals that have shaped the modern world and Australia's place within it. Students will investigate the causes and consequences of World War II, examining key developments in the interwar years and Australia's role in the conflict. They will also explore the Cold War's impact on global and Australian society.
Through historical inquiry, students will analyse sources, evaluate perspectives, and develop critical thinking skills to understand continuity and change in the modern era. By engaging with history, students gain a deeper appreciation of how past events influence the present and their role as informed citizens in an interconnected world.

Topics

- Australians at War (1939-1945)
- The Globalising World (1945-Present)

Business Management

Outline

In Year 10 Business Management, students explore the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

Topics

- Work
- Consumer and Financial Literacy

Legal Studies

Outline

In Year 10 Legal Studies, students gain a deeper appreciation of Australia's legal and political systems, both in isolation and in unison. Students are introduced to local, state and national legal
frameworks, enriching their understanding of how laws are created, interpreted and enforced. Students will also examine the key principles and features of Australia's representative
democracy and constitutional monarchy, and the individuals and/or groups who uphold it. The course equips students with the knowledge and skills to become active global citizens.

Topics

- Government and Democracy
- Law and Citizens
- Citizenship, Diversity and Identity

COURSE OVERVIEW

Units 1 & 2: Business Management

Outline: Unit 1

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Topics

- The Business Idea
- Internal Business Environment and Planning
- External Business Environment and Planning

Outline: Unit 2

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

Topics

- Legal Requirements and Financial considerations
- Marketing A Business
- Staffing A Business

Units 1 & 2: Legal Studies

Outline: Unit 1

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Topics

- Legal Foundations
- Proving Guilt
- Sanction

Outline: Unit 2

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

Topics

- Civil Liability
- Remedies
- Human Rights

COURSE OVERVIEW

Units 1: Modern History

Outline: Unit 1

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Topics

- Ideology and Conflict
- Social and Cultural Change

COURSE OVERVIEW

Units 2: Modern History

Outline: Unit 2

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

Topics

- Causes, Course and Consequences of the Cold War
- Challenge and Change

COURSE OVERVIEW

Units 1 & 2: Geography

Outline: Unit 1

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- biological hazards include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

Topics

- Characteristics of Hazards
- Response to Hazards and Disasters

Outline: Unit 2

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

Topics

- Characteristics of Tourism
- Impact of Tourism: Issues and Challenges

COURSE OVERVIEW

Units 3 & 4: Business Management

Outline: Unit 3

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Topics

- Business Foundations
- Human Resource Managament
- Operations Management

Outline: Unit 4

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

Topics

- Reviewing Performance – The Need for Change
- Implementing Change

Units 3 & 4: Legal Studies

Outline: Unit 3

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

Topics

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

Outline: Unit 4

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

Topics

- The People and the Law-Makers
- The People and Reform

COURSE OVERVIEW

Units 3 & 4: History: Revolutions

Outline: Units 3 & 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology. Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution

Topics

- Causes of Revolution
- Consequences of Revolution

COURSE OVERVIEW

Units 3 & 4: Geography

Outline: Unit 3

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

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

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

People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report using the structure provided. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

Topics

- Land Cover Change
- Land Use Change

Outline: Unit 4

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

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

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change through growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to environmental, economic, social, and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Topics

- Population Dynamics
- Population Issues and Challenges

DIGITAL TECHNOLOGY

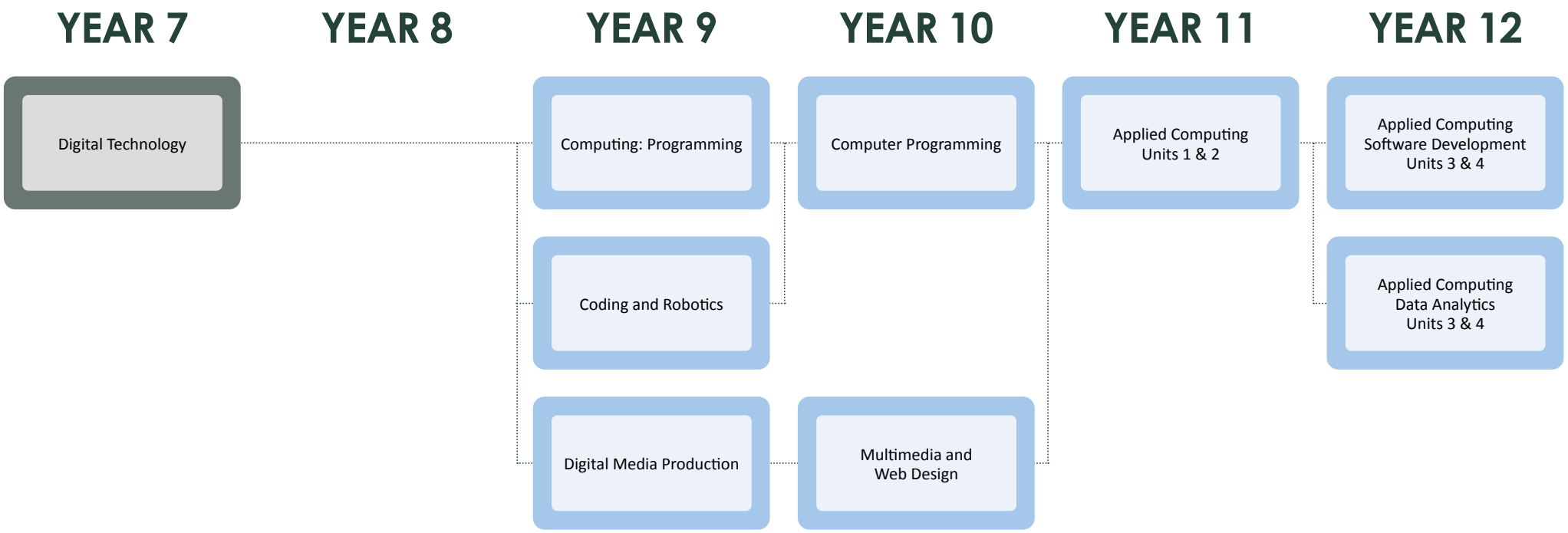
The Learning Area of Digital Technology is committed to providing programs for students which prepare them for learning in the 21st Century and equip them with the essential knowledge and skills needed to best prepare them for their VCE studies. The courses on offer in Years 7 to 10 aim to develop students' Information Communication Technology (ICT) skills in areas of computer programming, website development, digital media manipulation and animation, and foster enjoyment in the use of these skills. In addition, students are taught skills to become responsible digital citizens in an increasingly digital society.

The learning area of Digital Technology aims to provide programs that encourage students to develop the following:

- To develop students' computer skills ranging from the fundamentals to the skills required in making use of a networked, internet-enabled environment.
- Assist students in their ongoing skill development using common software applications and packages as they progress through their secondary education.
- Develop skills in using a variety of ICT hardware, equipment, and software effectively, efficiently, and responsibly.
- To ensure students meet the requirements laid out in the Victorian Curriculum for Digital Technology and cross-curricular priorities.

The Learning Area of Digital Technology provides opportunities for all students to develop these necessary life skills. It also provides students in Years 9 to 12 with opportunities to undertake further study in Computer Programming, Digital Media Production, Data Analytics, and Software Development.

DIGITAL TECHNOLOGY
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

YEAR 7
DIGITAL TECHNOLOGY

COURSE OVERVIEW

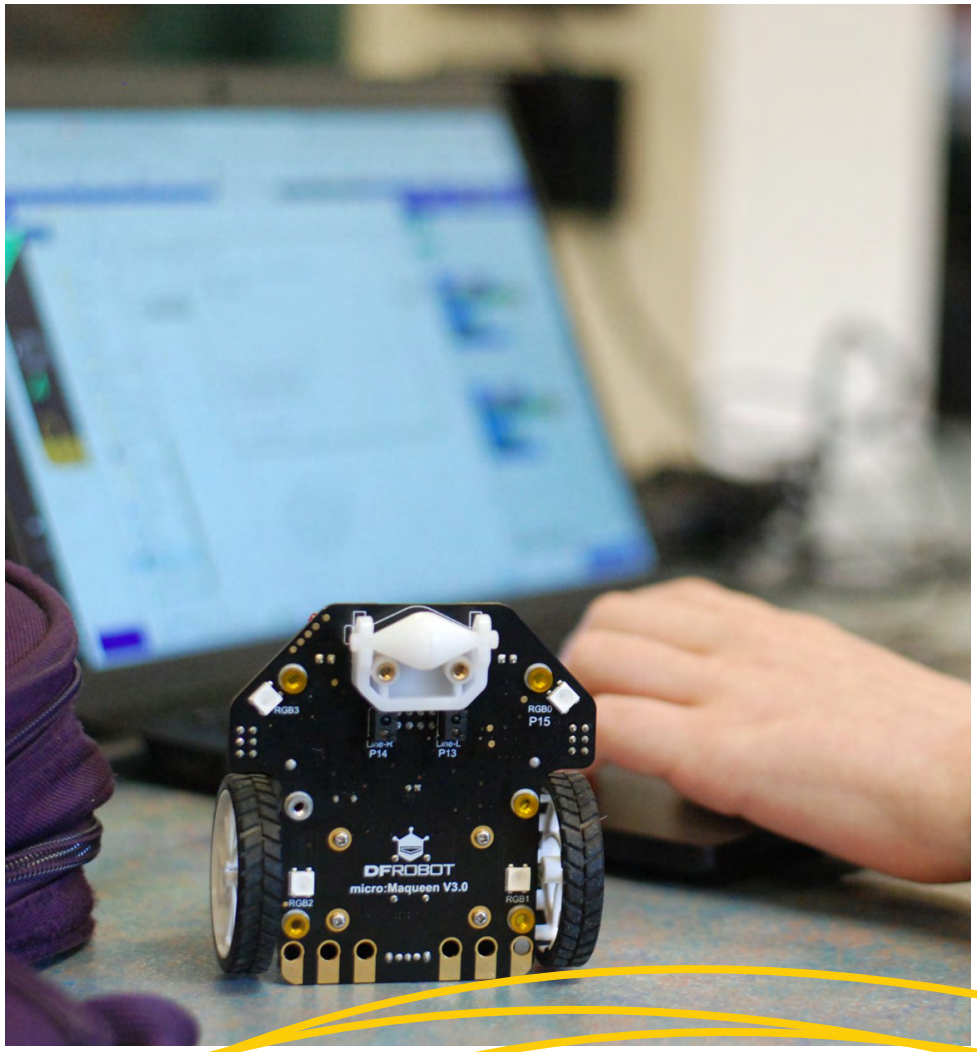
Digital Technology

Outline

The Digital Technology curriculum enables students to become confident and creative developers of digital solutions through the application of information systems problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions, enabling them to take up an active role in meeting current and future needs.

Topics

- Digital Systems
- Data and Information
- Creating Digital Solutions



YEAR 9
DIGITAL TECHNOLOGY

COURSE OVERVIEW

Coding and Robotics

Outline

The Coding and Robotics curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision-makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Topics

- Grok Cyber Live
- Remote Control Vehicle
- Sensing Surroundings
- Minecraft Agent Task

Computing: Programming

Outline

This unit introduces students to the concepts involved in using a computer programming language. Students will be shown how to methodically develop their problem-solving strategies by breaking information problems into manageable parts that can be solved through writing a list of logically developed instructions.

In this unit, the Python programming language will be used to enable students to create computer animations, chatbots, simple computer games and other projects intended to produce information solutions.

Topics

- Programming
- Machine Learning
- Game Creation

Digital Media Production

Outline

This unit teaches students to use advanced features of editing and encoding software to create finished products, developing their skills in stop motion animation, video production, audio editing and graphics manipulation. Students will be required to use advanced features of editing and encoding software to create finished products in a format suitable for a variety of delivery methods, using software such as Adobe Photoshop, Premiere Pro and After Effects. Students will be required to work collaboratively through online forums when developing solutions and record their processes in a web-based digital folio.

Topics

- Digital Imaging
- Animation
- Digital Technologies

YEAR 10
DIGITAL TECHNOLOGY

COURSE OVERVIEW

Computer Programming

Outline

During this unit in computer programming, students will develop skills in solving information problems, providing them with greater control over their use of computers as tools. Students will be equipped with skills to use a major programming language. This unit allows for the development of solutions to information problems of varying complexity, whilst at the same time, teaching the stages of planning, design, construction and evaluation that are required in the study of any discipline involving technology. The course is open ended in that it allows students to develop skills at their own pace and to extend these skills through their major individual projects. The programming tasks for this Unit have a focus on computer gaming and the construction of these programs.

Topics

- Algorithms
- Visual Basic
- C#
- Python
- Unity 3D

Multimedia and Web Design

Outline

In this unit, students use computer-based multimedia design to produce modern and dynamic advertising, web content, learning and teaching materials, information resources and games. In this course, students will be introduced to Adobe design software. They will use a variety of tools to plan, design, implement and evaluate their projects and will be able to publish their work in a number of formats.

Topics

- Web Design
- After Effects
- Photographic Folio

YEAR 11
DIGITAL TECHNOLOGY

COURSE OVERVIEW

Units 1 & 2: Applied Computing

Outline: Unit 1

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Topics

- Data analysis
- Programming

Outline: Unit 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Topics

- Innovative solutions
- Network security

COURSE OVERVIEW

Units 3 & 4: Applied Computing: Software Development

Outline: Unit 3

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Topics

- Software development: programming
- Software development: analysis and design

Outline: Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Topics

- Software development: development and evaluation
- Cybersecurity: software security

Units 3 & 4: Computing: Data Analytics

Outline: Unit 3

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Topics

- Data analytics
- Data analytics: analysis and design

Outline: Unit 4

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Topics

- Data analytics: development and evaluation
- Cybersecurity: data and information security

LANGUAGES

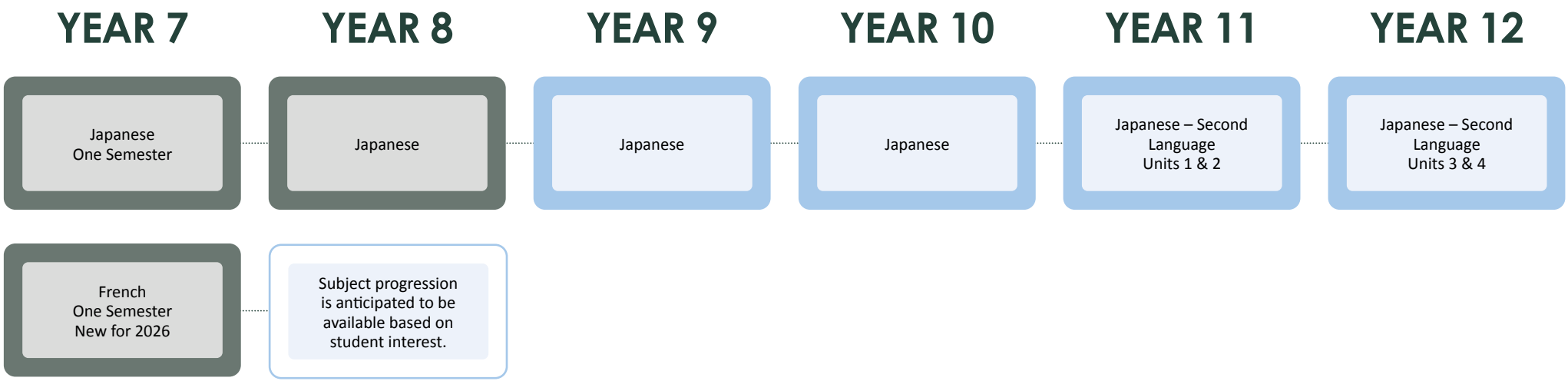
Through the teaching of Japanese and French, the learning area of Languages is committed to providing students with the opportunity to develop their communication skills and broaden their horizons. Through exposure to Japanese and French culture, students develop an understanding of the multilingual and multicultural world.

The learning area of Languages aims to provide programs that equip students with the following skills:

- To communicate effectively in speech and writing in Japanese and French.
- To develop and refine receptive, productive and interactive use of the Japanese and French language to enhance communication skills.
- To be aware of the cultures, history and geography of a country other than their own, and to compare this with their own country.
- To develop an appreciation of the visual and performing arts and literature in various forms and cultures.
- To appreciate and respect the views of others and the ways of life, culture and thought in communities where the language is used.
- To increase awareness of the multilingual and multicultural nature of Australia and other societies and provide experiences in the future use of the language in social and cultural activities, including leisure, work and study.

The learning area of Languages is responsible for developing and implementing programs to achieve these objectives. This includes the opportunity to enhance a student's skills in languages through offering VCE Units 1 to 4 in Japanese and French.

LANGUAGES
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

YEAR 7 LANGUAGES

COURSE OVERVIEW

In Year 7 2026, students will study Japanese for one semester and French for one semester, with a view to choosing one language to pursue in 2027 across two semesters.

Japanese

Outline

During this unit, students focus on talking and writing about themselves and their personal worlds in Japanese through topics based on classroom language and self-introduction. They learn the Japanese script called Hiragana and broaden their range of Japanese vocabulary and language functions. Students are exposed to Japanese traditional and contemporary culture, such as Christmas and New Year celebrations, and make connections and comparisons between Japanese culture and that of their own.

Topics

- Hiragana Reading and Writing
- Nice to Meet You
- Intercultural Capabilities
- In the Classroom
- Numbers
- Family

French

Outline

The Year 7 French program introduces students to the fundamentals of the French language while developing their skills in Listening, Speaking, Reading, Writing, and Viewing. Aligned with the Victorian Curriculum 2.0, students will learn basic vocabulary, sentence structures, and pronunciation through engaging activities, conversations, and authentic resources. They will explore Francophone cultures worldwide, gaining insight into traditions, customs. This course fosters intercultural understanding, communication skills, and language confidence, providing a strong foundation for future study.

Topics

- Introducing myself, my family and my pets
- My life - my hobbies and interests
- My school
- French cuisine

COURSE OVERVIEW

Japanese

Outline

Students acquire communication skills in Japanese, broadening their range of Japanese vocabulary and language functions about their daily life and personal world. This includes describing their typical week, including sports and hobbies, and describing appearances, learning body parts, clothing and colours. Students learn how to write a second Japanese script, Katakana, and understand its function in Japanese. They continue to develop their intercultural understanding and knowledge of the role language and culture have in communication.

Topics

- Hiragana Revision
- My Week
- Yuru-kyara
- Appearances
- Katakana Reading and Writing
- Time
- Food

COURSE OVERVIEW

Japanese

Outline

The Year 9 Japanese curriculum enables students to build on their communication skills developed in Year 7 and 8. Students learn to listen to, speak, read and write about a broader range of topics, related to everyday leisure and domestic activities. With preparation, they learn to talk about identity, daily routines, shopping, health and leisure activities. Students are encouraged to fully develop their Hiragana and Katakana writing skills. In addition to this, students are introduced to the reading and writing of Kanji as well as some more complex verb and adjective forms. Students will also develop an insight into the cultural background of Japan by conducting research and through participation in a variety of class activities.

Please Note: *In order to proceed to study Year 10 Japanese, students are requested to successfully complete both Semester Units of Japanese in Year 9.*

Topics

- Milestones
- Languages and Nationalities
- Fast Food
- Shopping
- Leisure

COURSE OVERVIEW

Japanese

Outline

Through the Year 10 Japanese course, students achieve further social proficiency in reading, writing and the spoken language, and prepare for VCE Japanese. Students understand and use the Japanese language to explore topics such as Japanese youth culture, housing, giving directions, travel, part-time work and career aspirations. This unit of study has also been designed to continue to introduce more advanced verb and adjective forms necessary for VCE study. Students will also develop an insight into the cultural background of Japan through research and participation in a variety of activities.

Please Note: *In order to proceed to the study of Unit 1 and 2 Japanese, students are required to successfully complete Year 10 Japanese.*

Topics

- City and Country
- Leisure Activities
- School Trips
- Business in Japan

COURSE OVERVIEW

Units 1 & 2: Japanese: Second Language

Outline: Unit 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Outline: Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Topics

- Holidays
- Family
- School
- Travel to Japan
- Technology

COURSE OVERVIEW

Units 3 & 4: Japanese: Second Language

Outline: Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Outline: Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Topics

- Living in Japan
- Future Aspirations
- Protecting the Environment
- Japanese Culture around the World

MATHEMATICS

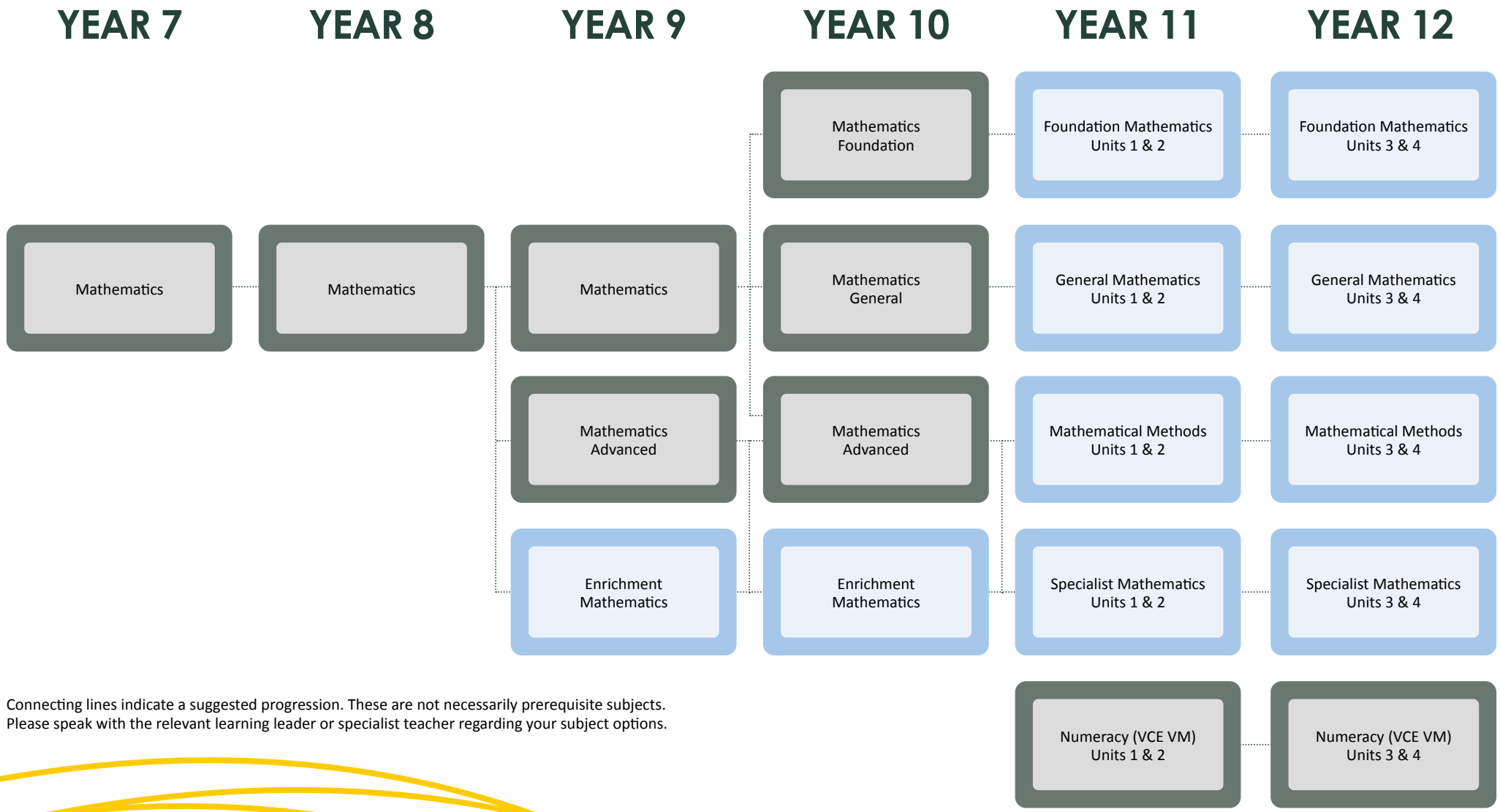
The learning area of Mathematics is committed to providing a Mathematics program that develops effective and confident use of the full range of mathematical skills and fosters enjoyment in the use of these skills.

The learning area of Mathematics aims to provide programs that encourage students to develop the following skills to the best of their ability:

- To recognise the fundamental importance of mathematics to the functioning of society.
- To understand and appreciate the nature of mathematical thinking, the process by which mathematics changes and its cultural role.
- To understand the dynamic role of mathematics in social and technological change.
- To develop mathematical skills and knowledge which will enable them to deal confidently and competently with daily life.
- To develop numeracy skills and knowledge to build on life skills that equip our students for employment, further study and utilizing skills through living daily the desired skills to make informed financial decisions throughout their life.
- To interpret and communicate quantitative and logical ideas accurately.

The learning area of Mathematics is responsible for developing and implementing programs to achieve these objectives. Through the use of an explicit teaching and differential model, the students work through problems based on the topic areas to develop mathematical proficiency in understanding, fluency, problem-solving, and reasoning. All students will develop their independent learning skills and habits including meta-cognition and knowing when and how to request assistance.

MATHEMATICS
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

COURSE OVERVIEW

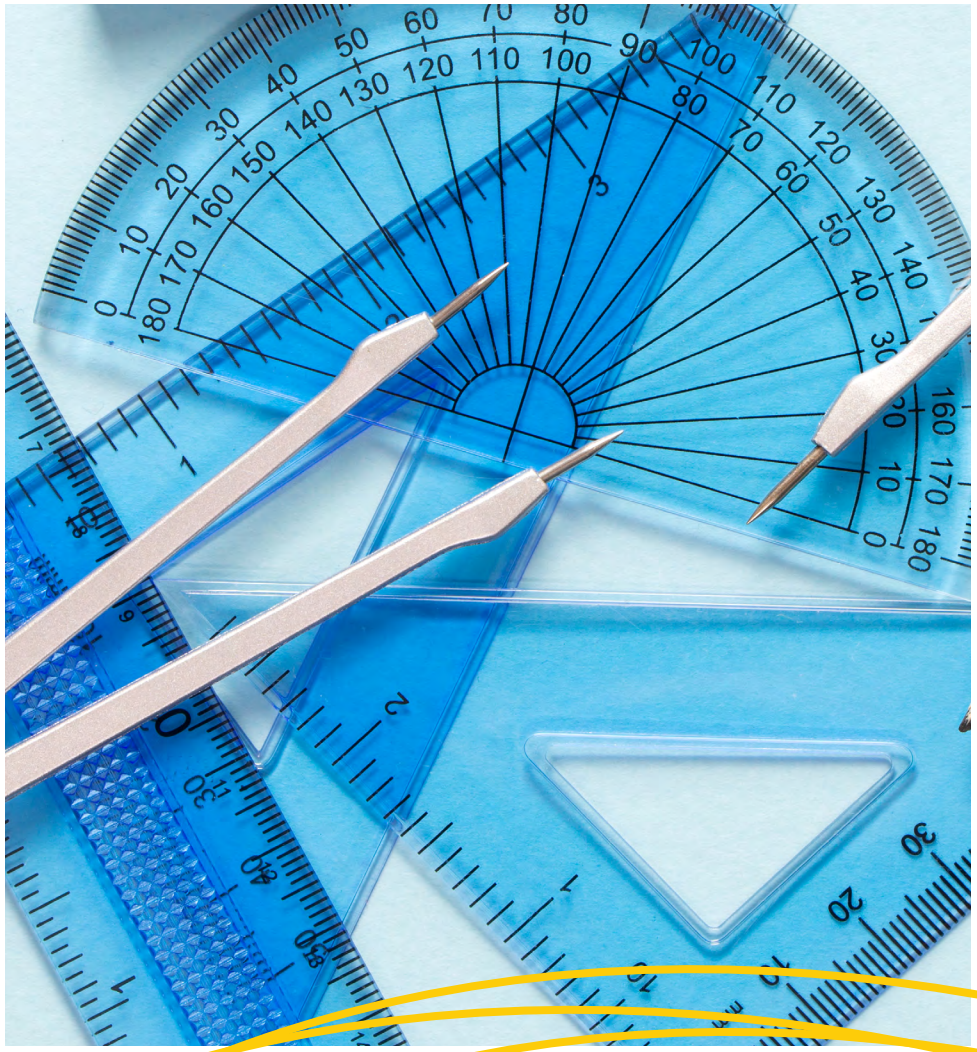
Mathematics

Outline

In Year 7, students will work with algebra, fractions, percentages, decimals, measurement and geometry, equations, polygons, solids and transformations, and statistics and probability. Through the use of an explicit teaching and differential model, the students work through problems based on the topic areas to develop the mathematical proficiencies of understanding, fluency, problem solving and reasoning. Students will develop their independent learning skills and habits including metacognition and knowing when and how to request assistance.

Topics

- Number
- Algebra
- Measurement
- Geometry
- Statistics
- Probability



COURSE OVERVIEW

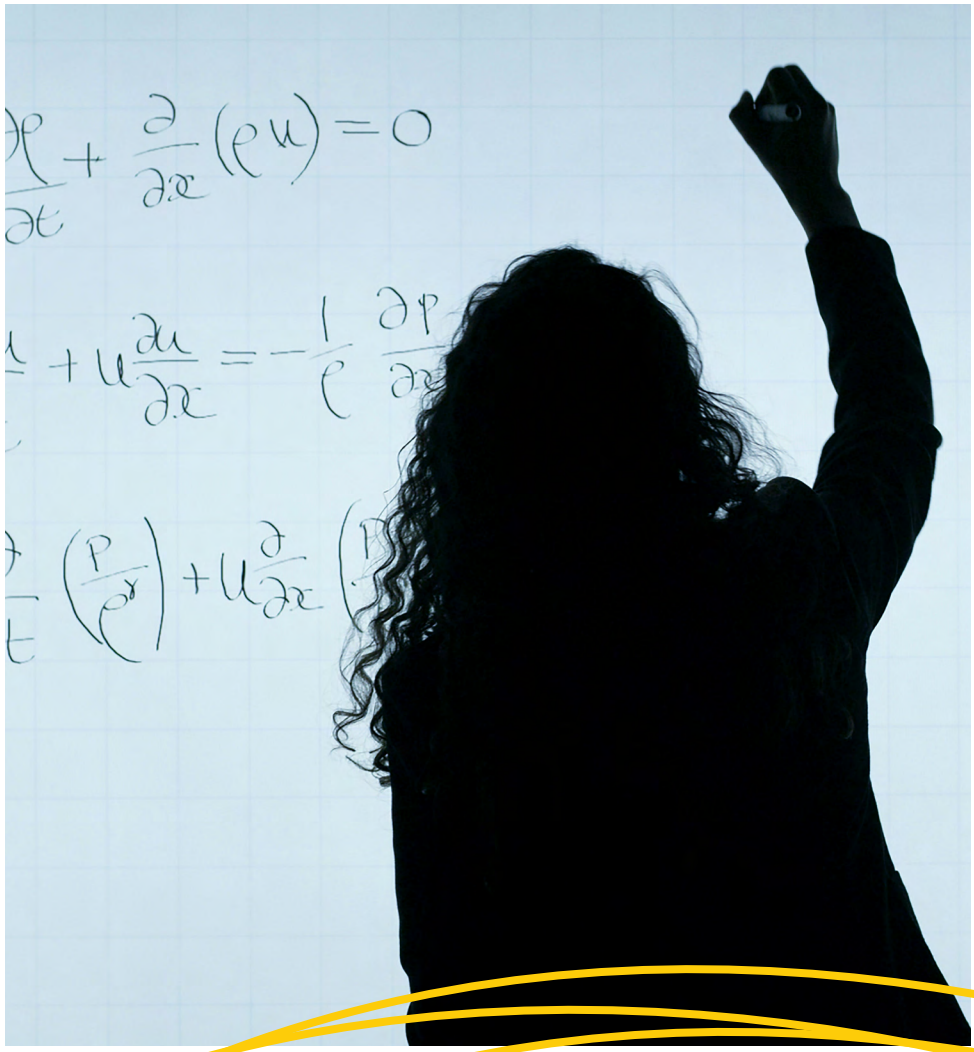
Mathematics

Outline

In Year 8, students will work with integers, fractions, percentages, decimals, measurement and geometry, algebra, rates and ratios, equations, inequations, linear graphs, and statistics and probability. Through the use of an explicit teaching and differential model, the students work through problems based on the topic areas to develop the mathematical proficiencies of understanding, fluency, problem solving and reasoning.

Topics

- Number
- Algebra
- Mesurement
- Geometry
- Statistics
- Probability
- Linear Equations



YEAR 9
MATHEMATICS

COURSE OVERVIEW

Mathematics

Outline

In Year 9, students work with Pythagoras' theorem and trigonometry, number and financial mathematics, linear relations, measurement and geometry, rates and ratios, inequations, indices and surds, and statistics and probability. Through the use of an explicit teaching and differential model, the students work through problems based on the topic areas to develop the mathematical proficiencies of understanding, fluency, problem solving and reasoning.

Topics

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Financial Mathematics
- Statistics
- Pythagoras' Theorem
- Linear Equations
- Number
- Measurement
- Linear Graphs
- Trigonometry
- Probability

Mathematics – Advanced

Outline

In Year 9 Advanced Mathematics, students work with Pythagoras' theorem and trigonometry, number and financial mathematics, linear relations, measurement and geometry, rates and ratios, inequations, indices and surds, and statistics and probability. Through the use of an explicit teaching and differential model, the students work through problems based on the topic areas to develop the mathematical proficiencies of understanding, fluency, problem solving and reasoning. Typically, students in Year 9 Advanced Mathematics work towards an 'Above Standard' level.

Topics

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Financial Mathematics
- Statistics
- Pythagoras' Theorem
- Linear Equations
- Number
- Measurement
- Linear Graphs
- Trigonometry
- Probability

Enrichment Mathematics

Outline

Students are introduced to aspects of Mathematics that are not currently part of the curriculum to provide stimulating and enriching challenges for the students. This course is an enrichment program designed for students who want to develop a more thorough and extensive background in Mathematics. The course includes looking at problem-solving techniques and investigations about topics that are relevant to the real world. Students will also complete and present a problem-solving activity for the class to complete.

Topics

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability
- Numbers Project
- Amazing Fractions
- When did the Iceman die?

YEAR 10 MATHEMATICS

COURSE OVERVIEW

Mathematics – Foundation

Outline

Students work through the proficiencies of understanding, fluency, problem-solving and reasoning and apply them across all three strands of number and algebra, measurement and geometry, and statistics and probability at a foundational level. Students experience contextualised mathematics with a practical component for each topic. There is a focus on building numeracy skills for life; personal budgeting, profit and loss, taxation, measurement in cooking and trades, statistics in sport and trigonometry in engineering.

Topics

- Financial Maths
- Measurement
- Algebra and the Language of Mathematics
- Statistics and Graphs
- Trigonometry

Mathematics - General

Outline

Students work through the proficiencies of understanding, fluency, problem-solving and reasoning and apply them across all three strands of number and algebra, measurement and geometry, and statistics and probability. The topics covered include univariate data, trigonometry, and shape and measurement involving area and volume for a range of prisms, cylinders and composite solids.

Topics

- Linear Relations
- Trigonometry
- Measurement
- Univariate Data
- Number and Finance
- Linear Graphs
- Bivariate Data

Mathematics – Advanced

Outline

The proficiencies of understanding, fluency, problem-solving and reasoning are fundamental to learning mathematics and working mathematically, and are applied across all three strands of number and algebra, measurement and geometry, and statistics and probability. The topics studied include linear and quadratic graphs and equations, indices, trigonometry, logarithms and probability. This advanced level of mathematics works to prepare students for studying Mathematical Methods in Year 11 and Year 12. This subject is intended for students consistently achieving an above standard level of mathematics, who intend to move into fields of engineering and applied mathematics.

Topics

- Linear Relations
- Geometry
- Surds and Indices
- Trigonometry
- Quadratic Expressions and Equations
- Measurement
- Parabolas and Other Graphs
- Probability
- Statistics
- Logarithms and Polynomials

Enrichment Mathematics

Outline

In this elective unit, students are introduced to aspects of Mathematics that are not currently part of the curriculum to provide stimulating and enriching challenges for the students. This course is an enrichment program designed for students who want to develop a more thorough and extensive background in Mathematics. The course includes functions and their graphs, trigonometry and using Excel spreadsheets for mathematical problem solving. Students will also study vectors, matrices and explore CAS (Computer Algebra Systems) calculators.

YEAR 11 MATHEMATICS

COURSE OVERVIEW

Units 1 & 2: Foundation Mathematics

Outline: Unit 1

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outline: Unit 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

Units 1 & 2: General Mathematics

Outline: Units 1 & 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics
- Space and measurement

COURSE OVERVIEW

Units 1 & 2: Mathematical Methods

Outline: Unit 1

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Outline: Unit 2

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Material from the areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Topics

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

COURSE OVERVIEW

Units 1 & 2: Specialist Mathematics

Outline: Unit 1

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, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outline: Unit 2

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Discrete mathematics
- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Space and measurement
- Data analysis, probability and statistics

Units 1 & 2: Numeracy (VCE VM)

Outline: Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Topics

- Number
- Shape
- Quantity and measures
- Relationships

Outline: Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Topics

- Dimension and direction
- Data
- Uncertainty
- Systematics

COURSE OVERVIEW

Units 3 & 4: Foundation Mathematics

Outline: Units 3 & 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

Units 3 & 4: General Mathematics

Outline: Units 3 & 4

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

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics
- Space and measurement

COURSE OVERVIEW

Units 3 & 4: Mathematical Methods

Outline: Units 3 & 4

Mathematical Methods Units 3 and 4 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 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', 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. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

COURSE OVERVIEW

Units 3 & 4: Specialist Mathematics

Outline: Unit 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Topics

- Discrete mathematics
- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Space and measurement
- Data analysis, probability and statistics

Units 3 & 4: Numeracy (VCE VM)

Outline: Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Topics

- Number
- Shape
- Quantity and measures
- Relationships

Outline: Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Topics

- Dimension and direction
- Data
- Uncertainty
- Systematics

PERFORMING ARTS

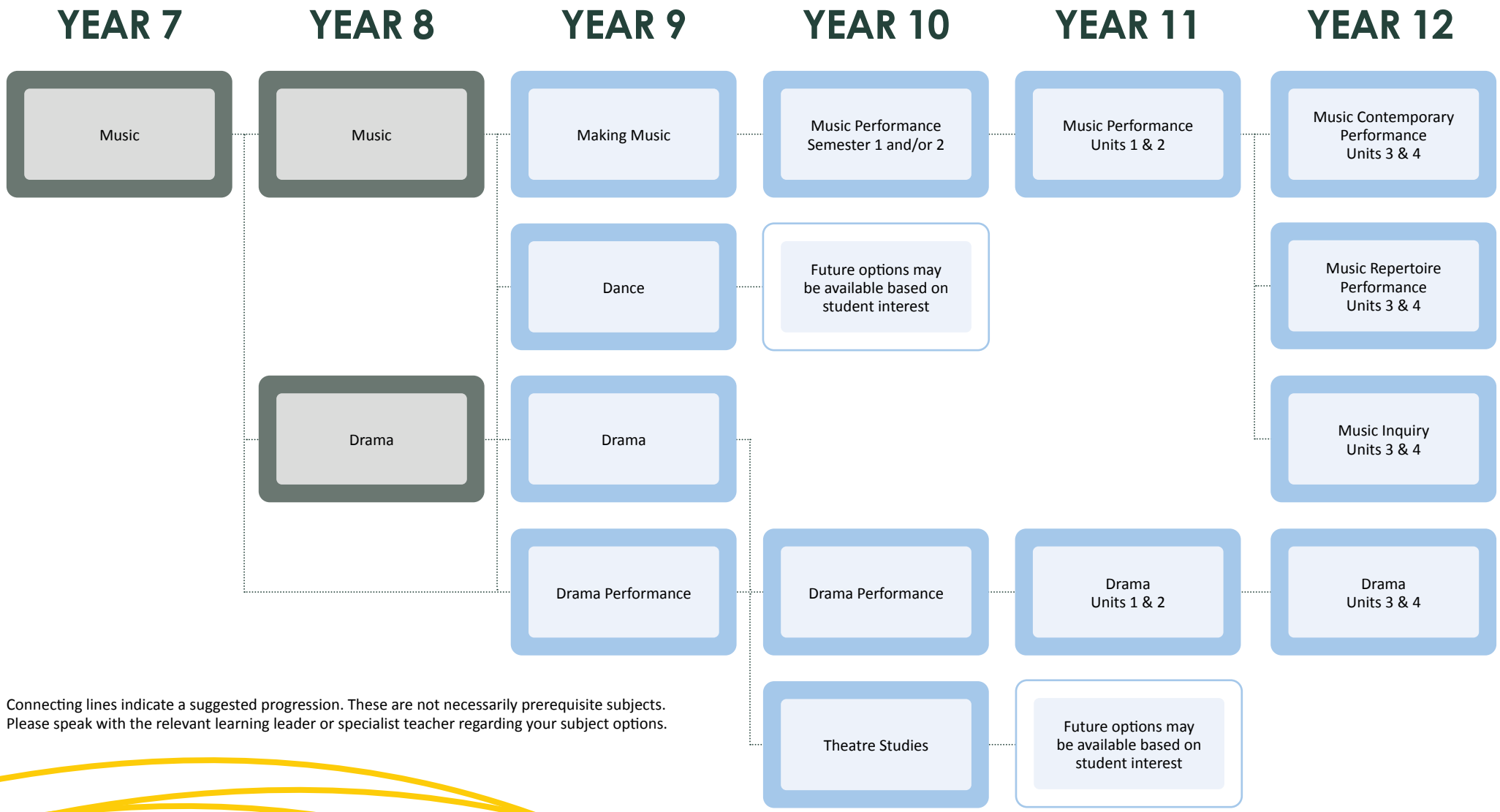
The learning area of Performing Arts is committed to providing a program which develops informed and creative use of a range of drama, theatre and music skills stemming from the areas of creating and making, exploring and responding, and understanding the social and cultural contexts; and fosters enjoyment in the use of these skills.

The learning area of Performing Arts aims to provide programs which encourage students to develop the following skills to the best of their ability:

- Enhance public performance skills and manipulate elements of technical and stage craft appropriate to their work.
- Enjoy personal satisfaction through aspiring to excellence in artistic achievement.
- Explore the dramatic potential of a range of stimuli.
- Develop meta-cognitive skills by means of rehearsal and performance.
- Create and appreciate aesthetic works.
- Build their capacity to use the techniques of voice and movement to communicate with meaning.
- Obtain cultural and historical knowledge and understanding, to make meaning of their immediate and extended world.

The learning area of Performing Arts is responsible for developing and implementing programs to achieve these objectives. Students will be introduced to different techniques across Years 7 to 9 that will eventually equip them with the knowledge and skills required at higher levels within the senior phase of learning.

PERFORMING ARTS
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

YEAR 7
PERFORMING ARTS

COURSE OVERVIEW

Music

Outline

This study develops intellectual, aesthetic and cultural understanding of the value and importance of Music. These units have a focus on the performance of Music. As students work towards the achievement of Level 8 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. Students explore different contemporary and traditional art forms and styles to develop understanding of the concept of style. Students apply their arts knowledge and experiment with, select and use a range of contemporary and traditional media, materials equipment and technologies. Students explore and expand their understanding and use of a range of skills, techniques and processes. Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks.

Topics

- Selmer music test
- Instrument set-up and playing of five notes
- Note Reading Test
- Practical Class: Band
- Theory
- Band Lab
- Instrumental Research Assignment

YEAR 8
PERFORMING ARTS

COURSE OVERVIEW

Music

Outline

In this semester-long course, students will explore the exciting world of contemporary music and instruments. The focus will be on practical skill development, ensemble playing, and understanding how modern instruments shape the music we hear today. Students will gain hands-on experience with instruments such as guitar, bass guitar, keyboard, percussion, while also learning foundational music theory, performance skills, and collaboration techniques.

Topics

- Rock Music Assignment
- Music Revision
- Present and Perform
- String Basics
- Keyboard
- Percussion
- Music Element Worksheets

Drama

Outline

Students will develop their dramatic skills through expressive and performance skills. Delivery of course content will include a range of practical activities and set tasks that range from visual, aural and written forms. Students will utilise creativity and collaboration to bring dramatic works from page to stage. Interpersonal and social interaction are key features in bringing work to life through characterisation and application of stagecraft. Sound effects, costume, props and use of space will also be a feature of work.

Topics

- Acquisition of dramatic skills
- Performance skills
- Theory reflection

YEAR 9
PERFORMING ARTS

COURSE OVERVIEW

Making Music

Outline

Students will make music using traditional instruments and technology, and learn to compose music for cartoons through a combination of games-based learning and written work.

Students in class will be making music through various means as listed below:

- Class practical sessions, using traditional instruments (piano, guitar, drums, saxophone, trumpet).
- Making music through technology (using D.J. systems, Garage Band).
- Music for cartoons (either composed themselves or through the use of Sony Acid Music Studio).
- Written work will be given to support the instrument playing and theory will be learnt mainly through an activity/games-based process.

This class will cater for both the beginner and the advanced learner. Students who wish to learn an instrument are welcome to join.

Topics

- Ensemble Performances
- Composition
- Instrument Manipulation
- Music Creating

Dance

Outline

In this course, students will develop a movement vocabulary enriched by knowledge of various dance styles. They will engage in analysing, choreographing, rehearsing, and performing dances, all while demonstrating safe dancer practices and honing their technical and expressive skills.

Topics

- Structuring and Choreographing Dances
- Evaluating Your Choreography
- Dance Analysis

Drama

Outline

Students will experiment with and apply a range of exercises, skills and techniques, and refine their own performance skills through developing their knowledge of Theatrical Conventions, Stagecraft, Expressive Skills and Dramatic Elements.

Students will be introduced to concepts of Theatrical Conventions and Stagecraft and will revisit and extend their knowledge of Expressive Skills and Dramatic Elements. They will view drama created by others and analyse their use of these concepts, and will work together to create an ensemble performance which allows students to bring these concepts together and apply them in practice.

Topics

- Creating a Devised Performance
- Presenting a Devised Performance
- Analysing a Devised Performance
- Analysing a Professional Performance

Drama - Performance

Outline

Students will be introduced to theatrical history that includes both the ancient and contemporary and how this knowledge extends dramatic understanding of performance styles and how dramatic meaning is achieved on and off the stage. Students will also work more extensively with how theatre transforms characterisation from playmaking to performance. Creative collaboration as well as devising of scripts and research will showcase form, meaning and performance.

Topics

- Theatrical History project
- Devising an Ensemble and Solo Performance
- Analysing and evaluating of Ensemble and Solo Performance
- Analysing a professional performance

YEAR 10
PERFORMING ARTS

COURSE OVERVIEW

Music Performance 1

Outline

In this course, students work towards building performance confidence by participating in rehearsal, planning and performances. Students work towards building a solid foundation in musicianship and understanding the expectations of senior-level music study. Students are encouraged to be involved in instrumental lessons with instrument (voice included) experience an advantage.

Topics

- Performance
- Theory
- Aural

Music Performance 2

Outline

In this course, students continue to strengthen their performance confidence by participating in rehearsal, planning and executing performances. Students building upon a foundation in musicianship and understanding the expectations of senior-level music study. Students are encouraged to be involved in instrumental lessons with instrument (voice included) experience an advantage.

Topics

- Performance
- Theory
- Aural

YEAR 10
PERFORMING ARTS

COURSE OVERVIEW

Drama Performance

Outline

Students will continue working on developing characterisation and giving dramatic meaning to set tasks. Theatrical and dramatic performance history will be explored through theory and performance work. Attending a professional performance focuses on application of dramatic terminology as well as dramatic understanding of characterisation and staging of playscript. Concentration on the actor / audience relationship and exploring the dramatic potential of a myriad of works will also be explored.

Topics

- Script work Unit
- Performance techniques
- Ensemble and Solo Performance task
- Theory – evaluation and analysis of own, peers and professional performance

Theatre Studies

Outline

In this course, students will engage both individually and collaboratively in various production roles, including actor, director, and designer, to interpret scripts and develop and present theatrical productions. They will explore a variety of theatre styles, gaining insights into their roles as both practitioners and audience members. Additionally, students will have the opportunity to analyse and evaluate professional theatre productions.

Topics

- Designing Theatre
- Producing Theatre
- Responding to Theatre

COURSE OVERVIEW

Units 1 & 2: Music Performance

Outline: Unit 1

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

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

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

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

Outline: Unit 2

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.
They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Topics Units 1 & 2

- Performing
- Creating
- Analysing and responding

COURSE OVERVIEW

Units 1 & 2: Drama

Outline: Unit 1

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed within certain performance styles and in contemporary drama practices. They document the play-making techniques they use to explore and extract meaning from stimulus material, and document the exploration of production areas, dramatic elements, and conventions of selected performance styles.

Topics

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

Outline: Unit 2

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. They examine selected performance styles in relation to contemporary drama practices and explore the associated conventions, including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories. Students further develop their knowledge of the conventions of transformation of character, time and place; the application of symbol, and how these conventions may be manipulated to create meaning in performance. They explore, develop and apply dramatic elements and production areas. They consider the sustainable sourcing and ethical use of materials when applying production areas. Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.

Topics

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

COURSE OVERVIEW

Units 3 & 4: Music Contemporary Performance

Outline: Unit 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Outline: Unit 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Topics Units 3 & 4

- Performing
- Analysing for performance
- Responding

Units 3 & 4: Music Repertoire Performance

Outline: Unit 3

In this area of study, students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and develop ways of communicating expressive intentions to an audience. They develop musicianship skills through regular individual practice, and ensemble skills through structured rehearsal with other musicians.

Across Unit 3, students select repertoire and begin preparing a recital program for external assessment in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. At least one of the presented works must be from the list of suggested/example works for their chosen instrument. The final program must also include at least one Australian work composed since 1990 and one ensemble work.

Where students have completed Units 1 and/or 2, the works selected for performance in this area of study must be different to those works performed in previous units.

Outline: Unit 4

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Topics Units 3 & 4

- Performing
- Analysing for performance
- Responding

COURSE OVERVIEW

Units 3 & 4: Music Inquiry

Outline: Unit 3

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

Outline: Unit 4

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Topics Units 3 & 4

- Performing
- Analysing for performance
- Responding

Units 3 & 4: Drama

Outline: Unit 3

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Students create work that reflects a specific performance style or one that draws on conventions of, or makes reference to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance.

In addition, students document and evaluate the play-making techniques applied in the creation, development and presentation of the ensemble performance. Students attend, analyse and evaluate a live professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Topics

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

Outline: Unit 4

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create, develop and refine a performance in response to a prescribed structure selected from the VCE Drama solo performance examination. They consider the use of production areas to enhance their performance and consider how the production areas selected can be sustainably sourced and applied. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Topics

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

SCIENCE

The Learning Area of Science aims to stimulate, respond and nourish students' curiosity about the world in which we live. Through investigations, students explore the relationships between science, technology and society, now and in the future.

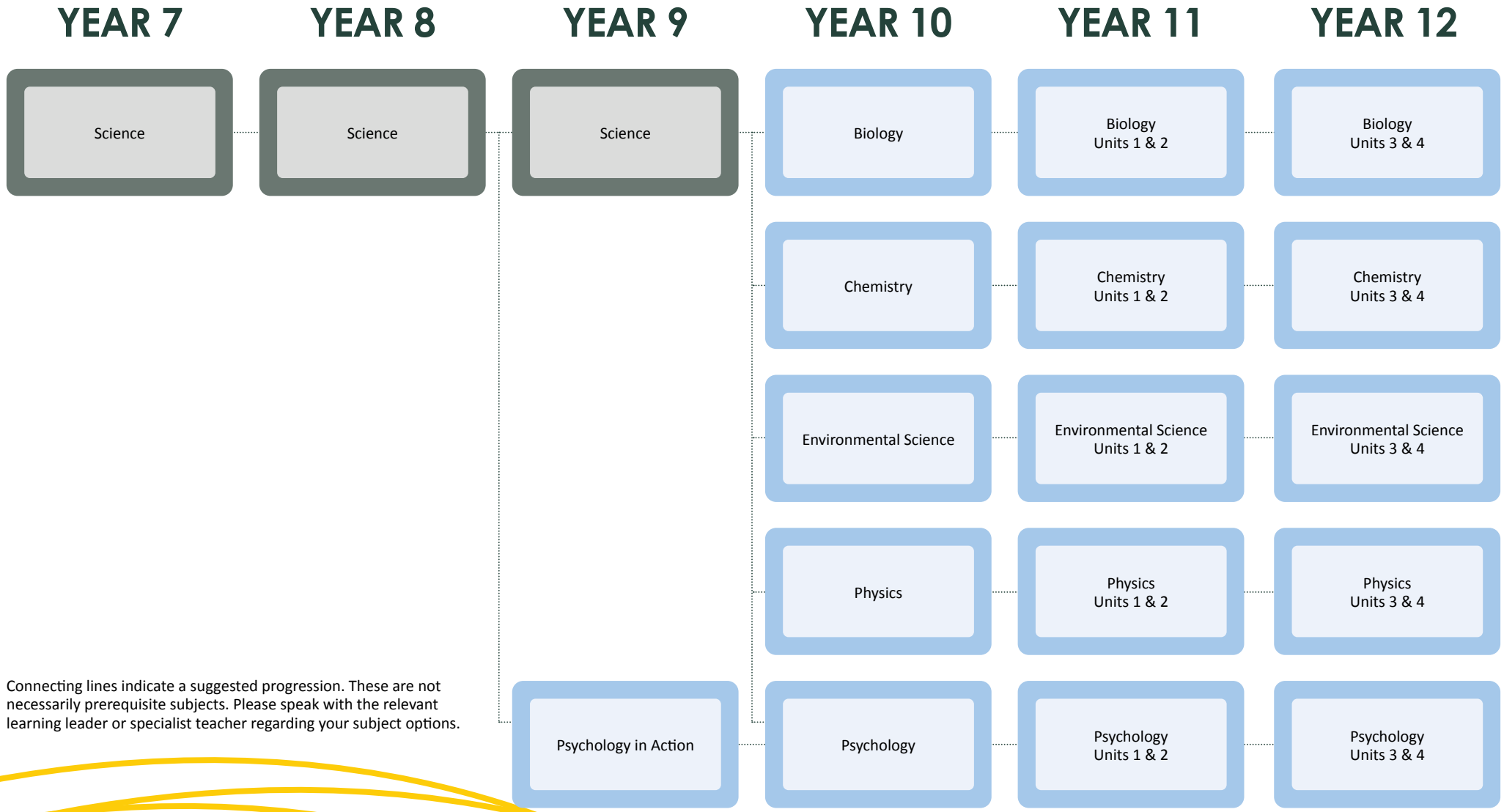
The Learning Area of Science aims to provide programs that encourage students to develop their understanding of key concepts through the application of scientific techniques.

Students endeavour to:

- Explore similarities between, and diversity of, living things and their sustainable relationships with each other and their environment.
- Identify concepts related to matter, including properties and uses and the production of substances through chemical change.
- Use concepts linked to energy and force to explain physical phenomena.
- Appreciate the place of earth in time and space and interactions between earth and its atmosphere.
- Refer to scale in relating structure and function at the microscopic and macroscopic level.
- Use scientific understanding and processes to find answers to their questions.
- Consider ethical and safety issues during the design of experimental investigations, including following safety procedures and practices.
- Analyse and interpret ideas, linking them with existing understanding.
- Explain concepts through the use of scientific models, including communicating findings and ideas to others.

The Learning Area of Science aims to meet these objectives by presenting a curriculum that is broad based at junior level, through to one involving the satisfaction of specific objectives at the senior level. Emphasis across subject offerings in the Learning Area of Science is placed on the application of student's knowledge and understanding through participating in a range of experimental investigations, self-design activities, and short research tasks.

SCIENCE PATHWAYS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects. Please speak with the relevant learning leader or specialist teacher regarding your subject options.

COURSE OVERVIEW

Science

Outline

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. Students will begin to develop their foundations in the biological, psychological, chemical, physical and Earth and space sciences during their Year 7 studies.

Topics

- Introduction to Science
- Chemical Sciences: Mixtures
- Earth Sciences: Earth's Resources
- Physical Sciences: Earth and Space
- Physical Sciences: Machines
- Biological Sciences: Classifications
- Biological Sciences: Ecosystems

COURSE OVERVIEW

Science

Outline

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. Students will continue to develop their foundations in the biological, psychological, chemical, physical and Earth and space sciences during their Year 8 studies.

Topics

- Key Skills and the Scientific Method
- Biological Sciences - The Cell
- Biological Sciences - Body Systems
- Chemical Sciences - States of Matter
- Chemical Sciences - Elements, Compounds and Mixtures

COURSE OVERVIEW

Science

Outline

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Students will continue to develop their foundations in the biological, psychological, chemical, physical and Earth sciences during their Year 9 studies.

Topics

- Key Skills and the Scientific Method
- Biological Sciences – Responding and Controlling
- Biological Sciences – The Immune System
- Chemical Sciences – The Atom and Radioactivity
- Chemical Sciences – Chemical Reactions

Psychology in Action

Outline

In this elective unit, students are introduced to the discipline of Psychology with a focus on practical applications of psychology in the community. They are guided in their study of the scientific method, memory, forensic psychology and sports psychology. Students will explore the theories and processes used in each area and will conduct research tasks and experiments.

Topics

- Personality
- Scientific Method
- Forensic Psychology

COURSE OVERVIEW

Biology

Outline

The learning opportunities in science allow students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions, developing the whole person as a scientifically literate citizen. The specialised study of Biology at Year 10 will enable students to explore the links between cellular molecules and processes, develop their understanding of inheritance and make inferences with regard to changing life forms on Earth over time based on scientific data and observation.

Topics

- Key Skills and Ethical Considerations
- Cellular Molecules and Processes
- Understanding Inheritance
- Changing Lifeforms

Chemistry

Outline

The learning opportunities in science allow students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions, developing the whole person as a scientifically literate citizen. The specialised study of Chemistry at Year 10 will enable students to explore the links between elements and chemical processes, develop their understanding of chemical reactions and make inferences with regard to chemical structures, properties and energy transfer based on scientific data and observation.

Topics

- Atomic Theory and The Periodic Table
- Chemical Bonding
- Chemical Reactions

Environmental Science

Outline

The learning opportunities in science allow students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions, developing the whole person as a scientifically literate citizen. The specialised study of Environmental Science at Year 10 will enable students to explore the links between the hydrosphere, lithosphere, atmosphere and hydrosphere and the global processes involving these spheres. The students will investigate human impact on the environment and how to manage environments.

Topics

- Global Systems
- Hydrosphere and Atmosphere
- Biosphere
- Lithosphere

COURSE OVERVIEW

Physics

Outline

The learning opportunities in science allow students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions, developing the whole person as a scientifically literate citizen. The specialised study of Physics at Year 10 will enable students to explore energy transfer and to analyse interactions of a changing universe. Students will distinguish between average speed and vector quantities such as velocity while exploring the effect of forces on an object's motion.

Topics

- Course Description
- Energy Transmission
- The Mysterious Universe
- Forces, Energy and Motion
- Scientific Inquiry Skills

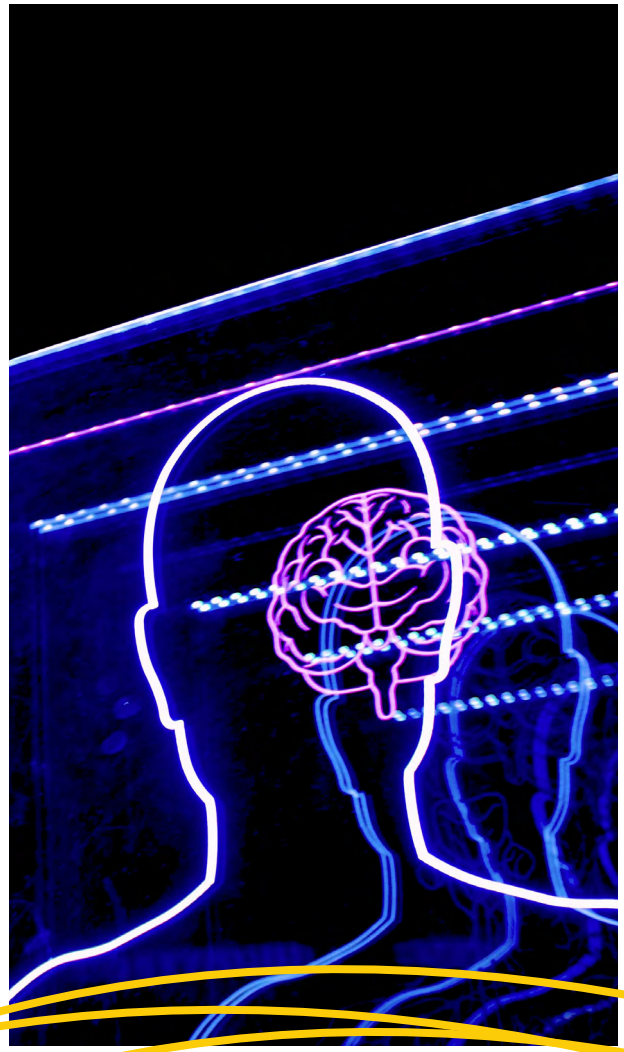
Psychology

Outline

The learning opportunities in science allow students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions, developing the whole person as a scientifically literate citizen. In this unit, students are introduced to the discipline of Psychology with a focus on research methods and ethics. The nervous system, applications to forensics and neuropsychology are explored in detail. In each topic, psychological principles and theories are explored and applied through a variety of learning activities and hands-on experiments. Students will often have the opportunity to choose the focus of their assignments to enhance individual interest areas.

Topics

- Introduction to Psychology
- Brain and Nervous System
- Practical Investigation - Learning
- Mental Health and Brain Injury



COURSE OVERVIEW

Units 1 & 2: Biology

Outline: Unit 1

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Topics

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

Outline: Unit 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Topics

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

COURSE OVERVIEW

Units 1 & 2: Chemistry

Outline: Unit 1

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

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

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Topics

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

Outline: Unit 2

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

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

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

Topics

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

COURSE OVERVIEW

Units 1 & 2: Environmental Science

Outline: Unit 1

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change. It draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Topics

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop understanding of how Earth's systems support life?

Outline: Unit 2

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Topics

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

COURSE OVERVIEW

Units 1 & 2: Physics

Outline: Unit 1

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

Topics

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

Outline: Unit 2

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

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.
In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

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

Topics

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

COURSE OVERVIEW

Units 1 & 2: Psychology

Outline: Unit 1

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Topics

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

Outline: Unit 2

In this unit students 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 behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Topics

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

COURSE OVERVIEW

Units 3 & 4: Biology

Outline: Unit 3

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

Outline: Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

COURSE OVERVIEW

Units 3 & 4: Chemistry

Outline: Unit 3

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

Outline: Unit 4

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

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

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

COURSE OVERVIEW

Units 3 & 4: Environmental Science

Outline: Unit 3

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

Outline: Unit 4

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

COURSE OVERVIEW

Units 3 & 4: Physics

Outline: Unit 3

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

Outline: Unit 4

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

COURSE OVERVIEW

Units 3 & 4: Psychology

Outline: Unit 3

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

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

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

Outline: Unit 4

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

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Topics

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

TECHNOLOGY

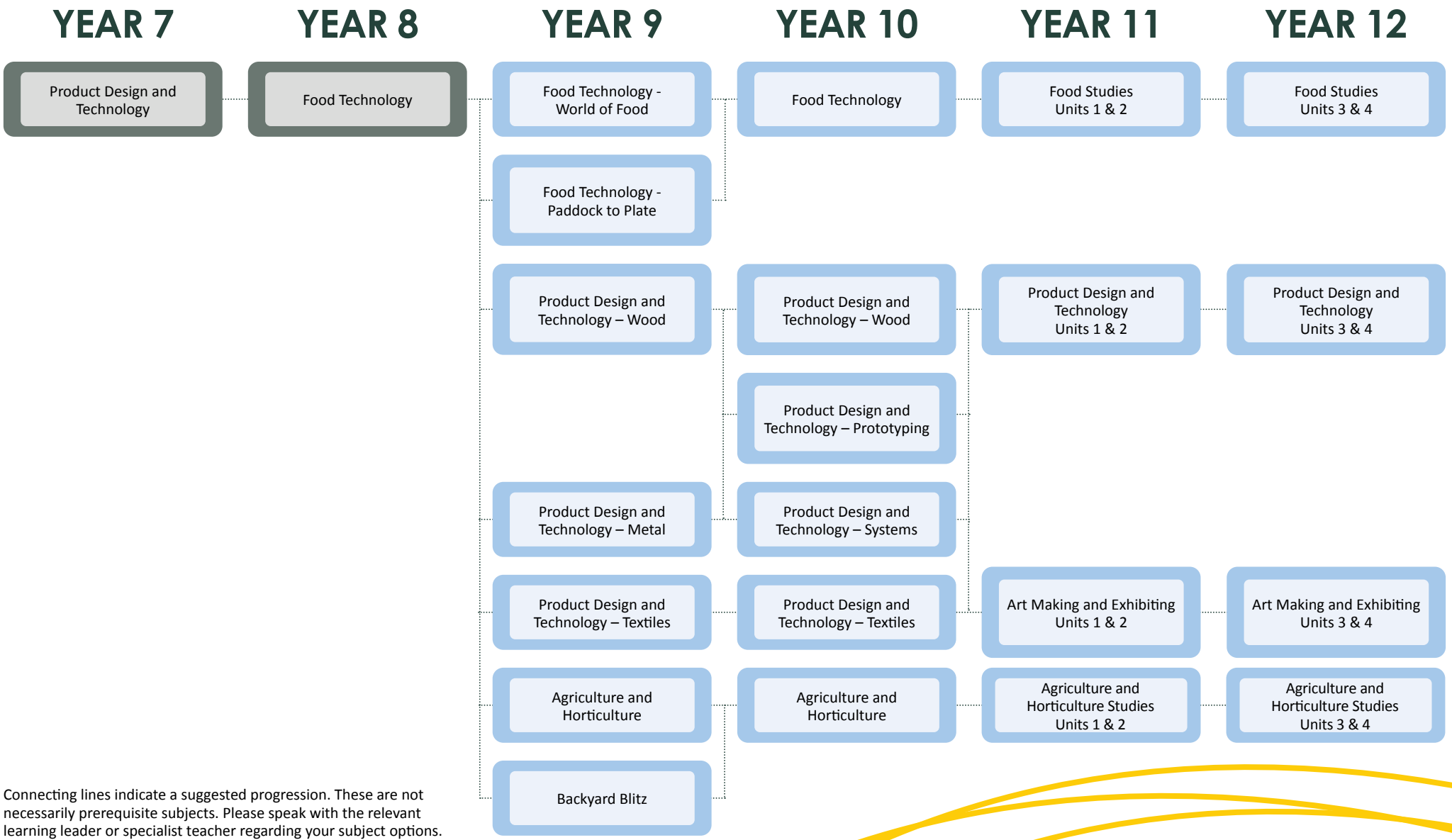
Technology education uses design thinking concepts to offer opportunity for students to develop skills in creativity, persistence, curiosity and innovation. Our curriculum provides students with the knowledge and skills necessary for producing quality products that effectively either address problems or fulfil needs. In Technology education programs, students experience the 'making or doing' part of Technology as well as engaging with the design thinking principles that lies behind these productions.

The learning area of Technology aims to provide programs that encourage students to develop:

- The use of design thinking to generate innovative and ethical design ideas.
- A systematic and creative approach to generating technological solutions.
- A broader understanding of social, ethical, sustainable and environmental design considerations.
- The knowledge and skills to use a variety of equipment and resources.
- The understanding of the principles for safely operating equipment.
- The ability to explore and assess the past and potential consequences of using technology.
- A sense of self-confidence and self-sufficiency in dealing with technology.
- Research skills using a variety of resources with the intention of problem-solving within real contexts.

The learning area of Technology aims to present a curriculum that achieves these objectives across the strands of Food and Technology, Textiles Technology, Resistant Materials Technology (using materials such as wood, metal and plastics and composites), and Agriculture/Horticulture.

TECHNOLOGY
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects. Please speak with the relevant learning leader or specialist teacher regarding your subject options.

COURSE OVERVIEW

Product Design & Technology

Outline

Students create design solutions across a range of technology contexts. Over the course of study in this subject, students will gain experiences and learning in the area of agriculture, horticulture, metals, plastics and wood. There is environmental impact awareness throughout the unit with a focus on sustainability. Projects focus heavily on the design solutions and theory will guide students from idea conceptualisation through to a finished article.

Topics

- Agriculture
- Horticulture
- Metals
- Plastics
- Wood

COURSE OVERVIEW

Food Technology

Outline

Students analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating. They will effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce design solutions. The course follows the independent development of criteria for success to evaluate design ideas, processes and solutions and their sustainability.

Topics

- Food Safety and Hygiene
- Good Food, Great Health
- Food Waste

YEAR 9 TECHNOLOGY

COURSE OVERVIEW

Food Technology – World of Food

Outline

In this unit, students identify and examine food consumption trends in Australia and compare these with those in other countries. Students obtain an understanding of the major nutritional requirements and use this knowledge to investigate relationships between diet and current health issues.
A focus of this subject is to incorporate the elements of design into food preparation. This requires students to follow a design brief to create, produce and evaluate their final food design outcomes. This unit caters for students with interests in the food, entertainment and hospitality industry.

Topics

- Food Around the World
- European Cuisine
- Food Safety and Hygiene

Food Technology – Paddock to Plate

Outline

In today's world, where food production practices and food choices have significant impacts on the environment, human health, and animal welfare, it is essential for students to develop a comprehensive understanding of the paddock to plate process. Paddock to Plate is designed to provide students with an in-depth understanding of the food production process, from the initial stages of agricultural production to the final presentation of food on their plate. This subject will include classes in the Agriculture-Horticulture area and then into the Food Technology kitchen for practical cooking sessions. This subject will provide students with the opportunity to experience first-hand a number of concepts essential for society to prosper in the future including being part of a local food system, food security, animal ethics and environmental sustainability. Students will gain the knowledge and skills necessary to make informed choices about their own food consumption, promote sustainability and ethical practices, and contribute to the well-being of themselves and their communities.

Topics

- Occupational hygiene and safety
- Growing and harvesting seasonal food
- Preparation and cooking of seasonal food

Product Design & Technology – Wood

Outline

Students will develop evaluation criteria and use a variety of drawing and modelling techniques to visualise design ideas and concepts. This subject enables students to build a range of functional products through developing an understanding of design brief requirements, drawing and modelling techniques and evaluation using criteria.

Topics

- The Impossible Trivet
- Creating a Foot Stool with Storage
- Workshop Safety

Product Design & Technology – Metal

Outline

In this introductory unit, students learn about different metals and their common applications as well as how they differ in terms of welding, shaping, cutting and fabrication. Skill-tasks include forming sheet metal projects, using rivet joints, spot welding and fabrication of small projects using mild steel. Students learn about the characteristics of metal using specialist tools such as the magna bend and spot welder.

Topics

- Windmills
- Steam Engines

COURSE OVERVIEW

Product Design & Technology – Textiles

Outline

In this unit, students clarify their understanding of design brief requirements and design ideas. They develop evaluation criteria and use a variety of drawing and modelling techniques to visually design ideas and concepts, including pattern interpretation. Students investigate the range of fibres available and the variety of ways in which fibres can be made into fabrics. Using these handmade fabrics, students will then design and construct usable textile items. They will study a variety of ways in which recycling and re-using materials can create textile-based items. Students try hand and machine sewing, techniques such as tie-dye and stencilling, knitting and felting. Students create folios, following the design brief principles to document their studies. Students evaluate the level of safety and performance of their products. They suggest modifications to improve their products in light of performance, function and appearance.

Topics

- Creating Designed Solutions - Tote Bag
- Technologies in Context - Recycled Textiles Project
- Tie Dye and Machine Sewing

Agriculture and Horticulture

Outline

This unit will focus on a variety of animal-based enterprises, including researching the requirements and undertaking the management of calves, sheep, day old chickens, egg laying hens, compost worms and fish in an aquaponics system in a safe, sustainable and ethical manner. Students will develop their knowledge and skills in relation to caring for animals through theoretical and practical activities relating to the College Farm.

Topics

- Work Health and Safety Skills
- Practical Skills
- Weekly Journal
- Skills Acquisition Summary

Backyard Blitz

Outline

Backyard Blitz provides students with the opportunity to work in small groups on landscaping, garden maintenance and basic construction projects, planning and managing their projects from conception to realisation. Students are also introduced to management of the College's Olive Grove and Fruit Orchard. They apply design and systems thinking and design processes to investigate, generate and refine ideas, to plan and manage, and to produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Topics

- Sustainability
- Pre-construction
- Basic Landscaping and Construction
- Plant Propagation and Maintenance

COURSE OVERVIEW

Food Technology

Outline

This unit develops knowledge about the nutritional requirements throughout the lifespan. The students research the factors that influence food choice and how communities and organisations work at promoting better nutritional health, growth and development. As part of the understanding of food in the local community the students will develop a design brief that focuses on better addressing the Australian Healthy Guide to Eating. As such knowledge is developed, practical work will be undertaken using appropriate materials and equipment, to make and examine products relevant to the nutritional and cooking processes and techniques discussed.

Topics

- Factors that Influence Food Choice
- Understanding Cooking Processes
- The Australian Guide to Health Eating
- Indepedent Living

Product Design & Technology – Wood

Outline

Students develop an understanding of a design brief and how these requirements relate to their own design ideas. They develop an understanding of how to construct evaluation criteria and use a variety of drawing and modelling techniques to visualise their design ideas and concepts. Students then have the opportunity to use their own designs to produce a unique woodwork-based table.

Topics

- Practical Work: Build a Table
- Construction of a Chronological Device
- House Frame
- Work Health and Safety

Product Design & Technology – Prototyping

Outline

Students develop their understanding of Computer Aided Design (CAD) and prototyping using design briefs and consider how requirements relate to their design ideas. Students develop an understanding of how to construct evaluation criteria and use a variety of drawing and modelling techniques to visualise design ideas and concepts. This unit integrates the use of several technologies, including Sketchup, Photoshop, 3d printing, laser cutter, model construction, house plan construction and identification, and other items processes to produce a dream house model and prototype design. The dream house design project is designed in 3d using the school laptop then printed flat and constructed from various materials such as acrylic, plywood and cardboard. The prototype construction will use technologies such as the 3d printer and or laser cutter.

Topics

- Computer Aided Design
- Design Skills and Construction
- OnGuard Safety

COURSE OVERVIEW

Product Design & Technology – Systems

Outline

Students develop their understanding of a design brief and how these requirements relate to their design ideas. They also develop an understanding of how to construct evaluation criteria and use a variety of drawing and modelling techniques to visualise design ideas and concepts. This unit integrates the use of several materials, including timber, resistors, batteries, LEDs, servos, Arduino's, switches and other items to produce a range of electronic-focused projects. This class combines modern electronics with traditional woodworking techniques which are used to house the electronics.

Topics

- The useless box
- Electronic game board

Product Design & Technology – Textiles

Outline

This course explores fibres and fabrics and their uses in a variety of ways to construct useful items of textile art. Students will explore a range of machine and hand sewing techniques including hand and machine applique, stencilling, patchwork and hand embroidery. Environmental issues in the textile industry and the use of recycled materials will be explored throughout the unit. A visual diary will be created based around product design and the manufacturing process, and students will complete a written analysis and evaluation of the processes involved in the finished pieces.

Topics

- Technologies context
- Creating designed solutions

Agriculture and Horticulture

Outline

Students will focus on various animal and plant enterprises. This includes researching the requirements and undertaking the management of a range of animal and plant small business of their choice in a safe, sustainable and ethical manner. Students will develop their knowledge and skills in relation to Farm Management through theoretical and practical activities in the College Farm.

Topics

- Work health and safety skills
- Practical skills
- Agriculture and horticulture small business planning
- Agriculture and horticulture small business operation

COURSE OVERVIEW

Units 1 & 2: Food Studies

Outline: Unit 1

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

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

Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Topics

- Food around the world
- Food in Australia

Outline: Unit 2

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

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

Topics

- Australia's food systems
- Food in the home

COURSE OVERVIEW

Units 1 & 2: Product Design and Technology

Outline: Unit 1

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Topics

- Developing and conceptualising designs
- Generating, designing and producing

Outline: Unit 2

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Topics

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

COURSE OVERVIEW

Units 1 & 2: Agriculture and Horticulture Studies

Outline: Unit 1

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice understandings.

Topics

- Food and fibre industries
- Food and fibre production

Outline: Unit 2

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

Topics

- Plant nutrition, growth and reproduction
- Animal nutrition, growth and reproduction

COURSE OVERVIEW

Units 3 & 4: Food Studies

Outline: Unit 3

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

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

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Topics

- The science of food
- Food choices, health and wellbeing

Outline: Unit 4

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

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

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

Topics

- Navigating food information
- Environment and ethics

COURSE OVERVIEW

Units 3 & 4: Product Design and Technology

Outline: Unit 3

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

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

In Area of Study 1, students examine a range of factors that influence the design, development and production of products within industrial settings. Students research and investigate designs across a range of specialisations that include historical iconic designs that have stood the test of time; designs with inbuilt obsolescence; products that are fast to the market; products that are designed to last its lifetime; products that have a second life through disassembly and reuse and/or designs in and with nature. They consider influences on product design when addressing ethical considerations for end users.

In Area of Study 2, students use design thinking to formulate a design brief that addresses a need or opportunity related to ethical product design, and conduct research to explore current market needs and/or opportunities. Students generate, evaluate and critique graphical product concepts (visualisations, design options and working drawings) related to ethical product design.

In Area of Study 3, students explore the physicality of product concepts through developing prototypes to select and justify the chosen product concept and a final proof of concept. Students develop a scheduled production plan to manage the resources in a design process and implement this scheduled production plan to make their product safely.

Topics

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

Outline: Unit 4

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

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

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

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

Topics

- Managing production for ethical designs
- Evaluation and speculative design

COURSE OVERVIEW

Units 3 & 4: Agriculture and Horticulture Studies

Outline: Unit 3 – Securing the future

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

Topics

- Innovations and solutions
- Risks and resilience

Outline: Unit 4

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

Topics

- Sustainable land management
- Sustainable business practices

VISUAL ARTS

The learning area of Visual Arts is committed to providing a program that develops skills to enable expression and communication through experience, response and interpretation of visual forms, and foster enjoyment in the use of these skills.
The Visual Arts Learning Area aims to provide programs that encourage students to develop their intellectual and expressive potential through aural, spatial, kinaesthetic, interpersonal, and visual experiences.

The ability for students to use and understand visual arts language is strengthened by:

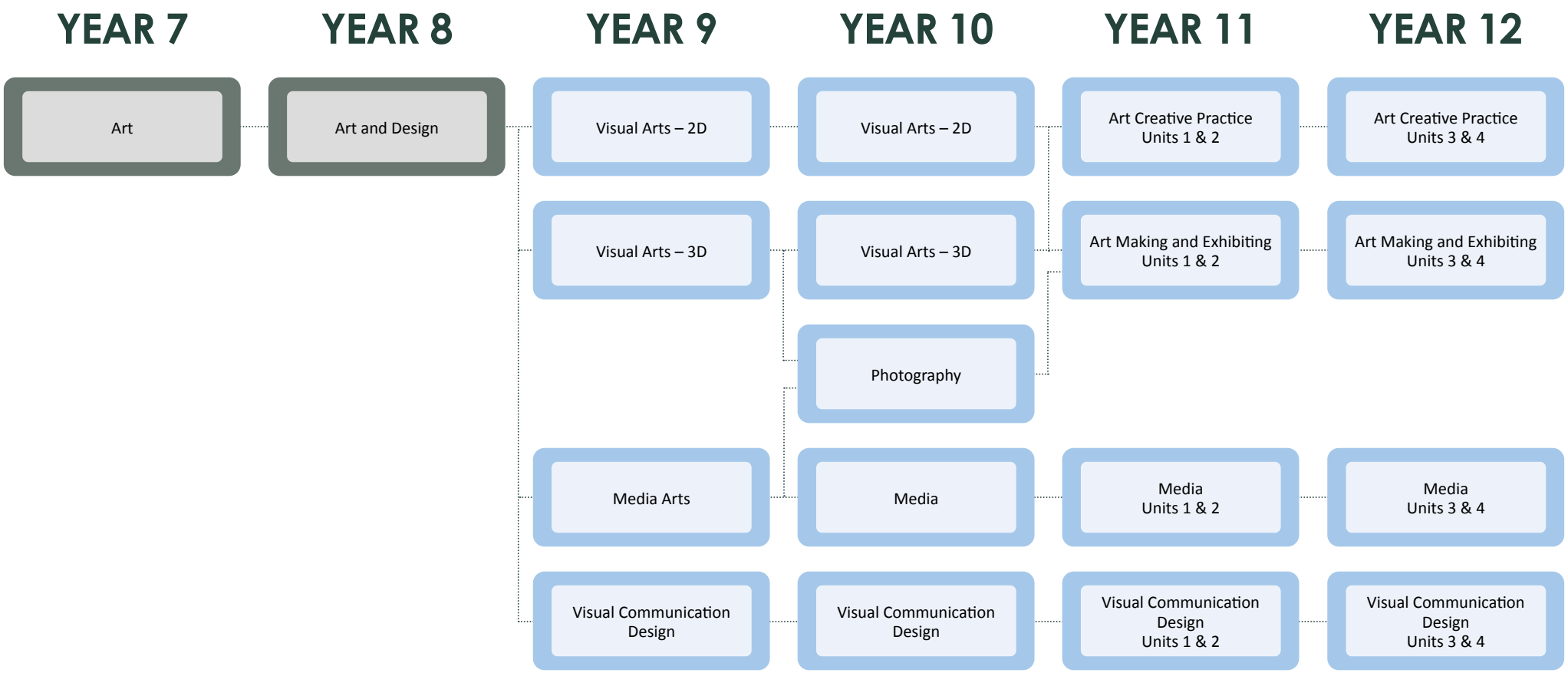
- Developing skills, technology, and processes that form the structure for the exploration and development of ideas as a basis for their personal expression.
- Developing abilities to present their artworks.
- Exploring how different social and cultural groups engage in and convey meaning through their art.
- Developing skills in arts criticism and aesthetics through describing, analysing, interpreting and evaluating their own and other work.

Students understand that art evolves within particular social and cultural contexts by:

- Developing an understanding of how visual arts reflect, construct, reinforce, and challenge values in different cultures.
- Studying visual arts from both historical and contemporary perspectives.

The learning area of Visual Arts aims to meet these objectives by developing and implementing programs to achieve these objectives through to enable students to experiment with imaginative and innovative ways of using contemporary and traditional skills, techniques and processes.

VISUAL ARTS
SUBJECT OPTIONS



Connecting lines indicate a suggested progression. These are not necessarily prerequisite subjects.
Please speak with the relevant learning leader or specialist teacher regarding your subject options.

COURSE OVERVIEW

Art

Outline

The Year 7 Art course promotes artistic expression and cultivates the creativity that lies within each individual student. While developing confidence in their own abilities, students learn about the formal characteristics of art making. Students use their knowledge of the elements and principles of art to produce two and three dimensional artwork in the areas of painting, drawing and ceramic works. Students also investigate the artwork of famous artists throughout history.

Topics

- Creating
- Developing Practice
- Exploring
- Presenting

YEAR 8
VISUAL ARTS

COURSE OVERVIEW

Art and Design

Outline

Students will use a variety of sources for inspiration of ideas, drawing upon experiences, observation and imagination. They will develop and extend their ideas through experimenting with different materials and techniques. Students will make two and three-dimensional art works, combining and manipulating art elements and principles and using a wide variety of media and techniques. They will research art forms and techniques from different time periods and cultures. Students will be encouraged to develop informed opinions and enjoy creating and looking at art works.

Topics

- Creating
- Developing Practice
- Exploring
- Presenting

YEAR 9
VISUAL ARTS

COURSE OVERVIEW

Visual Arts: 2D

Outline

With a focus on 2D artwork, students will use a variety of media, materials and technologies drawn from a range of contexts to prepare and present artworks to different audiences. Students will experiment with imaginative and innovative ways of using contemporary and traditional skills, techniques and processes. Students will cover the dimensions of creating and making, and exploring and responding. Students will learn and explore a range of art forms.

Topics

- Visual Arts Analysis
- Drawing
- Painting
- Printmaking

Visual Arts: 3D

Outline

Students will focus on 3D artworks and extend their skills and techniques in a variety of media and materials. Students will evaluate and analyse artworks and document all processes in their sketchbooks. Students engage in visual analytics (with reference to artists studied), mosaics, ceramics, recycled materials and sculpture.

Topics

- Clay Hand Building
- Slip Casting
- Modelling
- Ceramics Art Appreciation

Media Arts

Outline

Students will engage with communication technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based and hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and in a variety of contexts.

Topics

- Script Writing
- Storyboarding
- Film Production
- Film Analysis

Visual Communication Design

Outline

Students will develop skills and confidence in technical drawing (using equipment), freehand drawing from observation and rendering surface textures, and creative thinking in a design task with reference to the design elements.

Topics

- Technical Drawing
- Freehand Drawing and Rendering Techniques
- Problem Solving

YEAR 10
VISUAL ARTS

COURSE OVERVIEW

Visual Arts: 2D

Outline

In this subject, students explore visual art practices and styles of artist as inspiration to develop a personal style, and explore and express ideas, concepts and themes in art works. The students explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own art works. Students analyse and evaluate art works from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Topics

- Art Appreciation
- Spray painting and Stencil Art
- Mixed Media
- French Impressionism Painting
- Drawing Techniques and Styles

Visual Arts: 3D

Outline

Students will focus on 3D artworks and extend their skills and techniques in a variety of media and materials. Students will evaluate and analyse artworks and document all processes in their sketchbooks.

Topics

- Mosaic Bird Bath
- Clay Hand Built Water Sculpture
- Clay Coil Vase
- Mosaic Art Appreciation
- Clay Art Appreciation

Photography

Outline

The Year 10 Photography course offers students the opportunity to explore the fascinating world of visual storytelling through the lens of a camera. Students will develop their visual analytics skills by studying renowned artists and their work, analysing and interpreting their artistic choices and techniques. Through hands-on experiences, students will also learn various photography techniques, enabling them to capture compelling images and express their creative vision effectively.

Topics

- Elements of Art Composition Photography
- Blind Photography
- Aperture F-Stop and Depth of Field
- Light Photography
- Storytelling
- Photography That Changed the World

YEAR 10
VISUAL ARTS

COURSE OVERVIEW

Media

Outline

The Media Arts curriculum encompasses the fields of media, art and design. Students make and respond using Media Arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception of visual images, sound and text. Students utilise techniques, technologies, practices and processes with images, sound and text and become increasingly confident and proficient in achieving their personal visual aesthetic and appreciating and valuing that of others.

Topics

- Planning and Scripting
- Filming and Camera Skills
- Digital Editing
- Film Analysis

Visual Communication Design

Outline

This course will aim at building skills required in the VCE study of Visual Communication Design. Students explore interior and exterior designs through technical drawing, the design process, architectural drawing, and freehand drawing from observation. Students are introduced to Adobe Illustrator and perform written analyses.

Topics

- Environmental Design
- Message Design
- Product Design

COURSE OVERVIEW

Units 1 & 2: Art Creative Practice

Outline: Unit 1

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

Topics

- Artists, artworks and audiences
- The Creative Practice
- Documenting and reflecting on the Creative Practice

Outline: Unit 2

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

Topics

- The artist, society and culture
- The collaborative Creative Practice
- Documentation of collaboration using the Creative Practice

COURSE OVERVIEW

Units 1 & 2: Art Making and Exhibiting

Outline: Unit 1

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

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Topics

- Explore – materials, techniques and art forms
- Expand – make, present and reflect
- Investigate – research and present

Outline: Unit 2

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Topics

- Understand – ideas, artworks and exhibition
- Develop – theme, aesthetic qualities and style
- Resolve – ideas, subject matter and style

COURSE OVERVIEW

Units 1 & 2: Media

Outline: Unit 1

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

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

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

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

Topics

- Media representations
- Media forms in production
- Australian stories

Outline: Unit 2

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

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms.

Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

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

Topics

- Narrative, style and genre
- Narratives in production
- Media and change

COURSE OVERVIEW

Units 1 & 2: Visual Communication Design

Outline: Unit 1

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

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

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

Topics

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

Outline: Unit 2

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

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

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Topics

- Design, place and time
- Cultural ownership and design
- Designing interactive experiences

COURSE OVERVIEW

Units 3 & 4: Art Creative Practice

Outline: Unit 3

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Topics

- Investigation and presentation
- Personal investigation using the Creative Practice

Outline: Unit 4

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

Topics

- Documentation and critique of the Creative Practice
- Resolution and presentation of a Body of Work
- Comparison of artists, their practice and their artworks

COURSE OVERVIEW

Units 3 & 4: Art Making and Exhibiting

Outline: Unit 3

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

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks. More information about the critique is available in the online Support materials for VCE Art Making and Exhibiting.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Topics

- Collect – inspirations, influences and images
- Extend – make, critique and reflect
- Connect – curate, design and propose

Outline: Unit 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.
Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Topics

- Consolidate – refine and resolve
- Present – plan and critique
- Conserve – present and care

COURSE OVERVIEW

Units 3 & 4: Media

Outline: Unit 3

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Topics

- Narratives and their contexts
- Research, development and experimentation
- Pre-production planning

Outline: Unit 4

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

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

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

Topics

- Media production
- Agency and control in the media

COURSE OVERVIEW

Units 3 & 4: Visual Communication Design

Outline: Unit 3

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Topics

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

Outline: Unit 4

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

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

Topics

- Design process: refining and resolving design concepts
- Presenting design solutions

VCE VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major is a hands-on, applied learning program designed for students who are ready to explore career pathways while completing their senior secondary education. This pathway focuses on building real-world skills through practical experiences and vocational education.

The VCE VM program supports students in developing personal, social, and employability skills essential for the workforce and further training. It combines literacy and numeracy with work-related skills, personal development, and structured workplace learning.

Students will also complete a VET (Vocational Education and Training) certificate as part of their studies, giving them nationally recognised qualifications and direct industry experience.

The VCE VM is ideal for students who thrive in practical settings and are looking for a more flexible, relevant, and engaging approach to learning. It opens pathways to apprenticeships, traineeships, TAFE, or employment post-school. This is a future-focused option for students wanting to make a head start on their career while still achieving success in senior secondary schooling.

VCE VM YEAR 11
PERSONAL DEVELOPMENT SKILLS

COURSE OVERVIEW

Units 1 & 2: Personal Development Skills

Outline: Unit 1

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Topics

- Personal Identity & Emotional Intelligence
- Community Health and Wellbeing
- Promoting a Healthy Life

Outline: Unit 2

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.
In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Topics

- What is Community?
- Community Cohesion
- Engaging and Supporting Community

COURSE OVERVIEW

Units 3 & 4: Personal Development Skills

Outline: Unit 3

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Topics

- Social awareness and interpersonal skills
- Effective Leadership
- Effective teamwork

Outline: Unit 4

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Topics

- Planning a community project
- Implementing a community project
- Evaluating a community project

VCE VM YEAR 11
WORK RELATED SKILLS

COURSE OVERVIEW

Units 1 & 2: Work Related Skills

Outline: Unit 1

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Topics

- Future Careers
- Career and education goals

Outline: Unit 2

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Topics

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

COURSE OVERVIEW

Units 3 & 4: Work Related Skills

Outline: Unit 3

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:
wellbeing, culture and the employee-employer relationship
workplace relations, and
communication and collaboration.
Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Topics

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

Outline: Unit 4

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Topics

- Portfolio development
- Portfolio presentation

GLOSSARY

Abbreviations and terms explained.

Australian Tertiary Admission Rank (ATAR)
The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC, based on VCE Unit 3 & 4 results, and used by universities and TAFE institutes to select students for courses.

Authentication
The process of ensuring that the work submitted by students for assessment is their own.

General Achievement Test (GAT)
A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 & 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School Assessed Tasks to the same standard, as part of the statistical moderation of School Assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School Assessed Tasks.

Outcomes
What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.

School Assessed Coursework (SAC)
Refers to assessments completed at school in Unit 3 & 4 studies. These assessments are overseen by the VCAA for each VCE subject. The term may also be used at Unit 1 & 2 to model the expectations of Unit 3 & 4.

School Assessed Task (SAT)
Refers to assessments completed in specific studies at Unit 3 & 4. A SAT is often a longer-term task (such as a folio) and has very specific, prescribed assessment criteria.

Semester
One half of the school year. Most units are completed in one semester.

Sequence
A sequence refers to two or more units that are completed sequentially. For example, at VCE Unit 3 & 4 the units are completed together, Unit 3 in Semester 1 and Unit 4 in Semester 2. This is a sequence.

Special Provision
Special arrangements that are made for students who are experiencing difficulty and hardship. The categories to gain special provision are very specific and arrangements may be different at different year levels and for different tasks. At VCE Unit 3 & 4, special provision can only be approved by the VCAA.

Statement of Results
The documents issued by the VCAA which show the results achieved by the students in the VCE.

Statistical Moderation
The process used by the VCAA to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria. This involves data collection and comparison methods.

Study/Studies
Refers to a subject available for students to complete. This may be a subject that runs for one semester or for two or more semesters.

Study Design
Refers to the curriculum that is prescribed by the VCAA for a particular VCE or VCE VET study. This document includes key knowledge and skills that must be taught, as well as the types of assessment to be completed. VCAA Unit 3 & 4 exams are based on the information in the study design.

Study Score
A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

TAFE
Technical and Further Education. TAFE institutes deliver a variety of VET certifications among other higher education opportunities.

Unit
A program of study that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1 & 2 are usually studied in Year 11 and Unit 3 & 4 in Year 12.

VCAA
Victorian Curriculum and Assessment Authority. The organisation which prescribes, oversees and audits the running of VCE programs.

VCE
Victorian Certificate of Education. The most commonly studied senior completion certificate in Victoria.

VET
Vocational Education and Training. VET certificates are nationally recognised qualifications.

Victorian Tertiary Admissions Centre (VTAC)
A body that works for the Universities and TAFEs. It calculates and distributes ATAR scores.

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