Subject Information 2021

YEAR 10 | V.C.E. | VCAL | VET

ST. JOSEPH'S COLLEGE ECHUCA
Strength & Kindliness

Kildare EDUCATION MINISTRIES
In the Brigidine Tradition

A Kildare Education Ministries Catholic secondary school in the Brigidine tradition

Principal's Message

Dear Parents, Guardians and Senior Students,

God blesses each one of us with our own unique set of gifts and talents and then calls us to make the most of those gifts and talents in a way that makes a positive contribution to the communities in which we live and work.
St Joseph's College has much to offer the senior students of the Echuca Moama region and is proud of the holistic and life-giving curriculum that caters to students' needs. With increased opportunities in Vocational Educational Training (VET), as well as strong programs in Year 10, VCE and VCAL, every student has access to a relevant, inspiring and engaging learning pathway.

The Senior School Curriculum (Year 10 - 12) at St. Joseph's College provides students with the opportunity to discern for themselves the directions that they will take when they graduate from secondary school; be that work or further study at TAFE or university. It also requires that students work to achieve their best in all that they do.

Most importantly, this takes place in a College that provides a vibrant and caring pastoral life and which does its best to ensure that all students have the necessary opportunities and support to do their very best so that when they graduate they have genuine options for a successful future. The growth mindset culture of St Joseph's College supports all students as they strive to grow into the very best version of themselves that they can be.

This guide is prepared with great attention to the needs of students and their families. Families are strongly encouraged to take the time to study it carefully and where necessary, seek further help and clarification. Nothing can substitute for a genuine conversation with a knowledgeable person about a student's hopes and dreams, and how she/he might best achieve these goals. Students and parents are strongly encouraged to contact relevant College staff and have these important conversations.

A special word about VET subjects

In the modern world with a constantly shifting job market, diversifying our talents and getting real world experience is tremendously important. None of us can predict what career paths will open up in the future so we need to be prepared for a world to which we can respond with confidence and daring. The St. Joseph's College Learning and Teaching team has worked hard over the past few years to expand the breadth of subjects available to students, especially in the area of making Vocational Education Training (VET) subjects more attractive and relevant to students. It is strongly recommended that all students consider undertaking a VET subject, since these courses not only provide real world and workplace skills, but they can also contribute to university entrance scores in a very positive way. Ideally, the vast majority of senior students would undertake a VET subject in order to build their independent and self-directed learning skills in areas about which they are passionate.

There are many pathways in life and the decisions made about subject selection will open up new learning paths in ways that students may not yet imagine. I wish you all the best for the coming discernments, and pray that the wisdom and strength to make these important decisions will be in your heart as you plan a learning pathway to a career that inspires, excites and provides every opportunity possible to make the most of each student's own unique set of gifts and talents.

With best wishes for the coming decision making process.

God bless

Michael Delaney
Principal

Assume Responsibility, Seek Unity, Restore Reason.

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Selecting Subjects

Within this booklet are all the studies that St. Joseph's College is offering in Years 10, 11 and 12. It is not possible, however, for all these subjects to run. Students are to talk with their family and teachers about subject and career possibilities prior to making their selection. Students will indicate on the online subject selection form what their preferred subjects are and a 'timetable blocking grid' will be generated from this. Student choices and staffing will determine which subjects run and in what combinations.

The key points to guide you in your selection should be:

1. What do you need?

a Are there pre-requisite subjects that you need for possible career pathways?

b. Are there recommended subjects for your career path?

c. Are there recommended subjects in Year 10 to enable best preparation for Year 11 subjects?

d. Are there subjects you need to complete in Year 11 to enable entry in Year 12?

e. Is the Applied and Entrepreneurial Learning (AEP) Program (Year 10) or the Victorian Certificate of Applied Learning (VCAL - Year 11 and 12) a better option for your future?

2. What subjects are you good at?

3. What subjects do you most enjoy?

Making informed choices

In making your choices, your experience with subjects in previous years will have an impact. It is vital that you also make informed choices, and that means you need to:

1. Seek recommendations and advice from appropriate staff members; including if considering attempting an accelerated VCE course.
2. Read all printed material that is relevant to the area/s in which you are interested in terms of a career (especially, for VCE students, pre-requisite and recommended subjects in the VTAC publications).
3. Discuss with family, teachers or our Pathways Coordinator Mrs Beth Crossman, issues relating to the choices you are intending to make.
4. Speak with somebody who already works in the area of your interest.
5. Consult with the VCAL Coordinator Mrs Felicity Hutton if investigating VCAL.

Subject counselling

All students in Year 10 will be involved in extensive career counselling interviews at the College. VCE, VET and VCAL Pathways will be determined on the basis of a student's 2020 results, interviews and relevant subjects selected. Some Year 9 and Year 11 students may also be interviewed but only if concerns need to be addressed or further discussions need to take place. Letters will be sent home to explain this process. Families are welcome to make an appointment with Mrs Crossman to discuss selections at any time.

Final subject offerings

Structuring a subject grid in 'timetable blocks' to reduce student clashes and allow appropriate staffing of subjects takes considerable time. Consequently, final subject selections will not be available until later in the year. Students who experience clashes will be re-interviewed at this time.

Web Preferences
Registering your subject choices online

Introduction

Web Preferences is a web application that allows students to enter their subject preferences.

Each student will be given a unique username and password to allow them to access the Web Preferences program. This username is different to the college username and password and is only to be used for registering subject preferences.

Students are required to register their subject preferences online. This may be done at home or at school.

Before you begin, make sure you have access to a computer that has the following:

- an internet connection
- a web browser (Microsoft Internet Explorer 6.0 or higher)
- a printer.

Step One - Accessing Web Preferences

To use Web Preferences, open your web browser and go to the following internet site:

- **https://www.webpreferences.com.au**

Click on the button “Access Web Preferences Student Portal” to access the login page.

Step Two - Logging into Web Preferences

To login enter your unique Student Access Code and Password. Note the entries are case sensitive.

EXAMPLE ONLY: Student Access Code: TIM30-249-15024
Password: ZCJSSS

Then click on the button “Enter the Web Preferences Student Portal”.
If there is an error in entering either the Student Code or Password, an error message in red text will be displayed at the bottom of the page.

Step Three – Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the “View Subject Report” button. To continue click on the button “Return to Home Page”.
To select or change your preferences click on the “Add New Preferences” button. An "Initial Instructions" page may appear, once you have read these instructions click the “Continue” button.
On the "Preference Selection" page, follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, click on the “Submit Selected Preferences” button.

Step Four – Validating Preferences

The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences, then continue by clicking the “Submit Valid Preferences” button which will open a page titled “Preference Receipt”. Alternatively, if you would like to make changes to the preferences entered click on the “Cancel” button this will take you back to the "Preference Selection" page.

Step Five – Finishing Up

You can print your “Preference Receipt” page by clicking on the “Open Print View” button and clicking the “Print Receipt” button. Sign the printed receipt and return it to the College.
To continue click on the “Return to Home Page” button. If you want to change your preferences, repeat the process by clicking the “Add New Preferences” button, otherwise exit by clicking the “Log Out” button.

Pathways

Senior students are provided with considered and professional career and pathway advice.

Access to the careers website can be found at: https://www.sjecareers.com.au/

Our Pathways Coordinator, Mrs Beth Crossman is always happy to meet with students and discuss their individual needs. Assistance can also be obtained via a variety of self-guided computer programs purchased by the school for students' use, i.e. Career Tools, Career Voyage and WIRL.

Students have access to the latest university, TAFE and other course information at the careers office and via the careers website.

The School's Career Centre, situated in downstairs Apsley, gives students access to:

- study resources
- apprenticeships and traineeships
- university open days
- university and TAFE college handbooks
- job guides and career events
- scholarships and special entry programs
- testing and pathway planning.

The careers office is a valuable resource for students. We are committed to supporting the students in their important decision making. Mrs Crossman is available to meet with students and parents to discuss student's options regarding university courses, subject selections, apprenticeships etc. Please call the careers office during office hours or email - bcrossman@sje.vic.edu.au to make an appointment.

VET in Schools (VETis)

Students completing a VCAL Certificate must have a VET study or SBA in their program; however, students completing a VCE Certificate may also consider including a VET study in their program.

VET studies may contribute to a VCE student's ATAR and also allow them to gain an additional qualification – such as a Certificate II or Certificate III. VET courses offered at St. Joseph's College that have scored assessment and can be used as a 'Best 4" subject in the students ATAR are:

- Allied Health
- Hospitality
- Music Performance
- Music Technical Production
- Engineering
- Sport and Recreation

Most other VET subjects offer a 10% increment to the student's ATAR. Salon Assistance is an exception and is one of several vocationally oriented school programs designed to develop specific skills and competencies in students. VET helps make school leavers 'job ready', providing them with broad vocational skills and a high standard of general education, as well as the ability to take on further study as the skill requirements change.
VET is a program that combines VCE studies and accredited vocational education and training. Students have the opportunity to reinforce classroom learning with structured training and practice in the workplace.

Some VET programs are undertaken between the cluster schools, while others are offered exclusively at St. Joseph's. VET units are delivered by a registered provider. VET in Schools can involve work placements in an industry where students undertake structured on-the-job training under supervision, and carry out specific tasks in actual workplace conditions.

Where practical skills are assessed on the job, students are required to demonstrate their competency.

School Based Apprenticeships and Traineeships

(SBAT)

VCE students who become School Based Apprentices/Trainees will participate in part-time schooling and part-time employment.

Students who undertake an SBAT whilst still at school must undertake:

- studies as part of a program managed and co-ordinated by the school
- a training program that leads to a nationally recognised vocational qualification - Certificate II or III.

The training program may be incorporated into the student's part-time job; it may involve TAFE classes or block release - TAFE, and on-the-job training.

The Australian School Based Apprenticeship (SBAT) Centre Representative visits the school or home to meet with students and parents. A training/TAFE Representative regularly visits the workplace to check on training progress.

Students undertaking a SBAT can include it towards their VCE. A TAFE enrolment fee is required to be paid by the student.

School Based Apprenticeships / Traineeships provide flexibility for the student, improved educational and vocational pathways beyond school, workplace learning and experience.

Please contact Mrs Crossman if you are interested in obtaining a School Based Apprenticeship or Traineeship.

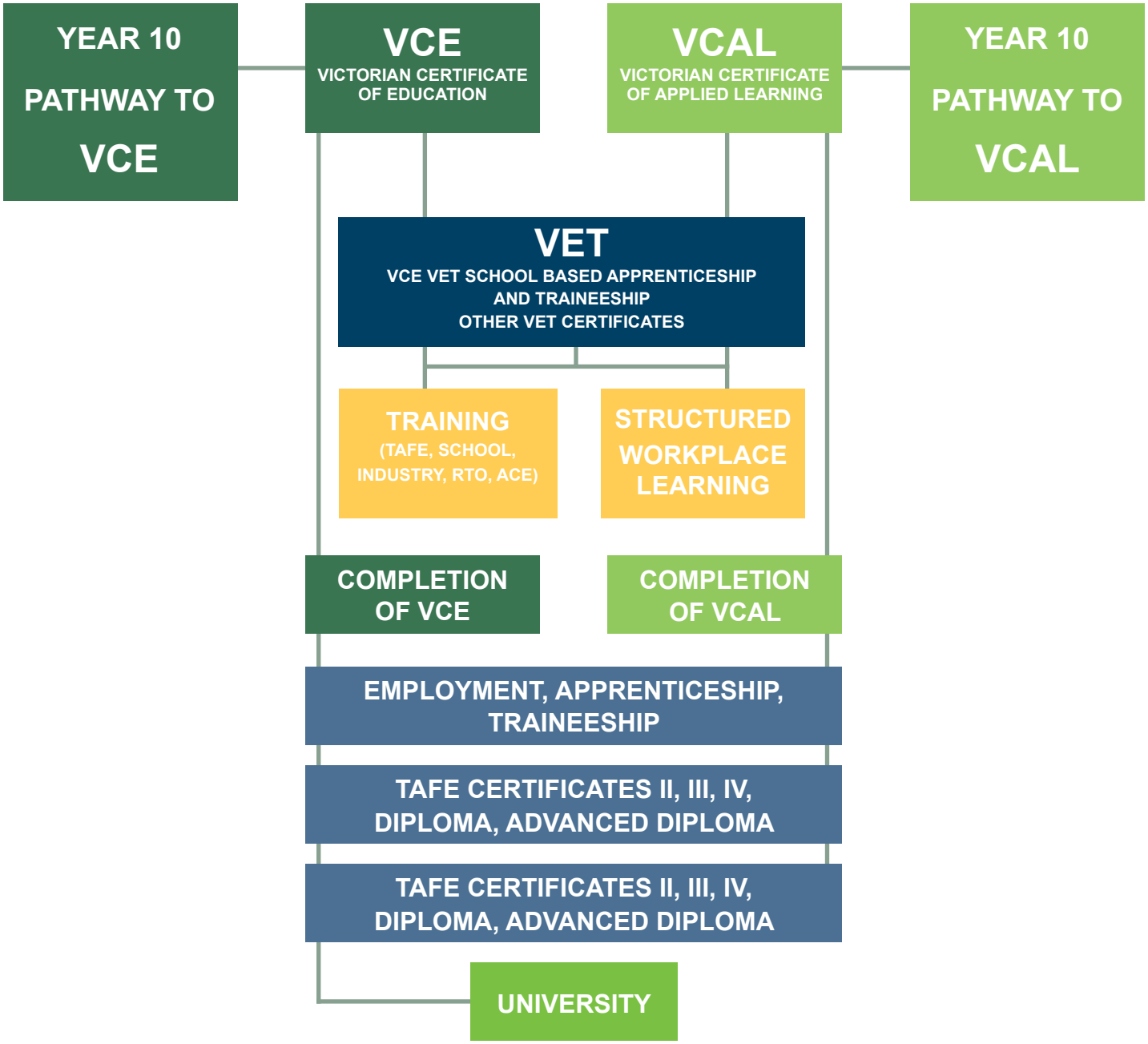
YEAR 10

Pathways at St. Joseph's Echuca

The Year 10 Program enables students to select their individual pathway that closely reflects their skills, interests and aspirations.

There are two pathways for students in Year 10:

1. pathway to VCE
2. pathway to VCAL.



Year 10: Pathway to VCE

Pathway to VCE is divided into two main areas:

1. compulsory studies
2. optional studies.

Compulsory studies

All students complete the following subjects over the duration of the year:

- English
- Religious Education
- Mathematics (choice available)

In addition, to maintain breadth students must also select at least one of the following units:

- Science
- Humanities
- Arts or Technology

Optional studies

Students choose five more units for the year. Units run for one semester. Some restrictions exist to allow students the opportunity to specialise in certain areas while at the same time maintaining a suitable breadth of learning programs.

In choosing optional units, students can:

- choose units from any of the subject areas
- not choose more than three units from any one subject area (e.g. no more than three science based units)
- for some of these units, students may choose VCE or VET subjects provided they satisfy the prescribed criteria for acceleration.

SEMESTER 1	**RE**	**ENGLISH**	**Mathematics** Choose from: • Mathematics (Methods) • Mathematics (General) • Mathematics (Foundation)	**Arts and Technology*** (Choose from a range of units)	**Science *** Choose from • Biology • Chemistry • Physics • STEM • Psychology	**Elective Choice** (Choose from a range of units)	**Elective Choice** (Choose from a range of units)
SEMESTER 2	**RE**	**ENGLISH**	**Mathematics** Choose from: • Mathematics (Methods) • Mathematics (General) • Mathematics (Foundation)	**Humanities *** Choose from • History • Geography • Democracy & Justice • World of Business	**Elective Choice** (Choose from a range of units)	**Elective Choice** (Choose from a range of units)	**Elective Choice** (Choose from a range of units)

Year 10: Pathway to VCAL
Applied and Entrepreneurial Learning (AEL) Program

The Applied and Entrepreneurial Program (AEL) prepares our students for a pathway that leads them into the Victorian Certificate of Applied Learning (VCAL) or workplace pathway via an apprenticeship or traineeship. The focus is on providing a Year 10 curriculum that provides 'real work' learning opportunities that are relevant to the needs of the student.
Students will gain skills and experience in a range of areas including development of their literacy and numeracy skills, as well as personal development and life skills. There will also be a strong focus on applied or 'hands-on' style learning and students will aim to develop innovative approaches to complex applied problems.
It is anticipated that after a successful year in this program, students will be able to smoothly transition into the VCAL program. VCAL is a state-wide certified two year course.
Students who apply for the AEL program are interviewed along with their parents/guardians to make sure that the pathway is the most suitable option for their future.

The AEL Program structure

Each student will complete the following subjects which run across the year:

- Religious Education (within their Year 10 House Group)
- English (Foundation)
- Mathematics (Foundation) or Mathematics (General)
- Pathways
- Enterprise Production
- Health and Fitness for life.

Students will also be able to select a Life/Industry Skills subject for the year as well as part of the AEL program. Students can select from:

Life/industry Skills

- Duke of Ed - Silver
- Certificate II in Public Safety Fire Operations
- Certificate II in Music
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Event Management.

Work placement

AEL students will undertake one week per term of block release to experience real employment with a selected employer. Students can work at the same workplace each time, although it is encouraged they try a variety of different businesses. Generally work placement will be in the last week of each term.

COMPULSORY UNITS							OPTIONAL
SEMESTER 1 & 2	**RE**	**English (Foundation)** (Page 27)	**Mathematics (Foundation) Or Mathematics (General)** (Page 35)	**Pathways** (Page 15)	**Enterprise Production** (Page 15)	**Health and Fitness for life** (Page 31)	**Life/Industry Skills** (Select one unit from options above)

Applied and Entrepreneurial Learning

Pathways

This subject aims to provide students with knowledge and skills that will enhance their continued education and employment prospects. It also aims to provide experience in, and knowledge of an industry so that learners can make a more informed choice of vocational and career paths. Students are able to foster the development of social and personal skills relevant to participation in the workforce. This program provides an understanding of the nature of work relevant to specific industries.

This subject is designed to be undertaken in conjunction with projects and students will undertake the following:

- Development of entrepreneurial skills in the designing, launching and running of a small business.
- VET Certificate II in Employment Pathways.
- White card training.
- First Aid training.
- Safe at Work modules.
- 4 X 1 week blocks of work experience.
- Analysis and evaluation of their experiences in the workplace.

Enterprise Production

In this subject, students will work in the production aspects of their small business.
They will seek to develop the practical skills found in applied learning classes such as wood and metal production classes. Students will take part in a group project that encourages communication, team work, trade and craft skills.

Applied and Entrepreneurial Learning Program FAQ

Who is this program suited to?

If you answer yes to the following questions, then this program is for you:

1. Are you keen to undertake an apprenticeship or traineeship?
2. Do you want to move directly from school into the work force?
3. Do you have a career option in mind?
4. Do you have ideas as to the type of work experience you would like to undertake?

Does this program stop me from accessing VCE the year after?

As a general rule this program leads most naturally into the VCAL program. VCAL is a nationally recognised certificate in Applied Learning.
However, students who complete this program will still be eligible for the VCE, although such a pathway would be more difficult. This is important to maintain flexibility and allow opportunities to follow different pathways if circumstances change. Students who would like to keep their options open in this regard should communicate this to their class teachers.

Work placement

It is important that students who are keen to begin an apprenticeship or traineeship understand the options before them with first-hand experience. Generally work placement will occur in the last week of each term.

How do I apply?

This is an application-only program. Students need to fill in the application for AEL on-line (see link on Simon messages). A panel of staff will then interview students and their families, and those who have demonstrated their suitability will be invited to join the program.

Acceleration into VCE at Year 10

The senior school timetable is structured in a way that allows students to access VCE or VET subjects at Year 11 level. The option to choose VCE / VET subjects as part of the student's program during Year 10 will be dependent upon:

- The student demonstrating an ability to meet prescribed criteria for acceleration.
- The subject having enough student numbers to run.
- The subject having room to accommodate a Year 10 student (Year 11 students would take priority).
- The timetable structure being able to accommodate this choice.

Acceleration into a VCE / VET study is not an option that will suit everyone. It requires greater demands in terms of skill level and organisation and a commitment to maintain a strong and consistent work ethic. For those who are interested and feel capable, it offers an excellent opportunity to experience a taste of VCE / VET and confront new and more difficult challenges.

Criteria for acceleration:

- Ability to work and think independently.
- Appropriate level of literacy skills.
- Ability to use appropriate technology with confidence.
- Ability to work in a mature manner.
- Positive attitude to class work and makes productive use of class time.
- Submits assigned work on time.
- Ability to research independently and adapt information to the topic being studied.
- Ability to work cooperatively in a group.
- Willingness to seek teacher assistance when appropriate.

Constraints on acceleration:

You can choose no more than three VCE units. This is not recommended, except in exceptional circumstances. Generally, experience in one or two VCE units or one VET unit would be sufficient.
Students must apply to enrol in a VCE / VET unit and may be extensively counselled about their options during an interview. The school reserves the right to refuse the application if the criteria has not been met.

Applying for acceleration:

Students interested in applying for an accelerated VCE / VET course need to complete the "Student Application for VCE / VET Acceleration" online. (See link on SIMON messages).

Application for Acceleration into VCE at Year 10

Name: _____ Homeroom: _____

I wish to apply for the following accelerated VCE subject(s):

_____

_____

Criteria for acceleration

- Ability to work and think independently.
- Appropriate level of literacy skills.
- Ability to use appropriate technology with confidence.
- Ability to work in a mature manner.
- Positive attitude to class work and makes productive use of class time.
- Submits assigned work on time.
- Ability to research independently and adapt information to the topic being studied.
- Ability to work cooperatively in a group.
- Willingness to seek teacher assistance when appropriate.

PLEASE INDICATE BELOW YOUR REASONS FOR APPLYING AND DEMONSTRATE HOW YOU MEET THE ABOVE CRITERIA DURING YOUR STUDIES AT SCHOOL

_____

_____

_____

_____

_____

_____

_____

_____

Signed Student: _____ **Signed Parent:** _____

This application is supported by: _____**Teacher Signature:**_____

Overview of Year 10 Subjects Offered

DOMAIN LEARNING AREA	YEAR 10	VCE YEAR 11 (FOR ACCELERATING YEAR 10 STUDENTS)
	The following subjects are offered as traditional Year 10 subjects.	**The following accelerated options are available if students meet the prescribed criteria and spaces exist:**
ENGLISH Compulsory	ENGLISH* or ENGLISH (FOUNDATION) LITERATURE (Optional) LINGUISTICS MATTER (Optional)	VCE LITERATURE UNIT 1 VCE LITERATURE UNIT 2 VCE ENGLISH LANGUAGE UNIT 1 VCE ENGLISH LANGUAGE UNIT 2
RELIGIOUS EDUCATION Compulsory	RELIGIOUS EDUCATION	TEXT & TRADITIONS UNIT 1 TEXT & TRADITIONS UNIT 2
MATHEMATICS Compulsory	MATHEMATICS (METHODS) MATHEMATICS (GENERAL) MATHEMATICS (FOUNDATION)	VCE GENERAL MATHS (FURTHER) UNIT 1 VCE GENERAL MATHS (FURTHER) UNIT 2
ARTS	ART A ART B MEDIA ARTS VET MUSIC CERTIFICATE II VISUAL COMMUNICATION (GRAPHICS) DRAMA	VCE STUDIO ARTS UNIT 1 VCE STUDIO ARTS UNIT 2 VCE MEDIA STUDIES UNIT 1 VCE MEDIA STUDIES UNIT 2 VET MUSIC PERFORMANCE VCE VISUAL COMMUNICATION UNIT 1 VCE VISUAL COMMUNICATION UNIT 2 VCE DRAMA UNIT 1 VCE DRAMA UNIT 2
HEALTH & PHYSICAL EDUCATION	PHYSICAL EDUCATION SPORTS SCIENCE ALL ABOUT HEALTH DUKE OF ED. (SILVER)	VCE HEALTH AND HUMAN DEVELOPMENT (UNIT 1) VCE HEALTH AND HUMAN DEVELOPMENT (UNIT 2) VCE OUTDOOR AND ENVIRONMENTAL STUDIES (UNIT 1) VCE OUTDOOR AND ENVIRONMENTAL STUDIES (UNIT 2) VCE PHYSICAL EDUCATION (UNIT 1) VCE PHYSICAL EDUCATION (UNIT 2) CERTIFICATE III SPORT AND RECREATION CERTIFICATE III ALLIED HEALTH
HUMANITIES	HISTORY GEOGRAPHY & ENVIRONMENT WORLD OF BUSINESS DEMOCRACY & JUSTICE	VCE HISTORY 20th CENTURY 1918-1939 —UNIT 1 VCE HISTORY 20th CENTURY 1945-2000 — UNIT 2 VCE GEOGRAPHY UNIT 1 VCE GEOGRAPHY UNIT 2 VCE ACCOUNTING UNIT 1 VCE ACCOUNTING UNIT 2 VCE LEGAL STUDIES UNIT 1 VCE LEGAL STUDIES UNIT 2 VCE ECONOMICS UNIT 1 VCE ECONOMICS UNIT 2 VCE BUSINESS MANAGEMENT UNIT 1 VCE BUSINESS MANAGEMENT UNIT 2 VCE PHILOSOPHY UNIT 1 VCE PHILOSOPHY UNIT 2 VCE POLITICS UNIT 1 VCE POLITICS UNIT 2
LOTE	ITALIAN	VCE ITALIAN UNITS 1 AND 2
SCIENCE	BIOLOGY CHEMISTRY STEM PHYSICS PSYCHOLOGY	VCE BIOLOGY UNIT 1 VCE BIOLOGY UNIT 2 VCE ENVIRONMENTAL SCIENCE UNIT 1 VCE ENVIRONMENTAL SCIENCE UNIT 2 VCE PHYSICS UNIT 1 VCE PHYSICS UNIT 2 VCE CHEMISTRY UNIT 1 VCE CHEMISTRY UNIT 2 VCE PSYCHOLOGY UNIT 1 VCE PSYCHOLOGY UNIT 2
TECHNOLOGY	FOOD FOR DESIGN FOOD FOR HEALTHY EATING DIGITAL TECHNOLOGY WOOD: CUSTOM DESIGN WOOD: FUNCTIONAL FURNITURE METAL SYSTEMS TEXTILES VET APPLIED FASHION DESIGN & TECHNOLOGY VISUAL COMMUNICATION - DESIGN A VISUAL COMMUNICATION - DESIGN B	VCE FOOD STUDIES UNIT 1 VCE FOOD STUDIES UNIT 2 VCE APPLIED COMPUTING UNIT 1 VCE APPLIED COMPUTING UNIT 2 VCE DESIGN & TECHNOLOGY (WOOD) UNIT 1 VCE DESIGN & TECHNOLOGY (WOOD) UNIT 2 VCE SYSTEMS ENGINEERING (UNIT 1) VCE SYSTEMS ENGINEERING (UNIT 2)

Year 10 Subject Planning Sheet

The space below is to help guide Year 10 students in planning their choice of subjects before ultimately entering them online.

Compulsory Studies

Year 10 Religion

Year 10 English

Mathematics: (Tick one)

- ☐ Mathematics (Methods)
- ☐ Mathematics (General)
- ☐ Mathematics (Foundation)

Science _____

Humanities _____

Arts/Technologies _____

Optional Studies

1. _____
2. _____
3. _____
4. _____
5: _____

Reserve: _____

Please be aware if choosing a VET, that this takes up two choices - one for each semester. Some VET courses can be used for the Art/Technology choice.

Planning Notes

YEAR 10
Subject Descriptions

ALL ABOUT HEALTH

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

This subject presents students with the opportunity to investigate and learn fundamental skills and models that will build on their health literacy, understanding of health and wellbeing in our society, and broad ideas of ways in which we can live happy and healthy lives.

Although this is not a prerequisite subject, it is designed to prepare students for VCE, HHD and VET Allied Health.

TOPICS:

- Basic anatomy and physiology
- Concepts of health and wellbeing
- Measurements and indicators of health status
- Nutrition and characteristics of a healthy lifestyle
- The health system in Australia
- Youth health issues

KEY SKILLS:

- Develop an understanding of the human body systems and how they relate to health.
- Understand positive food choices and the impact of diet on health.
- Investigate key health-related issues for youth and ways to manage these.
- Develop an understanding of the dimensions that underpin health and wellbeing.

ASSESSMENT:

- Research allied health groups and their services/ programs that promote and protect the health of young people.
- Devise a healthy eating plan.
- Develop a proposal about how to improve the health and wellbeing of a specific target group in the community.
- Semester exam.

FUTURE CAREER PATHWAYS:

Health professional
Health teacher
Allied health assistant
Health promotion
Nurse
Nutrition

ART A

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Art A focuses on developing the student's ability to express themselves through the visual arts. Students will trial and experience different studio arts practices by working through a series of introductory exercises covering a range of different studio art forms. The unit is designed to cater for all students irrespective of their ability or previous experience in the arts. Students will use a range of arts media to record, experiment and refine ideas. Students will complete a folio of experimental artworks throughout the course. Students will observe how artists in various time periods and art movements have explored ideas and styles in their artworks. This theoretical aspect of the course should inspire the students' practical work. They will be required to investigate and interpret artists and their artwork.

TOPICS:

- Reverse graffiti
- Street art
- Written analysis
- Cubism

KEY SKILLS:

- Select and manipulate materials, techniques, technologies and processess in a range of art forms to express ideas, concepts and themes.
- Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions.

ASSESSMENT:

- Folio and finals
- Semester exam

FUTURE CAREER PATHWAYS:

Artist
Photographer
Teacher
Set designer
Graphic designer
Interior designer
Fashion designer
Architect

ART B

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Students in this course will design and make artworks using the studio arts process. Art B allows for all students to experience the visual arts with confidence, curiosity, imagination and enjoyment and a personal aesthetic. This is done through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating. The unit is designed to cater for all students irrespective of their ability or previous experiences in the arts. Students undertaking Art B will work through a series of introductory exercises. Students will become more independent in their approach to exploring, developing and refining images and forms. Art B is more exploratory in comparison to Art A. This means it has less structure around the style to base artworks on.

TOPICS:

- Printmaking
- Themed artworks
- Surrealism

KEY SKILLS:

- Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes.
- Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions.

ASSESSMENT:

- Folio and finals
- Semester exam

FUTURE CAREER PATHWAYS:

Artist
Photographer
Teacher
Set designer
Graphic designer
Interior designer
Fashion designer
Architect

BIOLOGY

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

This subject presents student with the opportunity to explore in detail the biological processes and concepts that are essential to life.

While studying Biology students will develop knowledge and skills of inquiry that help them to examine critically issues that arise in their own lives and in the public domain and build an understanding of the interconnectedness of all living things and their environment.

TOPICS:

- Staying alive - includes the different types of living cells, the structure and function of cell organelles, cellular transport, photosynthesis, cellular respiration and enzymes.
- Immunity and disease - includes investigation of the impact of disease on living things, and how the immune system works and responds to infection.
- Getting into genes - includes the exploration of the structure of DNA and genes, the processes of protein synthesis, mitosis and meiosis, inheritance and the question of genetic engineering.
- Evolution - includes developing an understanding of the changes species will undertake to fit a changing environment. Students will look into mutations, speciation and the processes of convergent and divergent evolution.

KEY SKILLS:

- Understanding of the structure and function of living things.
- Skills of inquiry to examine critical issues.
- Understanding of the interconnectedness of all living things and their environment.

ASSESSMENT:

- Research task
- Topic test
- Practicum report
- Semester exam

FUTURE CAREER PATHWAYS:

Environmental science
Nursing and Medicine
Scientific research
Various allied health fields
Science education
Ecology
Genetics
Natural resources
Pathology
Animal science
Agriculture

CHEMISTRY

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Students explore the principles behind the periodic table and how it is used to predict bonding between atoms. They experiment with the chemistry of combustion, acid-base and redox reactions including the construction of simple galvanic cells. They also learn to write chemical equations to describe the reactions occurring. Students develop their laboratory and scientific inquiry skills by designing, performing and reporting on an experiment.

TOPICS:

- Atomic theory, bonding and the periodic table
- Energy
- Chemical reactions

KEY SKILLS:

- Collect, analyse and interpret data
- Recognise patterns and trends
- Scientific enquiry

ASSESSMENT:

- Topic tests
- Laboratory reports
- Semester exam

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FUTURE CAREER PATHWAYS:

Engineer
Nurse
Doctor
Vet
Pharmacist
Forensic chemist
Agronomist
Petrochemical engineer
Mining industry
Analytical chemist
Research chemist
Inventor
Teacher
University lecturer
Patent attorney

DIGITAL TECHNOLOGY

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Students will focus on two key areas of digital technology in today's industry: data and information and creating digital solutions.

Data and information focuses on techniques of gathering, analysing and manipulating data and presenting it as information in different formats.

Creating digital solutions centres around how to gather and analyse requirements for real-world problems, then designing, developing and evaluating digital solutions for such problems.

TOPICS:

- Data and information
- Creating digital solutions

KEY SKILLS:

- Requirements gathering
- Research
- Analysis
- Design
- Production and development
- Evaluation

ASSESSMENT:

- Semester exam
- Research and infographics presentation
- Software design and development package

FUTURE CAREER PATHWAYS:

Data or systems analyst
Database administrator
Software design and development (engineer)
IT project manager
Data research

DRAMA

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Year 10 Drama focuses on the development of acting techniques. Students will develop interpretation and performance skills. They will view a live performance and develop an understanding of how to analyse a piece of theatre.

Students will explore Modern and Pre-Modern styles of theatre, and will perform a pre-existing script to rehearse, workshop, direct and perform as an ensemble. Students begin to develop their dramatic terminology and maintain a record of how ideas develop through the creative process and presentation of their art. They will have the opportunity to perform a play to the St. Joseph's College community.

TOPICS:

- Develop their talent in the dramatic arts
- Gain the confidence to perform in public
- Interpret and analyse plays

KEY SKILLS:

Skills obtained in this subject will enable students to further develop their talent in the dramatic arts and gain the confidence to perform in public as well as interpret and analyse plays.

ASSESSMENT:

- Semester exam
- Play analysis
- Ensemble performance

FUTURE CAREER PATHWAYS:

Actor
Dancer
Entertainer
Arts administrator
Journalist
Multimedia developer
Musician
Film, stage and television director

DUKE OF ED - SILVER

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

This elective is based around the Silver Level of the Duke of Edinburgh Award. To achieve the award students will complete four elements; Service/Volunteering, Hobby/Skill, Physical Activity and Adventurous Journey.

The elective will introduce students to knowledge, skills, organisations and environments that will help with completing these four elements. Students will complete the Hobby/Skill and Physical Activity elements out of school.

The College will assist by providing Service/Volunteering opportunities at school if needed. You will plan the adventurous journey as part of the elective and it will be carried out with the mentoring of College staff. During this elective, students will navigate from a map, plan a bushwalking menu, and learn survival skills such as emergency management, cook advanced recipes on a trangia, help a local environment group, put up tents and go bushwalking.

Students will also be developing essential skills for the future, such as getting a first aid qualification, resume writing and interviewing. By actively participating, students will further challenge the boundaries of their 'comfort zone' in a safe and inclusive environment, build their independence and extend their leadership skills.

The Duke of Edinburgh's Award is an internationally recognised program for young people, building their skills to equip them for life and work. By creating opportunities for young people to develop skills, get physically active, give service and experience adventure, the Award can play a critical role in their development.

TOPICS:

- Voluntary service - encourages young people to volunteer their time and understand the benefits of this voluntary service to their community. It also encourages them to connect with the community and give service to others and their communities.
- Physical recreation - encourages young people to participate in sport and other physical recreation for the improvement of health, wellbeing and fitness.
- Skill - encourages the development of personal interests and practical and social skills.
- Adventurous journey - encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment.

KEY SKILLS:

- Through completion of the award and developing important skills like communication, teamwork and leadership, young people can improve their readiness for work while having fun.
- The proven award Impacts include: improved educational attainment, employability, health and wellbeing, participation in civic life, social inclusion, environmental awareness and conflict resolution/ communication and teamwork strategies.

ASSESSMENT:

Completing your award

Do your activities:

- Keep at your activities for the required time. Pursue your goals. Don't forget to do your activities regularly.
- Adventurous Journey training and preparation, go on your practice journey(s) and do your qualifying journey.
- Remember to keep your Record Book up to date and to keep your Assessors and Award Leader informed of your progress.
- Try to keep a journal or diary. You may like to take photos, shoot video, or record a soundtrack.
- Get your Assessors to complete their final assessment report and sign off that section when you have finished the activity.

Achieving your award

You will have achieved your Silver Award when:

- You have done your activities for each section for the minimum time period.
- You have recorded all your activities and uploaded evidence into the Online Record Book (ORB).
- Your Assessors are happy with your progress and have made their reports. Once you have completed your award make sure you submit it to your Award Leader on the ORB.

FUTURE CAREER PATHWAYS:

The Duke of Ed program teaches each person to take responsibility for their goals and choices; how to connect and actively engage with their immediate community and how to positively contribute to society by their active involvement.

The award can count towards your high school leaving certificate as well as tertiary subjects once at tertiary institutions.

In Victoria it is recognised by La Trobe University where priority access will be given to La Trobe's early admissions Aspire program.

ENGLISH (COMPULSORY)

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

"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. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future."

VCAA - Victorian Curriculum, 2017

TOPICS:

- In Semester one, students will focus on analysing arguments, with the opportunity to develop their own persuasive speech and deconstruct current events in the media. Students will analyse the famous Shakespearean drama, Macbeth, to produce an analytical piece.
- In Semester two, students will compare The Help (film) and To Kill a Mockingbird (novel) and learn the process and structure of comparative analysis. Students complete the year with a creative response to a collection of Australian short stories.

KEY SKILLS:

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.

ASSESSMENT:

- Creative short story
- Analytical text response essay on Macbeth
- Comparative text analysis essay
- Persuasive oral on current media issue
- Analysis of written media articles (essay)
- Semester exam

FUTURE CAREER PATHWAYS:

This course is tailor-made to assist students to work toward their chosen career pathway.

ENGLISH FOUNDATION

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

English (Foundation) is the literacy component of the AEL program which will provide students with vital skills that are required for those entering the workplace whilst completing their secondary program.

The course will consist of literacy development that will allow students to access and utilise the information that they would encounter in the workplace in a variety of formats, both visual and written.

TOPICS:

- Reading and writing for knowledge
- Reading and writing for self-expression
- Communication skills through a range of different methods such as letter, email writing and oral media

KEY SKILLS:

Students will develop writing skills that will enable them to communicate with employers and complete required components of vocational training.

ASSESSMENT:

There is no exam for this subject.

FUTURE CAREER PATHWAYS:

This course is tailor-made to assist students who are looking to undertake an apprenticeship or traineeship.

ENGLISH LINGUISTICS MATTERS

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Linguistics is a unique science dealing with various language and communication-related questions. It cuts across many other disciplines like psychology, education, history, philosophy, neurology and anthropology and sociology. Similar to any other science, it can help to solve concrete practical tasks like the best ways to teach children to read or computational problems. Study of linguistics also contributes to theory which helps us understand how we think, how our culture evolves and changes and how we can best use language to achieve what we want. Many people who enjoy English don't necessarily love analysing text but they do appreciate and love the 'music' of language; the patterns, the intricacy. People who are drawn to linguistics seem to intuitively see the 'miracle' of it and how essential it is to our humanity. The study of language is the study of something beautifully human; something so stupendously impressive yet so familiar and common at the same time. In Linguistics, no matter how deeply debated a question remains, the fact will always stand that which we model and debate over, is what allows us to model and debate in the first place. Language is such an important part of humanity that to study it is to take a step towards understanding what it means to be a human; a normal, boring, wonderful and unique human.

TOPICS:

- Language and languages
- Speech vs. writing
- Approaches to language: descriptive vs. prescriptive
- Grammar and its parts
- Arbitrariness

KEY SKILLS:

Identification, observation and analysis of the following subsystems of language:

- Syntax, Morphology, Phonology, Semantics and Discourse, Lexicology.
- Application of linguistic theory to field data.

ASSESSMENT:

- Research reports: analysing the evolution of English language, and how children acquire their language.
- Investigation into the cultural impact of language choices.
- Semester exam.

ENGLISH LITERATURE

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

There is great power in stories. Stories communicate our humanity and our connectedness. Characters, plotlines, language setting and poetry all communicate our humanity in vivid and often deeply personal and communally satisfying ways. Literature is like a doorway into loving life more deeply.

Literature is a great option for those who enjoy English and are looking for an additional challenge.

TOPICS:

- Poetry
- Novel study

KEY SKILLS:

Literature is the right choice for you if you:

- Have high-level reading and writing skills
- Can think independently
- Are prepared to work diligently
- Enjoy reading and writing.
- Enjoy discussing films and novels with peers

ASSESSMENT:

- Poetry analysis essay
- Creative writing
- Semester exam

FUTURE CAREER PATHWAYS:

Education
Journalism
Business
Law and diplomacy
Travel and tourism
Librarians
Literary or film critics
Consultants
Public relations specialists
Translators

FOOD FOR DESIGN

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Emphasis in this subject will be placed on topics for VCE Units 1 - 4 Food Studies. It investigates the chemical and physical make-up of key foods, including:

- The design process
- The design brief
- Work plans
- Food production
- How food changes
- Why we eat certain foods
- Food evaluations

TOPICS:

- Designing and the green grocer`
- Designing and meaty ideas

KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs.
- Generating - apply design thinking, creativity, innovation and enterprise skills.
- Producing - work flexibly to safely test, select, justify and use appropriate technologies.
- Evaluate - evaluate design ideas and processes.
- Planning and Managing - develop project plans to plan and manage projects individually and collaboratively.

ASSESSMENT:

- Design brief
- Food evaluation
- Semester exam

FUTURE CAREER PATHWAYS:

Environmental health officer
Cook
Caterer
Food processing technician
Nutritionist
Home economist
Dietitian

FOOD FOR HEALTHY EATING

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

This unit also links to Units 1 - 4 Food Studies. It focuses on the use of energy in the body, dietary needs, designing and preparing meals, including:

- The design process - eating well for the future
- Influences on our food choices
- Garnishing and food styling
- Food photography - food production
- Changes in eating patterns - food evaluations

TOPICS:

- Energy balances
- Lifestyle diseases
- Commercially produced food vs store bought
- Individual dietary needs - food allergies, vegetarianism

KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs.
- Generating - apply design thinking, creativity, innovation and enterprise skills.
- Producing - work flexibly to safely test, select, justify and use appropriate technologies.
- Evaluate - evaluate design ideas and processes.
- Planning and Managing - develop project plans to plan and manage projects individually and collaboratively.

ASSESSMENT:

- Design brief
- Food evaluation
- Semester exam

FUTURE CAREER PATHWAYS:

Environmental health officer
Cook
Caterer
Food processing technician
Nutritionist
Home economist
Dietitian

GEOGRAPHY AND ENVIRONMENT

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

There are two topics of study in the Year 10 curriculum for Geography which are designed to give students the opportunity to use their geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives, and how to find out how geography contributes to the understanding and management of these challenges.

TOPICS:

- Geographies of human wellbeing focuses on investigating differences in human wellbeing, locally, nationally and globally. Students analyse reasons for variations and explore global and national programs designed to improve human wellbeing.
- Environmental change and management. Students study global environmental change and management; they will also complete an in-depth field work based investigation on environmental change and management at Gunbower Forest and Gunbower Creek.

KEY SKILLS:

- Predict, identify, analyse, explain and evaluate changes, their distributions and consequences.
- Collect, record, organise and represent data.
- Construct graphs and maps, also using spatial technology.
- Interpret and analyse data.

ASSESSMENT:

- Human wellbeing presentation/report
- Geographical concepts test
- Environmental change and management field report
- Semester exam

FUTURE CAREER PATHWAYS:

Science
Engineering
Horticulture
Aquaculture
Environmental management
Tourism
Urban and regional planning
Conservation
Sustainability
International trade
Education
Logistics
Global studies

HEALTH AND FITNESS FOR LIFE

COURSE LENGTH: FULL YEAR

(Part of AEL Program)

COURSE DESCRIPTION:

This course presents students with the opportunity to develop their knowledge and skills regarding sport, nutrition, health benefits of physical activity, issues in sport, injuries and first aid, mental health and wellbeing. Students will develop a range of practical and theoretical skills to prepare them for a lifelong healthy and active mind and body.

TOPICS:

- Healthy Habits - creating healthy, timesaving dishes that can be replicated in the home. Students will develop a range of healthy lunch and snack options, developing their knowledge of nutrition, dietary guidelines, health, food knowledge and basic food preparation skills. Students will also investigate the relationship between nutrition and physical activity.
- My Body The Machine - students will develop an understanding of the elements of fitness required in sports and maintaining a healthy lifestyle. They will participate in a number of testing procedures in order to assess their personal fitness level, design training goals and develop various fitness programs. Students will be required to participate in gym and fitness sessions at local organisations. The theoretical focus will include developing knowledge of Australia's Physical Activity and Sedentary Behaviour Guidelines. This unit emphasises the importance of motivation as an important factor in physical activity. Students will apply the principles of coaching and training in designing sport skill programs for younger students. Other factors influencing sports performance will be considered including nutrition and competition diets for athletes, sports injury management and illegal performance enhancing strategies in sport i.e. ASADA – anti doping codes and drug testing practices.
- Challenging Yourself - in this topic, students will develop the knowledge, understanding and skills to strengthen their sense of self and connectedness to their environment. Students will be introduced to the idea that healthy living includes physical fitness, psychological wellbeing, cognitive capabilities, cultural and environmental responsibility.
  During this topic, students will participate in activities such as bush walking, mountain biking, fishing and develop strategies to manage mental health and wellbeing.
  By actively participating, students will challenge the boundaries of their 'comfort zone' in a safe and inclusive environment, build confidence and the ability to make decisions in a variety of settings.
- Sports Plus - students will participate in a variety of individual and team sporting activities and games with an emphasis on learning tactics and developing healthy lifestyles. Investigation will also include physical activity and sport for specific groups, issues in sport, injuries and first aid, as well as coaching and other pathway opportunities. The focus of this unit is on participation, teamwork and sportsmanship behaviour.

KEY SKILLS:

- Motor performance
- Researching information
- Planning and organising
- Meal preparation
- Teamwork

ASSESSMENT:

- Presentations
- Research tasks
- Peer teaching

FUTURE CAREER PATHWAYS:

Physical education teacher
Lifeguard
Personal trainer
Sports coach
Diet coach

PHYSICAL EDUCATION

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Physical Education presents students with the opportunity to investigate and learn about the broad topics of advancements in sport, drugs and ethics in sport and how to design and teach games. Practical classes allow students to develop knowledge and skills in the sports of Gaelic Football, European Handball, soccer and volleyball.

Although this is not a prerequisite subject, it is designed to prepare students for VCE Physical Education.

TOPICS:

Semester 1

Practical:

- Term 1: Gaelic football, European handball, soccer and volleyball
- Term 2: Game design (student taught)

Theory

- Advancements in sport
- Performance enhancing drugs (PEDs)
- Ethics in sport
- Performance enhancing drugs (PEDs)
- Ethics in sport

KEY SKILLS:

- Motor skills performance (kicking, throwing, catching, striking).
- Researching information, planning and organising.

ASSESSMENT:

- Motor skills assessment
- Game design planning and implementation
- Drugs in sport research task
- Advancements in sport presentation/test
- Semester exam

FUTURE CAREER PATHWAYS:

Psychologist

Health professional

Coach

HISTORY

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

In this subject, students study the period of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

TOPICS:

- Australia at war (1914 – 1945): World War II
- Rights and freedoms (1945 – the present)
- Political Crisis: The Vietnam War

KEY SKILLS:

- Chronology - equencing significant events.
- Historical sources as evidence - analyse and corroborate sources and evaluate their accuracy.
- Continuity and change **- i**dentify and evaluate.
- Cause and effect - analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments.
- Historical significance - valuate the historical significance of an event, idea, individual or place.

ASSESSMENT:

- Analysis of primary sources
- Historical inquiry
- Historical essay
- Semester exam

FUTURE CAREER PATHWAYS:

Writer

Sociologist

Lawyer

Archaeologist

Historian

Museum curator public servant

Museum attendant

Research officer

Tourist information officer

GOVERNMENT AND JUSTICE

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

This subject examines vital aspects of Australia's legal system. Students investigate the nature of laws and the reasons for having them in our society, how laws are made in Australia, the principles of justice, the rights of citizens, Australia's systems of courts and the legal system, criminal law and their application.

Students also learn about the role of government at a federal, state and local level. They also study political parties and the democratic process of running an election.

TOPICS:

- Living with the law - students will investigate the nature of laws and the reasons for having them in our society, how laws are made in Australia, the principles of justice, the rights of citizens, the powers and activities of the police, Australia's system of courts and legal system, criminal law and its application, civil law and its application.
- Politics - students will investigate the principles in which Australia's political environment hinge upon.

KEY SKILLS:

- Develop an understanding of our legal system
- Develop understanding of Australian politics

ASSESSMENT:

- Assignment
- Test
- Semester exam

FUTURE CAREER PATHWAYS:

Social worker
Politician
Journalist
Teacher
Solicitor
Barrister
Police officer

LOTE
(LANGUAGES OTHER THAN ENGLISH) ITALIAN

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

When you gain fluency in your speaking, listening and writing at this level of Italian, it is really easy to fall in love with the subject! You will make strong and frequent gains at this level. English isn't enough! Learning another language demonstrates learning skills and commitment to employers that are rare among the numbers of people applying for job - you will stand out from the crowd! Learning a foreign language is so helpful in understanding your own language and opens up whole other cultures apart from your own - foreign art, food, music, literature, film, shopping and sport - all these are done particularly well by the Italians! Imagine being able to share in it.

TOPICS:

- Grammatica Italiana
- Il Mio Profilo
- La Casa e le Stanze della Casa
- Moda e Abbigliamento - fashion

KEY SKILLS:

- Grammar/reading/writing
- Orals
- Tests
- Semester exam

ASSESSMENT:

- The weekend project
- Italian culture

FUTURE CAREER PATHWAYS:

Social worker
Translator
Language teaching
International intelligence services
Military language services
Humanitarian services
Language blogger and online content creator
Hospitality
Language teacher
Journalist
Diplomat

MATHEMATICS SUBJECT SELECTION PROCEDURE

St. Joseph's College aims to ensure that all student's are completing work which is challenging but not overwhelming. Correct selection of a students mathematics stream is vital to achieving this balance.

This following procedure outlines the process involved in determining which mathematics subject students are advised to take, to ensure they are working at their ability level.

YEAR 10 MATHS SELECTION

Mathematical Methods

This subject is suitable for students demonstrating strong skills in algebra, graphing and equations.

- Students must be a minimum of level 8 and have completed level 9 in Fractions and Decimals, Patterns and Algebra, Pythagoras and Trigonometry and Linear Relations.
- Students are not advised to 'give Maths Methods a try' in Year 10 with the option to move to General Mathematics in Year 11 as the topics taught in General Maths and Mathematical Methods are completely different.

General Maths

- Students must be a minimum of level 7.5 on Maths Pathway and have completed Linear Relations, Chance and Data Interpretation and Representation.
- Students who select General Maths at Year 10, do not have the option to move into Mathematical Methods in Year 11.

Foundation Maths

- No minimum mark required.
- Suitable for students who complete VCAL rather than VCE or any students who will not be continuing on with maths in Year 11 and 12.
- Students do not have the option of moving from Foundation Maths into any other maths subject in Year 11.

YEAR 11 MATHS SELECTION

Specialist Maths

- Students must have completed Year 10 Mathematical Methods with a B+ average or higher and passed both Year 10 Maths exams.
- Students must be enrolled in either Year 11 Mathematical Methods or Year 12 Mathematical Methods in the same year in which they complete Specialist Maths.

Mathematical Methods

- Students must have completed Year 10 Mathematical Methods and maintained a minimum of a C average to continue with Mathematical Methods in Year 11.
- Students must have passed both Year 10 Maths exams.

General Maths

- Students must have completed Year 10 General Maths and maintained a minimum of a D average to continue with General Maths.
- Students may also enter General Maths having completed Year 10 Mathematical Methods.

Foundation Maths

- No minimum mark required.

MATHEMATICS SUBJECT SELECTION PROCEDURE

YEAR 12 MATHS SELECTION

Specialist Maths

- Students must have completed Year 11 Specialist Maths with a C average or higher and passed the Year 11 Maths exams.
- Students must have completed Year 11 Mathematical Methods with a B+ average or higher
- Students must be enrolled in Year 12 Mathematical Methods in the same year in which they complete Specialist Maths unless they have already completed it.

Mathematical Methods

- Students must have completed Year 11 Mathematical Methods, maintained a minimum of a C average and passed the Year 11 maths exams.

General Maths

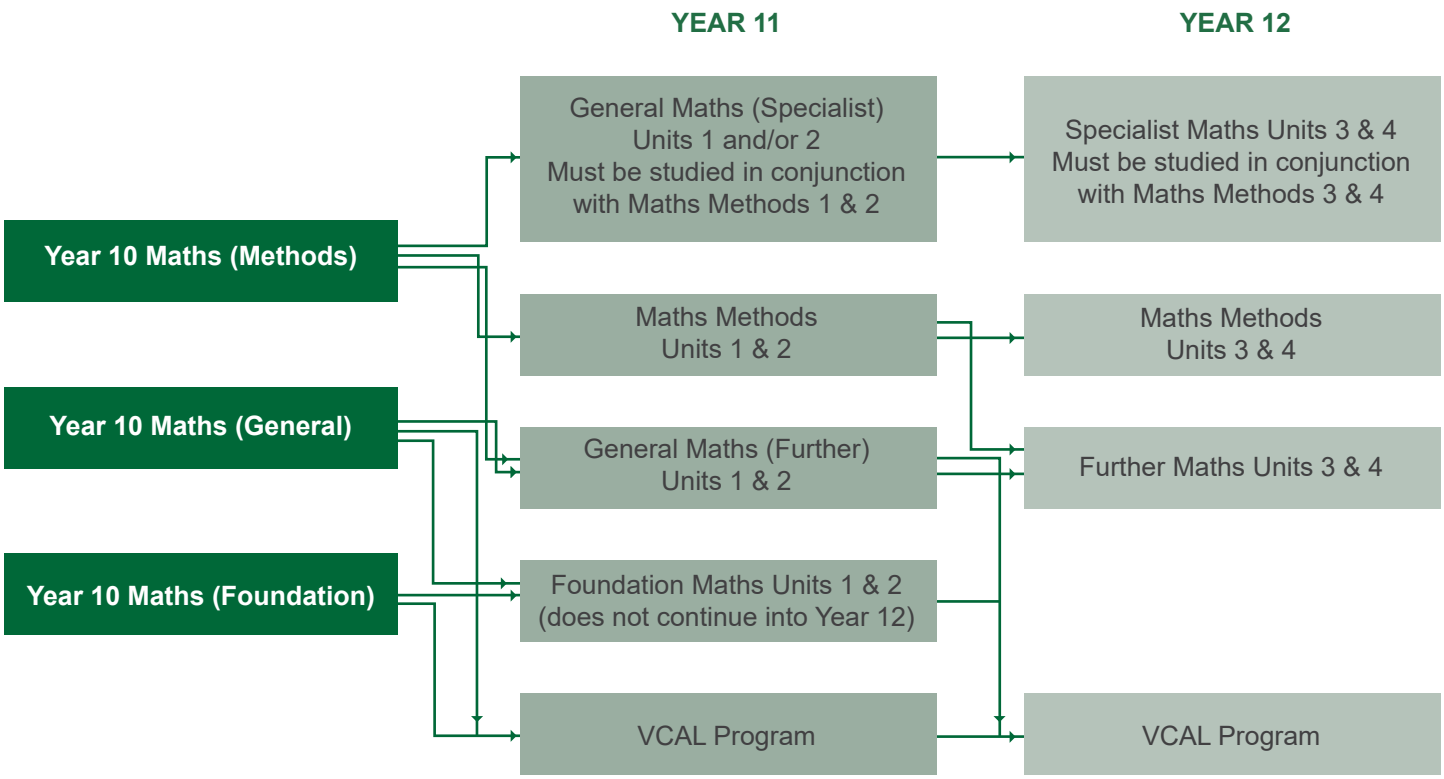
- Students must have completed Year 11 General Maths and maintained a minimum of a D average to continue with General Maths.
- Students may also enter General Maths having completed Year 11 Mathematical Methods.

MATHEMATICS (COMPULSORY)

YEAR 10 MATHEMATICAL PATHWAYS

The following table provides suggested mathematical pathways and is an indication of the implications of Mathematics choices made in Year 10 in relation to the possible options for Years 11 and 12.

Students are advised that ***all*** Year 10 Mathematics subjects require regular homework, including frequent revision.



MATHEMATICS FOUNDATION

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

This subject is generally chosen by those looking to enter VCAL in Year 11. Foundation Maths provides students with the critical maths skills they need post secondary school. Students will learn how to budget, choose the right insurance plan, open and operate a bank account, choose a suitable loan and income and tax calculations.

They will also learn about different units of measurement and apply these to real world scenarios in their future workplace. There is a focus on operations and calculations along with problem solving in real life situations.

TOPICS:

Semester 1

- Money matters (budgeting, income, tax, shopping lists, loans, insurance, superannuation, debt management, credit cards).
- Shape, space and measurement.

Semester 2

- Operations and calculations.
- Handling information (Problem solving in real world situations).

KEY SKILLS:

- Interpret plans, diagrams and their conventions
- Represent three-dimensional objects in diagrams
- Use a calculator for multi-step calculations
- Identify common notation for metric measurement

ASSESSMENT:

- Topic assignments
- Metric measurement and scale
- BODMAS
- Income and taxation
- Statistical analysis

FUTURE CAREER PATHWAYS:

Building and construction
Plumbing and other trades
Retail services
Cooking
Hairdressing
Beautician

MATHEMATICS GENERAL

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

This subject should be chosen by students wishing to take General Maths in Year 11 and Further Maths in Year 12. General Mathematics is aimed at developing and extending the mathematical skills of students in the areas of Statistics, Financial Mathematics, Networks and Matrices.

Students are required to apply different mathematical skills and concepts to a range of situations. Students also develop skills in using technology to aid them in solving a variety of mathematical problems.

TOPICS:

Semester 1

- Number
- Univariate data
- Financial maths
- Matrices

Semester 2

- Linear graphs
- Bivariate data
- Networks
- Number patterns

KEY SKILLS:

- Problem solving
- Use of the TI-Nspire CAS calculator
- Plotting graphs by hand

ASSESSMENT:

- Topic tests
- Semester exam

FUTURE CAREER PATHWAYS:

Accounting
Building design and construction
Business management
Computer programming
Game design
Electrician
Trades

MATHEMATICAL METHODS

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

Year 10 Maths Methods is a prerequisite for VCE Maths Methods.

Students build their mathematical skills towards Mathematical Methods and Specialist Mathematics at VCE level. They investigate the unit circle and build on their understanding of the trigonometric ratios. They develop their algebraic skills by solving linear equations and inequations. Students learn to express answers in "exact value" form by simplifying and rationalising surds.

The use of CAS calculator technology is integral to the study of each topic including graphing and algebraic functionalities. As well as revisiting linear functions, students begin exploring quadratic and exponential functions, both graphically and algebraically.

TOPICS:

Semester 1

- Algebraic fractions, linear equations and inequations.
- Surds and the real number system.
- Probability and Statistics.
- Trigonometry of right-angled and non-right angled triangles.
- Pythagoras in three dimensions.
- Symmetry of the unit circle.

Semester 2

- Exponential expressions and equations.
- Quadratic functions and graphs.
- Exponential and hyperbolic functions and relations.
- Circular geometry.

KEY SKILLS:

- Simplification of algebraic fractions
- Solution of linear equations and inequations
- Simplification and operations with surds
- Analysis of Univariate and Bivariate data
- Basic regression analysis
- Use of the sine and cosine rules
- Understanding the unit circle and radian measure
- Working with exponential equations and graphs
- Working with quadratic equations and graphs
- Graphing hyperbolas and circles
- Introduction to circular geometry
- Operations with CAS technology

ASSESSMENT:

- Topic tests
- Investigations
- Semester exam

FUTURE CAREER PATHWAYS:

Actuarial studies
Accountancy
Chemistry
Computer programming
Physics
Physiotherapy
Engineering
Medicine
Pharmacology
Radiography
Teaching
Veterinary science

MEDIA ARTS

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Media Arts presents students with the opportunity to research, explore, and analyse various aspects of mass media. The unit involves the close analysis of images, sounds and texts and how these aspects are used by the media to create stereotypes. It also looks at the role of the media in creating representations in the news. Media in Year 10 involves both a practical and theoretical component which mirrors the VCE Media curriculum, preparing students for the variety of topics they will study in Units 1 and 2.

Students are exposed to the use of professional media equipment, as well as video based editing software.

TOPICS:

- Narrative, genre and media basics
- What's news?
- Representation and culture jamming

ASSESSMENT:

- Create your own Media Representation (video/ advertisement with an altered meaning and message)
- Cinematography test
- Your day in 60 seconds (edited clip)
- Semester exam

FUTURE CAREER PATHWAYS:

Journalism
Public relations
Writing and editing
Photography
Directing
Presenting
Behind the scenes and front of house work

METAL SYSTEMS

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Metal systems will focus on developing both practical skills and the application of scientific and engineering principles to design and produce projects that integrate electronic and mechanical functions.

Students will learn about mechanical and electronic systems, properties, and study how motion and energy systems contribute to functional design.

Students will construct projects and evaluate using a variety of techniques. They will work towards developing the skills necessary to construct an integrated programmed system in the second term of this unit.

TOPICS:

- Mechanical and electronic systems
- System design
- Control and feedback
- Fabrication of an integrated system

KEY SKILLS:

- Engineering principles and systems - investigate and make judgements on how materials work in conjunction with force, motion and energy to create engineered systems.
- Investigating - develop design ideas using a sophisticated range of materials, systems, components and tools.
- Generating - apply design thinking creativity, innovation and enterprise to communicate sophisticated design ideas.
- Producing - work flexibly to safely test, select, justify and use appropriate technologies.
- Evaluate - evaluate design ideas, processes and solutions against success criteria.
- Planning and managing - develop and manage project plans both individually and collaboratively.

ASSESSMENT:

- Developmental folio
- Production of an integrated system
- Semester exam

FUTURE CAREER PATHWAYS:

Industrial designer
Mechanical engineering
Manufacturing
Science research
Robotics
Inventor
Teacher
Technical trades
Electrician

CERTIFICATE II IN MUSIC

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry.

The elective units in the program allow students to specialise in an area of interest from preparing for performances, mixing sound in a broadcasting environment or developing ensemble skills for playing music. Students will also develop and apply musical ideas and listening skills and play music on their chosen instruments from notation and tablature.

TOPICS:

- Contribute to health and safety of self and others
- Develop and apply creative arts industry knowledge
- Develop skills to play or sing music
- Develop ensemble skills to perform simple musical parts
- Play or sing simple musical pieces
- Develop ensemble skills for playing or singing music
- Work effectively in the music industry
- Assist with sound recording

KEY SKILLS:

Students should experience an introduction to recording and sound engineering in a context that supports their developing music performance skills.

ASSESSMENT:

Each module is graded competent or not yet competent.

FUTURE CAREER PATHWAYS:

Sound engineer

PHYSICS

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Mathematics is integral in all areas of this study and students should have sound problem-solving skills that include algebraic equations. As preparation for VCE Physics, students complete three areas of study in this unit. Theoretical concepts are enhanced with a range of practical investigations.

TOPICS:

- Straight Line Motion - students describe and analyse straight-line motion of objects under constant acceleration graphically, numerically and algebraically.
- Energy and Work - students analyse mechanical energy transfers and transformations during energy conservation in both practical and theoretical contexts.
- Practical Investigation **-** students determine a question to investigate, plan and conduct an experiment and analyse data to identify relationships in data and relate these findings to a wide range of applications.

KEY SKILLS:

- Problem-solving
- Analytical
- Reasoning

ASSESSMENT:

- Topic tests
- Practical poster
- Semester exam

FUTURE CAREER PATHWAYS:

Industrial designer
Engineering
Manufacturing
Science
Research
Robotics
Inventor
Teacher
Medicine
Medical imaging
Sports science

PSYCHOLOGY

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

This subject should be chosen by students wishing to take VCE Psychology.

This subject involves the study of human behaviour and mental processes, particularly identifying the reasoning behind why we do what we do.

Students will be taught how to analyse and enquire with a critical mind and how to apply what they learn to their daily interactions.

An understanding of Psychology is highly beneficial in almost any career that involves dealing with people. Studying Psychology can also be the first step towards pursuing a career as a Psychologist.

TOPICS:

- Research methods
- Sport psychology
- Clinical psychology
- Forensic psychology

KEY SKILLS:

- Develop skills in conducting empirical research
- Link psychology with everyday life

ASSESSMENT:

- Topic tests
- Media analysis
- Scientific poster
- Semester exam

FUTURE CAREER PATHWAYS:

Psychologist
Health professional
Coach
Counsellor

RELIGION

COURSE LENGTH: FULL YEAR

COURSE DESCRIPTION:

In Year 10 Religious Education, students will work in House Groups in which they will undertake four of the five units listed below. Students will explore the search for meaning in life and undertake the practice of social justice.

Religious Education in Year 10 is a year long program and students are encouraged to examine their world in relation to the themes presented in each of the units. All students have a Community Service placement for one term.

Students will explore justice issues facing our world today, the concept of service, the Church teachings on death and eternal life, as well as awareness of the grief process. They will explore Church history and the history of Australia and consider how they have shaped the Church in our society today.

TOPICS:

A rotation of the following topics:

- The Power Connection - this course explores the nature of gender-based violence in the context of power and young people's lives. It takes a broad view of violence - emotional, social and economic implications of gender-based violence. This unit examines the nature of consent and respect, and how to develop the skills to take individual and collective action and responsibility for self and others.
- Death, Loss and New Life - in this unit students will examine the central Christian belief in the resurrection of Jesus as the foundation of Christian hope. Through a study of Church teachings on death and eternal life, students will deepen their understanding of how, for Christians, death has been transformed by Jesus. Students will develop an awareness of the grief process and examine Christian funeral rites and practices within the context of Christian hope and belief in eternal life and the Kingdom of God.
- Youth Ministry - the Youth Ministry unit is a way for students to develop and share their faith with others, whilst completing youth ministry/ pastoral work within the school and wider community. Through social justice activities undertaken within and outside of the school, the students connect their faith to real life and local/ international cultures. Youth Ministry involves ministry tasks being undertaken in local schools/ nursing homes/ community establishments, which involve the students taking on some of the organisation which is where they would develop their leadership skills and explore how such an activity helped them develop/ spread their faith.
- Community Service - in this unit students will investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. Students will explore Church teachings relevant to these issues and practical and Christian responses.
  The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally.
- The Church Through Time - students will investigate some major events in Church history and in the history of Australia and consider how they have shaped the Church in our society today. They will explore the impact Australian society and history has had in forming the Australian Catholic Church and understanding its unique identity and characteristics.

KEY SKILLS:

- Servant leadership
- Critical evaluation
- Personal identity

ASSESSMENT:

- Film analysis
- Research report / research tasks
- Instructional guide

FUTURE CAREER PATHWAYS:

Priest
Brother
Sister
Teacher
Social worker
Youth and community worker
Counsellor
Librarian
Researcher
Lawyer
Historian
Pastoral care worker
Curator
Foreign affairs officer
Indigenous community worker
International aid
Writer

SPORTS SCIENCE

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Sports Science studies the application of scientific principles with the aim of improving sporting performance. This subject is designed to prepare students for VCE Physical Education.

Throughout their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the body works to produce movement, how this movement can be improved as well as how biomechanical principles apply.

Students will explore the relationship between the energy systems and body systems during physical activity. They participate in fitness testing and analyse test results to plan, implement and evaluate training programs to enhance specific fitness components.

TOPICS:

- Energy systems
- Body systems
- Training programs
- Biomechanics and skill acquisition

KEY SKILLS:

- Body systems analysis
- Training methods

ASSESSMENT:

- Body and energy systems test
- Training program project
- Biomechanics laboratory report
- Semester exam

FUTURE CAREER PATHWAYS:

Sports trainer
Physiotherapy
Exercise and sports science
Exercise physiology
Fitness trainer
Sports therapist
Sports coach
Sports administrator

STEM

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

STEM offers students the chance to explore real world sciences through a variety of hands-on problem-based activities.

Students will experience a range of disciplines and apply their knowledge to solve real world problems, demonstrating their knowledge in a vast array of methods including hands-on construction, laboratory work, computer programs and other technologies.

Students will gain an understanding of disease and medical science by exploring the world of Microbiology. They will be creating and producing their own antibacterial products, which will be tested on microbial cultures produced in the laboratory.

The forces involved during an impact and the design aspects of crash structures will be analysed using technology including Lego Mindstorm.

Students will be assessed by undertaking a wide variety of tasks, with a focus on using modern technology and scientific techniques to demonstrate their understanding.

This subject helps prepare students for VCE Physics, Systems Engineering and Biology.

TOPICS:

- Robotics and coding
- Forces and motion
- Microbiology

KEY SKILLS:

- Problem-based learning
- Inquiry
- Data representation and interpretation

ASSESSMENT:

- Projects
- Tests
- Presentations
- Semester exam

FUTURE CAREER PATHWAYS:

Engineering
Health and chemical sciences
Information technology
Construction
Research scientist
Pathology
Education
Environmental sciences
Systems analytics

TEXTILES

COURSE LENGTH: SEMESTER

PREREQUISITE
Textiles A must have been successfully completed.

COURSE DESCRIPTION:

Students will complete the three following units that are preparatory for Unit 3 and 4 Design and Technology.

- Samplers **-** students will develop a sampler's folder where they will consolidate all of their basic sewing skills - e.g. buttonholes, zips, invisible zips, seams, hems etc.
- Making a simple garment - students will follow the design process to make a garment of their choice.
- Fibres and fabric - students will develop the knowledge to identify fibres, yarns, fabrics and textile materials and how they are used in the construction of garments in textile production.

TOPICS:

- Samplers
- Making a simple garment
- Fibres and fabrics

KEY SKILLS:

- Critique needs or opportunities to develop design briefs.
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.
- Work flexibly to safely test, select, justify and use appropriate technologies.
- Evaluate design ideas, processes and solutions.
- Develop project plans to plan and manage projects individually and collaboratively.

ASSESSMENT:

- Folio
- Product
- Design brief
- Semester exam

FUTURE CAREER PATHWAYS:

Interior designer
Fashion designer
Screen printer
Textile technician
Costume maker

VISUAL COMMUNICATION DESIGN A

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Visual Communication Design introduces students to ways of conveying ideas and information to an audience through visual language.

Students develop skills in manual and digital drawing to research, develop and communicate ideas and to create final design presentations. Model making is used for students designing in three-dimensional form.

Students complete design tasks with a specific purpose and audience in mind. They use visual communication practices and technologies. The formal aspects of technical drawing in Architecture, Interior Design and Industrial Design fields are introduced, in addition to logo and packing design.

This course focuses on developing the skills essential for success at VCE level in both Design and Technology and Visual Communication Design.

Visual Communication A introduces students to the design process and is teacher lead.

TOPICS:

- Design elements and principles / digital illustration
- Environmental design / floor plans
- Industrial design / technical drawing and animation

KEY SKILLS:

- Manual 2D and 3D drawing methods
- Digital 2D and 3D drawing methods
- Creative, reflective and critical thinking

ASSESSMENT:

- Development folios
- Final presentations
- Semester exam

FUTURE CAREER PATHWAYS:

Communication designer
Branding
Marketing
Web / graphic design
Interior design
Landscape design
Set, exhibition and theatre design
Education
Fashion design
Architect
Landscape design
Engineering
Photography

VISUAL COMMUNICATION DESIGN B

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Visual Communication Design B introduces students to ways of conveying ideas and information to an audience through visual language.

Students develop skills in manual and digital drawing to research, develop and communicate ideas and to create final design presentations. Model making is used for students designing in three-dimensional form.

Students complete design tasks with a specific purpose and audience in mind. They use visual communication practices and technologies. The formal aspects of technical drawing in Architecture, Interior Design and Industrial Design fields are introduced, in addition to logo and packing design.

This course focuses on developing the skills essential for success at VCE level in both Design and Technology and Visual Communication Design.

Visual Communication B develops students ability to utilise the design process to create designs with a specific purpose and audience in mind. Students use creative, critical and reflective thinking strategies throughout the course.

TOPICS:

- Design elements and principles / digital illustration
- Environmental design / floor plans
- Industrial design / technical drawing and animation

KEY SKILLS:

- Manual 2D and 3D drawing methods
- Digital 2D and 3D drawing methods
- Creative, reflective and critical thinking

ASSESSMENT:

- Development folios
- Final presentations
- Semester exam

FUTURE CAREER PATHWAYS:

Communication designer
Branding
Marketing
Web / graphic design
Interior design
Landscape design
Set, exhibition and theatre design
Education
Fashion design
Architect
Landscape design
Engineering
Photography

WOOD: CUSTOM DESIGN

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Students will be expected to explore a range of factors that affect product design and technological innovation including function, aesthetics, environmental and economic factors. Students will be required to work through the four stages of the design process to produce a hall table.

Students will be required to investigate the properties of natural timbers compared to manufactured timbers, methods of joining timber and the quality of the various finishes available.

The production and evaluation stages of the design process will be ongoing and would require the students to maintain a folio.

TOPICS:

- Components and purpose of a design brief
- Sketches and designs (e.g. use of Google Sketch up or Fusion 360)
- Production plan
- Operation of tools
- Application of evaluation criteria

KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs.
- Generating - apply design thinking.
- Producing - work flexibly to safely test, select, justify and use appropriate technologies.
- Evaluate - evaluate design ideas, processes and solutions.
- Planning and managing - develop project plans.

ASSESSMENT:

- Design folio
- Production piece
- Written evaluation and journal
- Semester exam

FUTURE CAREER PATHWAYS:

Cabinetmakers
Bench carpenters
Construction managers
Household and institutional furniture manufacturing
Furniture finishers
Interior or industrial design

WOOD: FUNCTIONAL FURNITURE

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

Students will be expected to explore a range of factors that affect product design and technological innovation including function, aesthetics, environmental and economic factors.

Students will be required to work through the four stages of the design process to produce a storage cabinet unit. Students will be required to investigate the properties of natural timbers compared to manufactured timbers and methods of joining timber.

The production and evaluation stages of the design process will be ongoing and would require the students to maintain a folio of drawings with all changes and important stages in the production of the project to be clearly documented.

TOPICS:

- Components and purpose of a design brief
- Sketches and designs (e.g. use of Google sketch-up)
- Production plan
- Operation of tools
- Application of evaluation criteria

KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs.
- Generating - apply design thinking.
- Producing - work flexibly to safely test, select, justify and use appropriate technologies.
- Evaluate - evaluate design ideas, processes and solutions.
- Planning and managing - develop project plans.

ASSESSMENT:

- Design folio
- Production piece
- Written evaluation and journal
- Semester exam

FUTURE CAREER PATHWAYS:

Cabinetmakers
Bench carpenters
Construction managers
Household and institutional furniture manufacturing
Furniture finishers
Interior or industrial design

WORLD OF BUSINESS

COURSE LENGTH: SEMESTER

COURSE DESCRIPTION:

World of Business is an introductory subject giving students an insight into VCE Business Management and Economics.

TOPICS:

- The Business World - students meet with local business owners and investigate types of commerce in two separate locations of Echuca's business district and report on their operations.
- The Nature of Business - students also look at the history of evolutions in the workplace such as the rights of working women following World War Two.
- Introduction to Economics - students are introduced to the basic economic questions, needs vs wants, globalisation and important topics that are occurring in the world of economics today.

- **KEY SKILLS:**
- Enterprising behaviours and capabilities
- Economic and business reasoning and interpretation

ASSESSMENT:

- Business comparison report
- Test on the nature of business and business ethics
- Test on introductory economic concepts
- Semester exam

FUTURE CAREER PATHWAYS:

Entrepreneur
Office administrator
Accountant
Manager
Trade union official
Investment analyst
Bank officer

VCE

What is the VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

Satisfactory completion of the VCE – the requirements

To obtain your VCE, you must satisfactorily complete at least 16 units. In addition the 16 units:

- must include three units from the English group
- must include three pairs of units at the 3 and 4 level, other than English
- may include an unlimited number of VET units.

What is a VCE Program?

A VCE program is a set of semester units undertaken over a minimum period of two years from a number of subject areas called Studies. A VCE program will generally consist of 24 units taken over two years, although you can vary the number of units that you do in one year.

What are Studies and Units?

A study is broken up into four subject units. Each VCE subject unit is numbered 1, 2, 3 or 4.
A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two units. If you enroll in Unit 3 in a study, you will also be expected to enroll in Unit 4 of that study. Units 1 and 2 are generally taken in Year 11. Units 3 and 4 are generally attempted in Year 12.

Flexibility in the VCE

There is flexibility in when units can be taken. At St. Joseph's Year 10 students may apply to undertake Unit 1 or 2 studies. In Year 11, some students may elect to apply for a Unit 3/4 study offered at Year 12 level. This plan allows for students to vertically accelerate into certain subjects.
Completing a Unit 3/4 study in Year 11 allows for students to (i) develop an understanding of the study techniques required at this level and (ii) contribute to their ATAR calculations over a two year period. This option does not suit everyone. Students wishing to accelerate their VCE program need to apply using the formal application form and demonstrate prescribed criteria.

Preparing for Year 12:

While many units in Year 11 can be taken as single units we do recommend that students look ahead and consider which subjects they would like to complete in Year 12. These are the subjects that students should look to consolidate in and ensure the best preparation by doing both Units 1 and 2. Some variety and breadth can be included in the last couple of choices if appropriate.

VCE Subjects Offered

**The subject is strongly advised before attempting a Unit 3/4 sequence.*
*** The subject is a prerequisite at St Joseph's to attempt a Unit 3/4 sequence.*

Please note that a subject may be withdrawn if numbers do not warrant a class.

YEAR 11	Unit 1 Code	Unit 2 Code	YEAR 12	Unit 3 Code	Unit 4 Code
English	EN011	EN012	English	EN013	EN014
English Literature	LI011	LI012	English Literature	LI013	LI014
English Language	EL011	EL012	English Language	EL013	EL014
ARTS					
Media Arts	ME011	ME022	Media Arts	ME033	ME034
Music Industry Performance Specialisation (VCE VET) Music Industry Sound Specialisation (VCE VET)	MC011	MC022	Music Industry Performance Specialisation (VCE VET) Music Industry Sound Specialisation (VCE VET)	MC023	MC024
Studio Arts	SA011	SA022	Studio Arts	SA033	SA034
Drama	DR011	DR022	Drama	DR033	DR034
Visual Communication	VC011	VC022	Visual Communication	VC033	VC034
HEALTH AND PHYSICAL EDUCATION					
Health and Human Development	HH011	HH022	Health and Human Development	HH033	HH034
Outdoor and Environmental Studies	OE011	OE022	Outdoor and Environmental Studies	OE033	OE034
Physical Education	PE011	PE022	Physical Education	PE033	PE034
HUMANITIES					
Accounting	AC011	AC022**	Accounting	AC033	AC034
Business Management	BM011	BM022	Business Management	BM033	MB034
Economics	EC011	EC022	Economics	EC033	EC034
Geography	GE011	GE022	Geography	GE033	GE034
History : 20th Century (1918—1939)	HI031		History: Revolutions	HI133	HI134
History : 20th Century (1945 – 2000)		HI062	History: Revolutions		
Legal Studies	LS011*	LS022	Legal Studies	LS033	LS034
Philosophy	PL011	PL022	Philosophy (not offered in 2021)	PL033	PL044
Politics	PO011	PO012	Politics (not offered in 2021)	PO033	PO034
LOTE					
Italian	LO141	LO142	Italian	LO143	LO144

VCE Subjects Offered

**The subject is strongly advised before attempting a Unit 3/4 sequence.*
*** The subject is a prerequisite at St Joseph's to attempt a Unit 3/4 sequence.*

Please note that a subject may be withdrawn if numbers do not warrant a class.

YEAR 11	Unit 1 Code	Unit 2 Code	YEAR 12	Unit 3 Code	Unit 4 Code
MATHEMATICS					
Foundation Mathematics	MA101	MA102	NA	NA	NA
General Mathematics	MA071	MA072	Further Mathematics	MA073	MA074
Mathematical Methods	MA111**	MA112**	Mathematical Methods	MA113	MA114
General Maths–Specialist *(Must be done with Maths Methods)*	MA091**	MA092**	Specialist Mathematics *(Must be done with Methods)*	MA093	MA094
RELIGIOUS EDUCATION (Compulsory)					
Religion and Society Unit 1	RE011		Religion and Society Unit 2 (Ethics)	RE022	
SCIENCE					
Biology	BI011*	BI022*	Biology	BI033	BI034
Chemistry	CH011**	CH022**	Chemistry	CH033	CH034
Environmental Science	EV011	EV022	Environmental Science	EV033	EV034
Physics	PH011	PH022**	Physics	PH033	PH034
Psychology	PY011	PY022	Psychology	PY023	PY033
TECHNOLOGY					
Product Design and Technology (Wood)	DT011	DT022	Product Design and Technology (Wood)	DT033	DT034
			Product Design and Technology (Textiles)	DT033	DT033
Food Studies	FY011	FY022	Food Studies	FY033	FY034
Applied Computing	IT011	IT022	Applied Computing	IT023	IT024
Systems Engineering	SE011	SE022	Systems Engineering	SE033	SE034

VCE Subject Planning Sheet for Year 11

The space below is to help guide Year 11 students in planning their choice of subjects before ultimately entering them online. In VCE students will complete 13 units over the year. Each unit represents one selection. So for example Chemistry Unit 1 and 2 would represent two choices. VET choices would also represent two choices.

Year 11 VCE

1. Religion and Society Unit 1
2. English 1/ English Lang. 1/ English Lit. 1
3. English 2/ English Lang. 2/ English Lit. 2
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Reserve: _____

Year 12 VCE

1. Religion and Society Unit 2
2. English 3/ English Lang. 3/ English Lit. 3
3. English 4/ English Lang. 4/ English Lit. 4
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Reserve: _____

** While many units in Year 11 can be taken as single units we do recommend that students look ahead and consider which subjects they would like to complete in Year 12. While each individual case is different, generally these are the subjects that students should look to consolidate in, and ensure the best Year 12 preparation, by doing both Units 1 and 2. Some variety and breadth can be included in the last couple of choices, if appropriate.*

ACCOUNTING

UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

AREAS OF STUDY:

- The role of accounting
- Recording financial data and reporting accounting information for a service business

UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

AREAS OF STUDY:

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

To be offered in 2022

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

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

AREAS OF STUDY:

- Recording and analysing financial data
- Preparing and interpreting accounting reports

UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

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

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

AREAS OF STUDY:

- Extension of recording and reporting
- Budgeting and decision-making

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:
University/TAFE – Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resources, and Advertising.

Employment:
Accounting Firms, Banking, Business Firms, Retail companies, Human Resources, Real Estate, Small Business Ownership.

Life:
Budgeting, running a small business, communication and organising your own personal finances.

APPLIED COMPUTING - SOFTWARE DEVELOPMENT

UNIT 1: APPLIED COMPUTING

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.

AREAS OF STUDY:

- Data analysis
- Programming

UNIT 2: APPLIED COMPUTING

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.

AREAS OF STUDY:

- Innovative solutions
- Network security

UNIT 3: SOFTWARE DEVELOPMENT

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.

AREAS OF STUDY:

- Programming
- Analysis and design

UNIT 4: SOFTWARE DEVELOPMENT

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.

AREAS OF STUDY:

- Development and evaluation
- Software security

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Certificate courses through to Diploma, Degree and Masters. Courses can be done at both TAFE and University; such as, Information Technology, IT Computer Science/Software Development, IT Games Design and Development, IT Multimedia, Business and commerce / Information Technology and Systems.

Employment:

Networks and Systems Analyst, Technical Writer, Web Designer/development, Education, Computer programmer, Office Administration, Database Management, Computer Science, Internet Security, Game Design, Network Management, Web Design.

Life:

It plays a very important role in today's society. Students who study Information Technology will broaden their knowledge on the workings of IT. This subject will develop their problem-solving techniques and the ability to work with many computer programs.

AUSTRALIAN AND GLOBAL POLITICS

UNIT 1: IDEAS, ACTORS AND POWER

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

AREAS OF STUDY

- Power and ideas
- Political actors and power

UNIT 2: GLOBAL CONNECTIONS

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

AREAS OF STUDY:

- Global links
- Global cooperation and conflict

To be offered in 2022

UNIT 3: EVALUATING AUSTRALIAN DEMOCRACY

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

AREAS OF STUDY:

- Australian democracy
- Comparing democracies: Australia and the United States of America

UNIT 4: AUSTRALIAN PUBLIC POLICY

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation. Area of Study 1 examines domestic policy, which is largely concerned with Australian society and affecting people living in Australia. Students investigate ONE contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation.

In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

AREAS OF STUDY:

- Domestic policy
- Foreign policy

LOOKING TO THE FUTURE:

This subject offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

BIOLOGY

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

AREAS OF STUDY:

- How do organisms function?
- How do living systems sustain life?
- Practical investigation.

** Both Units 1 and 2 are recommended for Year 12 Biology*

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies.

The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

AREAS OF STUDY:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

** Both units 1 and 2 are recommended for year 12 Biology.*

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes. The role of different organelles in protein production is investigated.

Students will also consider DNA base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of molecules. They will also explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. How cells communicate with each other is also investigated.

AREAS OF STUDY:

- How do cellular processes work?

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool.

Biological evolution by natural selection that leads to the rise of new species is considered. Students examine changes in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in comparative genomics, molecular homology and bioinformatics have results in evidence of evolution.

Students examine the structural and cognitive trends in the human fossil record and interrelationships between human biological and cultural evolution. DNA manipulation techniques are also investigated.

AREAS OF STUDY:

- How are species related?
- How do humans impact on biological processes?
- Practical Investigation

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education and Education:

Science, Environmental Science, Nursing, Medicine, Scientific research, various allied health fields, Science education, Ecology, Genetics, Natural resources, Pathology, Animal Science, Agriculture, etc.

Life:

Biology promotes an understanding of the structure and function of living things. Students acquire knowledge and skills of inquiry that help them to examine critically issues that arise in their own lives and in the public domain.

BUSINESS MANAGEMENT

UNIT 1: PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social well-being of a nation. Therefore, how businesses are formed 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, and the effect of these on planning a business.

AREAS OF STUDY:

- The business idea
- External environment
- Internal environment

UNIT 2: ESTABLISHING A BUSINESS

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.

AREAS OF STUDY:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

UNIT 3: MANAGING A BUSINESS

This unit investigates large-scale organisations and the context within which they operate. It focuses on aspects of their internal environment before examining both the Human Resources and the Operations Management functions. Students develop an understanding of the complexity and challenge of managing large organisations.

AREAS OF STUDY:

- Business foundations
- Managing employees
- Operations management

UNIT 4: TRANSFORMING A BUSINESS

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 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

AREAS OF STUDY:

- Reviewing performance – the need for change
- Implementing change

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:
Commerce, Business, Accounting, Marketing, Finance, Communication, Human Resources, and Advertising

Employment:
Banking, Business Firms, Accounting Firms, Retail companies, Human Resources, Real Estate, Agribusiness, Teaching

Life:
Budgeting, running a small business, communication.

CHEMISTRY

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time. Students then investigate the nature of metals and their properties, including metallic nanomaterials. Students apply their knowledge of the electronic structures of metallic elements and non-metallic elements to examine ionic compounds.

In the area of study two, students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

A research investigation is undertaken in the area of study three related to one of ten options that draw upon and extend the content from the area of study one and or two.

AREAS OF STUDY:

- How can knowledge of the elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water. A practical investigation into an aspect of water quality is undertaken in area of study three.

AREAS OF STUDY:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells.

They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

AREAS OF STUDY:

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life.

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named.

They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

AREAS OF STUDY:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical Investigation related to energy or food presented as a scientific poster.

LOOKING TO THE FUTURE:

An understanding of Chemistry is advantageous for a variety of careers, ranging from Medicine to Hairdressing. It is also a pre-requisite for many tertiary education courses such as Science, Engineering, Medicine and Veterinary Science.

Post-Secondary Education:
Science, Engineering, Nursing, Medicine, Veterinary Science, Pharmacology, Hairdressing, Forensic Science, Agronomy, Environmental Science, Education and many more.

Employment:
Engineer, Nurse, Doctor, Vet, Pharmacist, Hairdresser, Forensic Chemist, Agronomist, Petrochemical engineer, Mining industry, Analytical chemist, Research chemist, Inventor, Teacher,

University Lecturer, Patent Attorney and many more.

Life:

Problem solving, communication, critical thinking, analysis, resilience.

DRAMA

UNIT 1: INTRODUCING PERFORMANCE STYLES

Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. Focusing on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. It also involves analysis of a student's own performance work and a work by professional drama 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 in a range of performance styles. They document the processes used, they explore a range of stimulus material and experiment with production areas, dramatic elements, conventions and performance styles.

AREAS OF STUDY:

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

UNIT 2: AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. Focusing on the use and documentation of the processes involved in constructing a devised solo or ensemble performance, students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time, place, the application of symbols, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:

- Be written, adapted or devised by Australian writers or theatre-makers.
- Reflect aspects of Australian identity, for example the voice of Australia's First People, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

AREAS OF STUDY:

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

UNIT 3: DEVISED ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional 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 multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout their development they experiment with transformation of character, time, place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

AREAS OF STUDY:

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

UNIT 4: DEVISED SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

AREAS OF STUDY:

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

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Drama, Performing Arts, Music Theatre, Theatre Studies, Education.

Employment:

Acting, Music Theatre, Arts administrator, Entertainer, Film Stage, Television Director, Media Presenter, Musician, Stage Manager, Producer.

Life:

Skills obtained will enable students to further develop their talent in the dramatic arts and gain the confidence to perform in public and interpret and analyse plays.

ECONOMICS

UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

AREAS OF STUDY:

- Thinking like an economist
- Decision making in markets

UNIT 2: CONTEMPORARY ECONOMIC ISSUES

Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income.

They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

AREAS OF STUDY:

- Economic growth, long-term economic prosperity and environmental stability
- Economic efficiency and equity
- Global economic issues

To be offered in 2022

UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

AREAS OF STUDY:

- An introduction to microeconomics
- Domestic macroeconomic goals
- Australia and the world economy

UNIT 4: MANAGING THE ECONOMY

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards.

Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

AREAS OF STUDY:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Economics, Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resources, and Advertising.

Employment:

Government Agencies, Accounting Firms, Banking, Business Firms, Retail companies, Human Resources, Real Estate, Small Business Ownership.

Life:

Gaining an understanding of Budgeting, Running a Small Business, Communication and Interest Rates.

ENGLISH

UNIT 1:

Students explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader.

They investigate how the meaning of a text is affected by the contexts in which it is created and read. Students consider the contention of texts; the development of argument [and] how authors craft texts to support and extend the impact of an argument.

AREAS OF STUDY:

- Reading and creating texts
- Analysing and presenting argument

UNIT 2:

Students explore how the features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences

Students develop an understanding of the ideas, issues and themes presented in texts. In constructing arguments students focus on the logical development of their own ideas.

AREAS OF STUDY:

- Reading and comparing texts
- Analysing and presenting argument

UNIT 3:

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

Students explore the ways authors construct arguments to position audiences through reason, logic, and written, spoken and visual language.

AREAS OF STUDY:

- Reading and creating texts
- Analysing arguments

UNIT 4:

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

Students build their understanding of both the analysis and construction of texts that attempt to influence audience.

AREAS OF STUDY:

- Reading and comparing texts
- Presenting argument

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

The skills that are important to this subject are:

Competence in writing for a range of audiences and purposes. Comprehension, enjoyment and discrimination of set texts. Identifying logical appeals and producing reasoned argument.

This subject is important for the following reasons:

Students' English or Literature score must be included in their ATAR.

Tertiary courses:

Bachelor Degrees in Arts, Humanities, Social Science, Social Work, Family Studies, Public Relations, Journalism, Teaching, Arts/Media, Librarianship,

Associate Diplomas, Advanced Certificates and Certificates in a wide range of areas.

Employment:

It is crucial for interviews, job seeking, oral and written communication, and interpreting all types of information.

Life:

It gives students skills that will be vital to their home life and their working life. It develops their ability to communicate with others, educate themselves and appreciate their environment.

ENGLISH LANGUAGE

UNIT 1: LANGUAGE AND COMMUNICATION

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 way 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. The relationship between speech and writing as the dominant modes of language 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.

AREAS OF STUDY:

- The nature and functions of language
- Language acquisition

UNIT 2: LANGUAGE CHANGE

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics.

Students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

AREAS OF STUDY:

- English across time
- Englishes in contact

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the stylistic features of formal and informal language in both spoken and written 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 purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelation.

AREAS OF STUDY:

- Informal language
- Formal language

UNIT 4: LANGUAGE VARIATION AND IDENTITY

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, including national, regional, cultural and social variations.

Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

AREAS OF STUDY:

- Language variation in Australian society
- Individual and group identities

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

The skills that are important to this subject are:
Competence in writing for a range of audiences and purposes. Comprehension, enjoyment and discrimination of set texts. Identifying logical appeals and producing reasoned argument.

This subject is important for the following reasons:
Students' English or Literature score must be included in their ATAR.

Tertiary courses:

Bachelor Degrees in Arts, Humanities, Social Science, Social Work, Family Studies, Public Relations, Journalism, Teaching, Arts/Media, Librarianship, Associate Diplomas, Advanced Certificates and Certificates in a wide range of areas.

Employment:

It is crucial for interviews, job seeking, oral and written communication, and interpreting all types of information.

Life:

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy.

INTRODUCING ENGLISH LANGUAGE FAQ

Is English Language an accredited VCE subject?

Yes.

Will i still get a VCE certificate if I complete this course instead?

Yes. English Language is recognised as one of the English options that can be used by a student to satisfy the compulsory English requirements of the VCE.

Will this subject contribute to my ATAR?

Yes, if the student continues with the course and satisfactorily completes Unit 3 and 4 (Year 12 level). English must be included in the primary 4 for ATAR calculations and English Language can be used for that purpose.

Can I include traditional English and English Language in my VCE program?

Yes, you can do both if literacy is a genuine interest and strength. If you do both in Year 12, either English or English Language (or both) can be included in the primary 4 for ATAR calculations.

Is English Language easier than VCE English?

English Language is different rather than easier. It takes a scientific approach to English that is based on linguistics. It is a suitable choice for students who love science and mathematics. The focus is more on the language use itself, rather than a deeper analysis of characters, themes and symbols. The focus moves away from fiction, so in a way lends itself to a more logical way of thinking.

Will i have to read a novel?

Students will analyse a broad range of spoken and written texts using excerpts and selected passages as they explore the relationship between spoken and written language.

What is Linguistics?

Linguistics is a way of exploring language in all its aspects. It examines what is common to all human languages, how language varies, how it is learnt and how it is used for human communication. Linguistics draws on systems and ideas from many fields including, psychology, anthropology, archaeology, sociology, mathematical science, history, philosophy and literature.

Will I have to write essays?

Students will be required to demonstrate their knowledge in a range of ways including some analytical essays and oral presentations. The focus for learning will be language and its use rather than narrative, themes and characterisation.

Will it help me in my tertiary studies pathway?

Successful learning in English Language will provide an excellent foundation for further study across all disciplines from the arts to creative writing, education, engineering, health sciences, law, linguistic, mathematics, music, other languages, philosophy, politics, psychology, sciences, technology and wildlife and conservation.

ENGLISH LITERATURE

UNIT 1: APPROACHES TO LITERATURE

In this unit students focus on the ways in which the interaction between text and reader creates meaning. They analyse features and conventions of texts to develop increasingly discriminating responses to a range of literacy forms and style.

Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

AREAS OF STUDY:

- Reading practices
- Ideas and concerns in texts

UNIT 2: CONTEXT AND CONNECTIONS

In this unit, students explore the way literary texts connect with each other and the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

Students analyse the similarities and differences across texts and establish connections between them. Students engage in close reading of texts and create analytical responses that are evidence based.

AREAS OF STUDY:

- The text, the reader and their contexts
- Exploring connections between texts

UNIT 3: FORM AND TRANSFORMATION

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

AREAS OF STUDY:

- Adaptations and transformations
- Creative responses to texts

UNIT 4: INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.

Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

AREAS OF STUDY:

- Literary perspectives
- Close analysis

LOOKING TO THE FUTURE:

Students may choose Literature as well as or instead of English. Students' English or Literature score must be included in their ATAR.

Post-Secondary Education:

Bachelor Degrees in Arts, Humanities, Social Science, Social Work, Family Studies, Public Relations, Journalism, Teaching, Arts/Media, Librarianship, Associate Diplomas, Advanced Certificates and Certificates in a wide range of areas.

Life:

The study of literature encourages independent and critical thinking in students analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

ENVIRONMENTAL SCIENCE

UNIT 1: HOW ARE EARTH'S SYSTEMS CONNECTED?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems.

They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit.

AREAS OF STUDY:

- How is life sustained on earth?
- How is earth a dynamic system?
- Practical investigation.

UNIT 2: HOW CAN POLLUTION BE MANAGED?

In this unit students explore the concept of pollution and associated impacts on the Earth. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time.

Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

AREAS OF STUDY:

- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

Students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species.

Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

A student practical investigation related to biodiversity or energy use from an environmental management perspective is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

AREAS OF STUDY:

- Is maintaining biodiversity worth a sustained effort?
- Is development sustainable?

UNIT 4: HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?

Students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.

Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. Measurement of environmental indicators often involves uncertainty.

Students develop skills in data interpretation, extrapolation and interpolation, test predictions, and recognise the limitations of provisional and incomplete data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence

AREAS OF STUDY:

- What is a sustainable mix of energy sources?
- Is climate predictable?
- Practical investigation

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Environmental Science, Urban, Rural and Environmental Planning, Conservation and Land Management.

Employment:

Environmental Science, Environmental Management, Environmental Protection Authority, Conservation and Land Management, Farming, Catchment Management, Fisheries, National Parks, Planning, Landscape Architecture.

Life:

Understanding the relationship between people and the environment from a scientific perspective.

FOOD STUDIES

UNIT 1: FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In area of study one, students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In area of study two, 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.

AREAS OF STUDY:

- Food around the world
- Food in Australia

UNIT 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of study one focuses on commercial food production industries, while area of study two looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

AREAS OF STUDY:

- Food industries
- Food in the home

UNIT 3: FOOD IN DAILY LIFE

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

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

AREAS OF STUDY:

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

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

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

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

AREAS OF STUDY:

- Environment and ethics
- Navigating food information

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Bachelor degree in Home Economics/Food Technology (teaching), Consumer Science, Dietetics, Health Promotion, Food and Nutrition.

Employment:

Environmental Health Officer, Cook, Caterer, Food Processing Technician, Nutritionist, Home Economist, Dietitian.

Life:

Home economics education facilitates the development of knowledge and skills to assist with the development of independent, resourceful consumer citizens capable of making informed decisions particularly about food and nutrition.

GEOGRAPHY

UNIT 1: HAZARDS AND DISASTERS

In this unit students undertake an overview of geological, biological, hydro-meteorological and technical hazards and disasters, before investigating two contrasting types of hazards and the responses to them by people. Case studies might include Malaria, COVID-19, bushfires and earthquakes.

On completion of this unit, students will be able to describe and explain four main types of hazards and disasters as well as analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

This unit comprises class excursions to investigate local pest species as well as a field trip to a community affected by fire for example, Marysville).

AREAS OF STUDY:

• Characteristics of hazards

• Response to hazards and disasters

UNIT 2: TOURISM

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. Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries.

Selecting examples of tourism from within Australia and elsewhere in the world, students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments.

Students undertake tourism fieldwork to look at the negatives and positives of tourism within Victoria.

AREAS OF STUDY:

- Characteristics of tourism
- Impact of tourism

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover is the natural state of the environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, human activity.

Students investigate deforestation, desertification and melting glaciers and ice sheets. These three processes change land in many regions of the world; Students investigate the distribution and causes of deforestation, desertification and melting glaciers and ice sheets. They select one location for each of the three processes to develop a greater understanding of the changes to land cover, the impacts of these changes and responses to these changes at different scales.

For land use change, students undertake fieldwork to investigate land use change in our local area, such as from agricultural to residential use. Students design questionnaires, surveys and other fieldwork techniques to examine changes made to how the land is being used.

AREAS OF STUDY:

- Land use change
- Land cover change

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

The growth of the world's population from 2.5 billion in 1950 to almost 8 billion in 2020 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 by growth and decline in fertility and mortality, and by people moving to different places.

In this unit students investigate the geography of human populations. Students 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 including but not limited to: forced and unforced migration, gender and age group make up of a country, population density and distribution before undertaking in-depth investigations into two significant population trends arising in different parts of the world: the study of a growing population such as Nigeria in Africa and of an aging population such as Japan.

AREAS OF STUDY:

- Population dynamics
- Population issues and challenges

LOOKING TO THE FUTURE:

This subject develops many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Science, Engineering, Horticulture, Aquaculture, Environmental Management, Tourism, Urban and Regional Planning, Conservation, Sustainability, International Trade, Education, Logistics, Global Studies.

Employment:

Tourism, Agriculture, Engineering, Surveying, Conservation and Land Management, Urban planning, International Development, Teaching and Education, Environmental Studies.

Life:

Geography helps students make sense of the world around them; why natural and human environments are arranged as they are and what happens when these places and environments interact with people. Understanding the relationship between people and the environment.

HEALTH AND HUMAN DEVELOPMENT

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

As a foundation to the understanding of health, students 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.

AREA OF STUDY:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

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

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

AREA OF STUDY:

- Developmental transitions
- Healthcare in Australia

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subjective 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 two 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.

AREAS OF STUDY:

- Understanding health and wellbeing
- Promoting health and wellbeing

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of study two 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.

AREAS OF STUDY:

- Health and wellbeing in a global context
- Health and the sustainable development goals

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education and Employment:

Bachelor degrees in nursing, chiropractor, health sciences, public health, childcare, human movement, occupational therapy, teaching, social work, health care.

Life:

HHD teaches the ability to research and enquire, and make decisions related to a global setting. It also gives important information regarding health care in Australia and the relevance of health in development and growth across the lifespan.

HISTORY

UNIT 1: TWENTIETH CENTURY HISTORY (1918– 1939)

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. WWI is regarded by many as marking the beginning of 20th century history since it represented a complete departure from the past and heralded changes that were to have an impact for decades to come.

The post-war treaties ushered in a period where the world was reshaped with new borders, movements, ideologies and power structures. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace the world was again overtaken by war in 1939.

AREAS OF STUDY:

- Ideology and conflict
  - Peace treaties
  - The rise of Hitler and the Nazi Party
  - The causes of World War Two
- Social and cultural change
  - Life in the USA 1920's
  - Life in Nazi Germany 1933-1945

UNIT 2: TWENTIETH CENTURY HISTORY 1945 – 2000

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements. The second half of the 20th century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

New countries were created and independence was achieved. Old conflicts also continued and terrorism became increasingly global. The second half of the 20th century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

AREAS OF STUDY:

- Competing ideologies – The cold war
- Challenge and change
  - Civil rights in the USA
  - Apartheid in South Africa

UNIT 3: HISTORY REVOLUTIONS: AMERICA

This course examines the different theories about the causes of the revolution. Why did social tensions and ideological conflicts increase in the pre-revolutionary period? What events or circumstances eroded confidence in the government?

In addition, a study of how the revolutionary process forged a new society is undertaken. Endangered and radicalised by political dissent, civil war, resistance to revolution assumed different forms that challenged the emerging new society.

AREAS OF STUDY:

- Causes of the revolution
- Consequences of the revolution

UNIT 4: HISTORY REVOLUTIONS: FRANCE

This course examines the different theories about the causes of the revolution. Why did social tensions and ideological conflicts increase in the pre-revolutionary period? What events or circumstances eroded confidence in the government?

In addition, a study of how the revolutionary process forged a new society is undertaken. Economic breakdown and wars of foreign intervention, resistance to revolution assumed different forms that challenged the emerging new society.

AREAS OF STUDY:

- Causes of the revolution
- Consequences of the revolution

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Certificate courses through to diploma, degree and Masters. Courses can be done at both TAFE and University; such as, Bachelor of Archaeology, Bachelor of Arts, and Bachelor of Social Sciences.

Employment:

Archaeologist, Cultural Heritage Officer, Historian, Sociologist, Teacher, Librarian, Criminologist, Law Clerk, Political Scientist, Parliamentarian, Museum Assistant, Tourist Information Officer, Public Servant, Tour guide.

Life:

Understanding how society has changed over time and develop the skills to interpret and analyse.

ITALIAN

UNIT 1:

On completion of this unit students should be able to establish and maintain a spoken or written exchange related to personal areas of experience. In addition to this, students should be able to listen to, read and obtain information from spoken and written texts, as well as being able to produce a personal response to a text focusing on real or imaginary experience.

AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 2:

For this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions, as well as being able to listen to, read, and extract and use information and ideas from spoken and written texts. On the completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 3:

On completion of this unit students should be able to express ideas through the production of original texts. In addition to this, students should be able to analyse and use information from spoken texts, as well as being able to exchange information, opinions and experiences.

AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 4:

On completion of this unit students should be able to analyse and use information from written texts as well as being able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Italian-speaking communities.

AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:
Translator courses, primary, secondary and tertiary LOTE studies.

Employment:

Teaching, Translating and Interpreting in Government Departments, International Commerce and Diplomatic professional opportunities, Tourism service industries, Social Services.

Life:

The study of a language such as Italian, apart from giving the ability to speak another language, promotes cultural awareness and understanding of different attitudes and values within the Australian community and beyond, travel and study opportunities, and an appreciation of one's own society in relation to the world stage. It improves communication skills, cognitive development, literacy and general knowledge.

LEGAL STUDIES

UNIT 1: GUILT AND LIABILITY

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

Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. They investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

AREAS OF STUDY:

- Legal foundations
- The presumption of innocence
- Civil liability

** This unit is strongly advised for Year 12 preparation*

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. Unit 2 focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. They develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

AREAS OF STUDY:

- Sanctions
- Remedies
- Rights

** This unit is strongly advised for Year 12 preparation*

UNIT 3: RIGHTS AND JUSTICE

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

AREAS OF STUDY:

- The Victorian criminal justice system
- The Victorian civil justice system

UNIT 4: THE PEOPLE AND THE LAW

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

AREAS OF STUDY:

- The people and the Australian constitution
- The people, the parliament and the courts

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Certificate courses through to Diploma, Degree and Masters. Courses can be done at both TAFE and University. Law / Legal Studies / Criminal Justice Studies / Legal Practice Management.

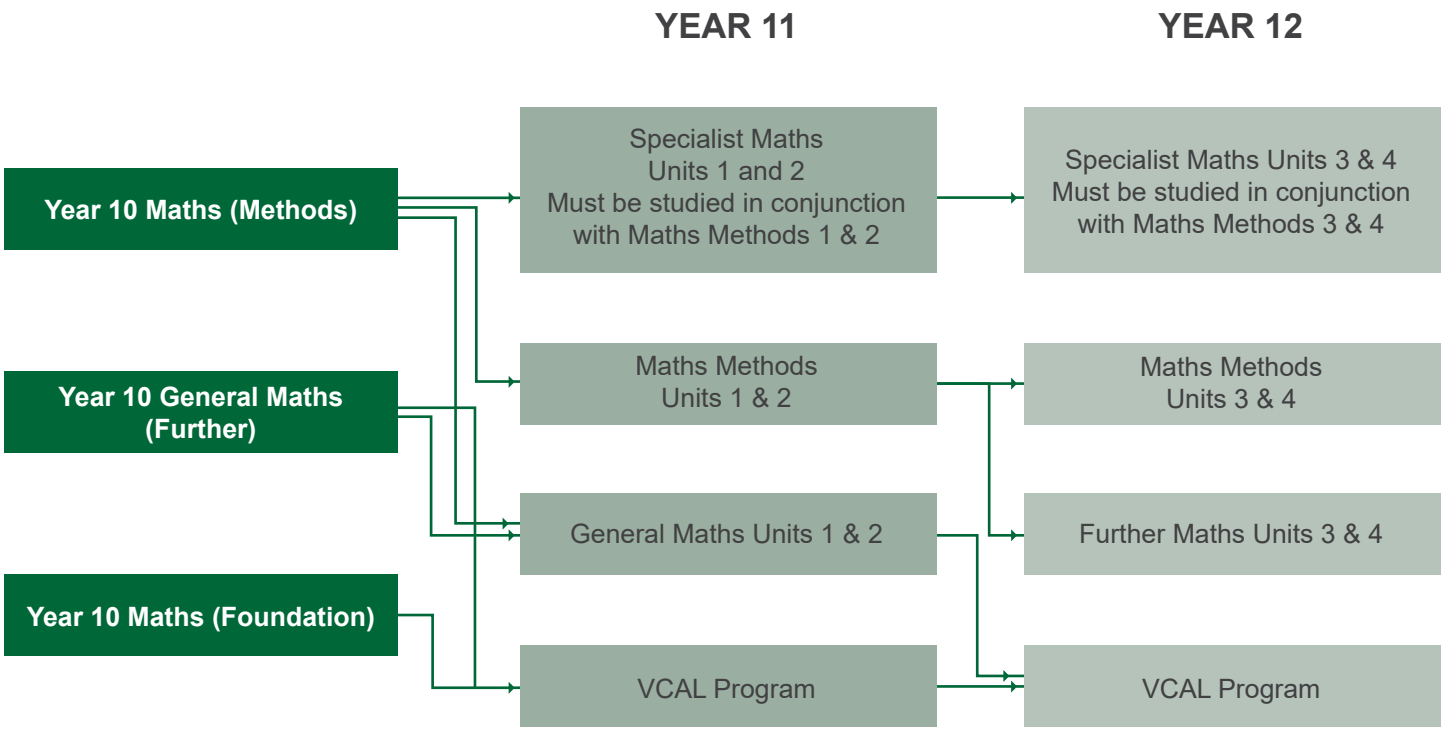
Employment:

Solicitor, Barrister, Judge, Paralegal, Court Officer, Police Officer, Corrective Services, Community Education, Teaching, Researcher, Social Planning and Advocate, Legal Clerk / Administration.

Life:

The law influences all aspects of society – at home, at work and in the wider community. Students develop an understanding of processes and the way the law is made and changed and a means to identify legal problems and the ways they are resolved.

MATHEMATICS PATHWAYS



Year 11 possible Maths combinations

Students can study a number of combinations at Year 11 level.

Specialist Maths Units 1 & 2 AND Mathematical Methods Units 1 & 2

OR

General Maths Units 1 & 2 AND Mathematical Methods Units 1 & 2

Year 12 possible Maths combinations

Students can study a number of combinations at Year 12 level.

Specialist Maths Units 3 & 4 AND Mathematical Methods Units 3 & 4

OR

Further Maths Units 3 & 4 AND Mathematical Methods Units 3 & 4

OR

Further Maths Units 3 & 4 AND Mathematical Methods Units 3 & 4 AND Specialist Maths Units 3 & 4

Please Note: At Year 12 level, the results for only two maths subjects can contribute to the primary four in the ATAR score calculations. If a third maths is studied it will only contribute 10% to the ATAR aggregate.

MATHEMATICS - GENERAL / FURTHER

UNIT 1: GENERAL MATHEMATICS (FURTHER)

General Mathematics is a course designed both to extend students' mathematical knowledge from Year 10 and to provide an appropriate foundation for students wishing to study Further Mathematics in Year 12. Topics covered include Statistics, Univariate and Bivariate Data, Linear Equations, Practical Numbers and Computation.

The appropriate use of technology (computer algebra systems calculators, spreadsheets and graphing packages) is used to support and develop the teaching and learning of mathematics.

AREAS OF STUDY:

- Practical numbers and computation
- Investigating and comparing data distributions
- Linear relations and equations
- Investigating relationships between two numerical data

UNIT 2: GENERAL MATHEMATICS (FURTHER)

General Mathematics is a course designed to provide an appropriate foundation for students who wish to undertake Further Mathematics in Year 12.

Topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers, and includes Financial Mathematics, Matrices, Graphs and Networks and Number patterns and recursions.

As in Unit 1, the appropriate use of technology to support and develop the teaching and learning of mathematics is integral to the course.

AREAS OF STUDY:

- Graphs and networks
- Matrices
- Financial arithmetic
- Number patterns and recursions

UNIT 3 FURTHER MATHEMATICS

The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics (Further) Units 1 and 2.

The appropriate use of technology (computer algebra systems calculators, spreadsheets and graphing packages) is used to support and develop the teaching and learning of mathematics.

The course consists of a core area of study, 'Data Analysis' and 'Recursion and financial modelling'.

AREAS OF STUDY:

- Core: data analysis
- Core: recursion and financial modelling

UNIT 4: FURTHER MATHEMATICS

The course builds on the skills and knowledge from Unit 3 and consists of two modules:

- Matrices - this module covers the matrix representation of data in rectangular arrays, and the application of matrix arithmetic to the analysis of problems in practical situations
- Networks and Decision Mathematics - this module covers the use of undirected and directed graphs (networks) to the modeling of situations involving the spatial representation of relationships and the optimisation of various measures such as coverage, flow, time and allocation.

AREA OF STUDY:

- Matrices
- Networks and decision mathematics

LOOKING TO THE FUTURE:

Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in a wide variety of careers and in daily life.

Post-Secondary Education:

Further Mathematics Units 3 and 4 can lead to further study in fields where data analysis is important e.g. Accounting, Commerce, Economics, Nursing, Environmental Science, Agriculture, Sports Science, Psychology, Teaching, Information Technology, Sport and Outdoor Recreation, Equine Studies, Aquaculture, Viticulture, Aviation, Paramedic and Health Sciences, Property and Marketing.

Employment:

Further Mathematics is appropriate for those students who have an interest in practical Maths and provides general preparation for employment in fields such as construction, nursing, health sciences and teaching.

Life:

Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in daily life, such as financial arithmetic and construction.

MATHEMATICAL METHODS

UNIT 1: MATHEMATICAL METHODS

Students studying Mathematical Methods should have strong algebraic and graphical skills and be familiar with: Linear Functions; Trigonometric Ratios; Solving Algebraic Expressions and Exponential Functions.

Students are expected to be able to apply techniques, routines and processes involving equation solving, graph sketching, with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

The appropriate use of computer algebra system (CAS) technology to support and develop the learning of mathematics is incorporated throughout the unit.

AREAS OF STUDY:

- Functions and graphs of polynomials and power functions
- Solving algebraic expressions
- Algebra – exponents and logarithms

** This is a pre-requisite for Units 2, 3 and 4 Methods*

UNIT 2: MATHEMATICAL METHODS

Students studying Unit 2 Mathematical Methods build on their knowledge of Unit 1 material and are expected to be familiar with basic concepts of probability.

Students are expected to be able to apply techniques of graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases, and are expected to apply these techniques to real life models.

AREAS OF STUDY:

- Trigonometry
- Functions and relations
- Calculus
- Probability and statistics

** This is a pre-requisite for Unit 3 and 4 Mathematical Methods*

UNIT 3: MATHEMATICAL METHODS

Students must have studied Mathematical Methods Units 1 and 2, in order to complete Units 3 and 4. Students require strong algebraic skills and should enjoy solving problems methodically. In Unit 3, students must apply the skills and processes of algebraic manipulation and graphical transformations in modeling real-life situations.

Students use calculus in the analysis of key features of the functions and their graphs. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. As such students should be familiar with relevant mental and by hand approaches in simple cases and be proficient in the use of computer algebra system technology (CAS). Students are required to model real life situations mathematically with the aid technology.

AREAS OF STUDY:

- Functions and graphs
- Algebra
- Differential calculus
- Circular functions

UNIT 4: MATHEMATICAL METHODS

In Unit 4 students continue their study of Calculus to include 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.

There is extensive study of discrete and continuous probability distributions and their applications. Students study statistical inference, including definition and distribution of sample proportions, simulations and confidence intervals.

AREAS OF STUDY:

- Integral calculus
- Probability
- Statistics

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education and Employment:

Mathematical Methods may be a requirement for entry into some of the following tertiary courses: Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Games Programming, Information Technology, Accounting, Commerce, Economics, Nursing, Environmental Science, Agriculture, Surveying, Sports Science, Psychology, Nanotechnology, Teaching, Physiotherapy, Radiography and Medical Imaging, Pharmacy and Science.

Life:

As this subject teaches you to break down difficult and long problems into a logical sequence of smaller and more manageable tasks, it aids with development of strong mathematical and problem solving skills. This means Mathematical Methods can be beneficial in daily life and may allow you to consider a variety of pathways after secondary school.

MATHEMATICS - SPECIALIST

UNIT 1: SPECIALIST MATHEMATICS

This unit is designed to prepare those students who are intending to study Specialist Mathematics Units 3 and 4 in conjunction with Mathematical Methods Units 3 and 4. Students who intend to complete Specialist Mathematics Units 3 and 4 must complete Specialist Maths Units 1 and 2 in Year 11, in conjunction with Mathematical Methods Units 1 and 2.

Specialist Mathematics Unit 1 is suited to those students who have strong mathematical skills and 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 and reasoning.

In the Arithmetic and Number area of study, students work with complex algebraic expressions and equations.They operate with numbers in both real and complex form and practice proofs involving rational, integer, real and complex number sets. They find points of intersection between linear and nonlinear equations. As part of the Geometry, Measurement and Trigonometry area of study, students work with trigonometric graphs of functions and consider the proof and application of trigonometric identities such as double angle and compound angle formulae.

They consider properties of circles and apply these to determine unknown angles and lengths, where relevant tangents and sectors are discerned.

AREAS OF STUDY:

- Algebra of linear and nonlinear equations
- Trigonometric ratios and applications
- Circle geometry
- Further trigonometry
- Graphing techniques

UNIT 2: SPECIALIST MATHEMATICS

In Unit 2 Specialist Maths, students apply vectors and graphs of linear and non-linear relations to problems in kinematics, geometric proofs and orienteering.

In the Statistics area of study, students apply simulation and consider the parameters that affect a sample distribution. In the Arithmetic and Number area of study, the concept of complex numbers is introduced.

Students perform the operations of addition, subtraction, multiplication and division with complex numbers in polar and Cartesian form.

AREAS OF STUDY

- Vectors and statics of a particle
- Kinematics
- Complex numbers
- Sampling techniques
- Geometry in the plane and proof

UNIT 3: SPECIALIST MATHEMATICS

Students may undertake this subject only in conjunction with Mathematical Methods Units 3 and 4, or having already completed the subject. Specialist Mathematics Units 1 and 2 are highly recommended. The Functions and Graphs area of study covers graph sketching and algebra associated with sums of power functions, reciprocal functions, inverse circular functions, circles, ellipses and hyperbolae.

The Algebra area of study candovers the expression of rational functions as partial fractions; the arithmetic and algebra of complex numbers; regions and paths in the complex plane; and the factorisation of complex polynomial functions. In the Calculus area of study, students cover advanced calculus techniques for differentiation and integration; and their applications in a variety of theoretical and practical situations. Students extend their study of vectors from Unit 2, including: linear dependence and the use of vectors in the proof of geometric results.

AREAS OF STUDY:

- Functions and graphs
- Algebra including complex numbers
- Differential and integral calculus
- Vectors
- Trigonometry

UNIT 4: SPECIALIST MATHEMATICS

In the Calculus area of study, students apply the principles of calculus to differential equations and kinematics (the study of motion). The Vectors area of study is extended in the study of vector calculus and its application to motion in a plane, following a projectile or circular path. In Mechanics, students consider forces as vectors and look at the motion of a body with both constant and variable acceleration. The Probability and Statistics area of study covers statistical inference and hypothesis testing related to the distribution of sample means and confidence intervals.

AREAS OF STUDY:

- Differential and integral calculus
- Vectors
- Mechanics
- Kinematics
- Probability and statistics

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education and Employment:

Specialist Mathematics prepares students who may wish to study or work in the areas of Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Games Programming, Actuarial Studies, Nanotechnology, Mathematics Teaching, Statistics and Mathematics, Physiotherapy, Radiography and Medical Imaging, Pharmacy and Science.

Life:

As this subject teaches you to break down difficult and long problems into a logical sequence of smaller and more manageable tasks, it aids with development of strong mathematical and problem solving skills. This means Specialist Math can be beneficial in daily life and may allow you to consider a variety of pathways after secondary school.

MEDIA

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. 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. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

AREAS OF STUDY:

- Media representation
- Media forms in production
- Australian stories

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

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, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

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

AREAS OF STUDY:

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

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. 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 non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

AREAS OF STUDY:

- Narrative and ideology
- Media production development
- Media production design

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

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

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.

AREAS OF STUDY:

- Media production
- Agency and control in and of the media

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Advertising, Advertising and Graphic Design, Communication (Digital Media), Arts, Creative Arts, Graphic Design, Media Communication, Sound Production, Multimedia Studies, Visual Arts, Information Tech, Journalism.

Employment:

Media and PR Co-coordinator, Advertising, Digital Media, Production Officer, Web and Graphic Designer, Teaching, Publishing, Journalism, Television and Radio.

Life:

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students will examine industry production and distribution context, audience reception and the media's contribution to and impact on society. Students will develop creativity skills and an understanding of a variety of software and industry equipment which is utilised in many areas of everyday life, whether it be recording with cameras or publishing booklets and photos for example.

OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1: OUTDOOR AND ENVIRONMENTAL STUDIES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of 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 and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live 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.

AREAS OF STUDY:

- Motivations for outdoor experiences
- Influence on outdoor experiences

UNIT 2: OUTDOOR AND ENVIRONMENTAL STUDIES

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

AREAS OF STUDY:

- Investigating outdoor environments
- Impacts of outdoor environments

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments.

They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

AREAS OF STUDY:

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

AREAS OF STUDY:

- Healthy outdoor environments
- Sustainable outdoor environments

LOOKING TO THE FUTURE

This subject develops many skills for daily life and may even allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Certificate III/IV in Outdoor Recreation, Bachelor of Arts (Outdoor Education), Diploma of Education (if interested in becoming a teacher).

Employment:

Outdoor Education Group (and similar camps), Secondary Schools, DSE (Department of Sustainability and Environment), Outdoor adventure guide, Dive Instructor.

Life:

Skills obtained in this subject will enable students to live more sustainable lives, be able to perform basic navigation and identify ways in which they can minimise the impact they have on the environment when engaging in the outdoors.

PHILOSOPHY

UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? How can we acquire knowledge? These are some of the questions that have challenged humans for millennia. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

The emphasis is on philosophical inquiry – 'doing philosophy', for example through formulation of questions and philosophical exchanges with others. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

AREAS OF STUDY:

- Metaphysics
- Epistemology
- Introduction to Philosophical Inquiry

UNIT 2: QUESTIONS OF VALUE

What underpins our own judgments of what we value and know? What is the relationship between different types of value? How can we ever say something is true or important, or good or bad definitively? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics.

Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses.

AREAS OF STUDY:

- Ethics and moral philosophy
- Further problems in value theory
- Techniques of philosophical inquiry

To be offered in 2022

UNIT 3: MINDS, BODIES AND PERSONS

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

AREAS OF STUDY:

- Minds and bodies
- Personal identity

UNIT 4: THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life?

In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.

For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics.

AREA OF STUDY:

- Conceptions of the good life
- Living the good life in the twenty-first century

LOOKING TO THE FUTURE:

This subject develops a range of employability skills, especially in the following areas:

- Communication
- Self-management
- Planning and organising
- Advanced problem solving
- Analysis and synthesis
- Initiative and enterprise

These are transferable skills which are sought after by employers. In addition, this subject allows scope for personal development and the opportunity to grapple with important questions in life.

PHYSICAL EDUCATION

UNIT 1: THE HUMAN BODY IN MOTION

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 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.

AREA OF STUDY:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing.

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.

AREA OF STUDY:

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

Students 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.

AREA OF STUDY:

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

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

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 the requirements of an activity and 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.

AREA OF STUDY:

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

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Physical Education, Teaching, Sports Science, Fitness Trainer, Personal Trainer, Sports Administration, Sports Marketing, Sports Medicine, Sports Coaching, Dietician, Physiotherapy, Health Promotion, Sport and Recreation.

Employment:

Teaching, Sports Science, Fitness Trainer, Personal Trainer, Sports Administration, Sports Marketing, Sports Medicine, Sports Coaching, Dietician, Physiotherapy, Health Promotion,

Life:

Physical Education promotes the value of physical activity in our lives and how it is crucial for our health. It gives students the opportunity to learn about and practice ways of working with others (social interaction) and to adopt and maintain a healthy, productive and active life.

PHYSICS

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen.

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

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

AREAS OF STUDY:

- Thermodynamics
- Electricity and electric circuits
- Nuclear physics

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

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

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable. A student designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

AREAS OF STUDY:

- Motion
- Optional area of study
- Practical investigation

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects.

Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

AREAS OF STUDY:

- Gravitational, electric and magnetic fields
- Electric power
- Motion

UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken.

AREAS OF STUDY:

- Wave properties of light
- Particle-like properties of light
- Practical investigation

LOOKING TO THE FUTURE:

Physics is a prerequisite for many science and engineering-based university courses.

Post-Secondary Education:

Engineering (Civil, Mechanical, Electrical, Aeronautical), Science, Mathematics, Information Technologies, Robotics, Astronomy and Astrophysics, Optics, Materials physics, Mining, Physiotherapy.

Life:

Physics as a discipline is principally about understanding how things work, and using that knowledge for the betterment of society. Students who study physics gain a stronger understanding of how to think scientifically and how to approach problems in a systematic fashion.

PRODUCT DESIGN AND TECHNOLOGY (Wood)

UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT

This unit focuses on the analysis, modification and improvement of a Hall Table design with consideration of the materials used and issues of sustainability.

On completion of this unit the student should be able to redevelop a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

Students are introduced to the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability. They will produce a redeveloped product (Hall Table) safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

AREAS OF STUDY:

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product

UNIT 2: COLLABORATIVE DESIGN

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

Students investigate an historical and/or a cultural design movement or style for inspiration. Students develop skills in project management and in presenting their work to others, replicating processes used in the real world.

On completion of this unit the student should be able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

AREAS OF STUDY:

- Designing within a team
- Producing and evaluating a collaboratively designed product

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors.

In this unit students investigate an end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

AREAS OF STUDY:

- Designing for end-users
- Product development in Industry
- Designing for others

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

In Unit 4: Product Development, Evaluation and Promotion, students use comparative analysis and evaluation methods to make judgments about product design and development. Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the end-user.

AREAS OF STUDY:

- Product analysis and comparison
- Product manufacture
- Product evaluation

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Furniture Design, Industrial design, Construction Project Management, Architecture, Teaching, Building Trades (TAFE).

Employment:

Building trades, Carpentry, Cabinet-making, Apprenticeships, Laboring, Product design or Interior design.

Life:

Home improvements, furniture making, general repairs, knowledge of materials used for building and construction, understanding of manufacturing / industrial settings.

PRODUCT DESIGN AND TECHNOLOGY (Textiles)

UNIT 1

VET Fashion is the alternative offered instead of Unit 1 Textiles. It will provide students with the skills and knowledge to be successful in Unit 3 and 4 Textiles.

UNIT 2

VET Fashion is the alternative offered at SJE instead of Unit 2 Textiles. It will provide students with the skills and knowledge to be successful in Unit 3 and 4 Textiles.

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

In Unit 3: Design, Technological Innovation and Manufacture, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

AREAS OF STUDY:

- Designing for end-users
- Product development in Industry
- Designing for others

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

In Unit 4: Product Development, Evaluation and Promotion, students use comparative analysis and evaluation methods to make judgments about product design and development. Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product.

They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

AREAS OF STUDY:

- Product analysis and comparison
- Product manufacture
- Product evaluation

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

University Studies and TAFE Studies: Interior Design, Associate degree in Fashion Design and Technology, NIDA Bachelor of Fine Arts (Costume).

Employment:

Pathways VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewelry, textile and ceramic design.

Life:

VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations such as clothing alterations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

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PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

AREAS OF STUDY:

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

AREAS OF STUDY:

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

PSYCHOLOGY: UNIT 3 HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

AREAS OF STUDY:

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

PSYCHOLOGY UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

AREAS OF STUDY:

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation

LOOKING TO THE FUTURE:

This subject builds skills to allow the individual to investigate and inquire scientifically, apply psychological understanding, and communicate psychological information and understandings.

Post-Secondary Education:

Science, Criminology/Psychological Science, Applied Science, Social Work, Psychology and Psychophysiology, Arts (Psychology), Education and Business.

Employment:

As diverse as Teaching, Human Services and Welfare, Sport and Training, Market Research, Nursing and Business, Psychologist, Counselling, Social Work and Psychiatrist.

RELIGION AND SOCIETY

UNIT 1: RELIGION AND SOCIETY (COMPULSORY IN YEAR 11)

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society.

They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

AREAS OF STUDY:

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

UNIT 2: RELIGION AND ETHICS (COMPULSORY IN YEAR 12)

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making?

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

AREAS OF STUDY:

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

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

A range of Theology, Arts, Social Science, Humanities degrees, Political Science, International Studies, Law, Journalism, Philosophy, History, Sociology and Philanthropy Psychology, Phenomenology, Sociology and Biblical scholarship.

Employment:

Priest, Brother, Sister, Teacher, Social Worker, Youth and Community Worker, Counsellor, Librarian, Administrator, Foreign Correspondent, Researcher, Lawyer, Historian, Pastoral Care Worker, Curator, Foreign Affairs Officer, Indigenous Community worker, Archivist, International Aid/ Development worker, Writer.

Life:

Studies in Religion and Society provide students with the opportunity to develop a range of skills such as: communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology and learning, critical evaluation and research skills.

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STUDIO ART

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

AREAS OF STUDY:

- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms.

Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

AREAS OF STUDY:

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks

UNIT 3: STUDIO PRACTICES AND PROCESSES

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration.

They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

AREAS OF STUDY:

- Exploration proposal
- Studio process
- Artist and studio practices

UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3.

To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

AREAS OF STUDY:

- Production and presentation of artworks
- Evaluation
- Art industry contexts

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

University Studies: Fine Arts (painting, printmaking, ceramics, sculpture, etc.), Graphic Design, Visual Communication, Textiles Design, Fashion, Interior Design, Photography, Advertising, Media Arts.

TAFE Studies:

Diplomas and Certificates in Applied Design, Graphic Arts, Visual Arts, Visual Merchandising, Product Design, Interior Decoration, Photography and Fashion.

Employment:

Advertising, Teacher, Designer (fashion, industrial, interior), Architect, Artist, Illustrator, Arts Administrator, Graphic Artist, Jeweller, Desktop Publisher, Photographer.

Life:

Studio Arts helps develop your creative and analytical thinking skills as well as creative ways to express yourself and present artworks and ideas.

SYSTEMS ENGINEERING

UNIT 1: MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electro technological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

AREAS OF STUDY:

- Mechanical system design
- Producing and evaluating mechanical systems

UNIT 2: ELECTRO TECHNOLOGICAL SYSTEMS

In this unit students study fundamental electro technological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro technological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electro technological systems and how they work, the focus is on the creation of electro technological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

AREAS OF STUDY:

- Electro Technological systems design
- Producing and evaluating electro technological systems

UNIT 3: INTEGRATED AND CONTROLLED SYSTEMS

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electro technological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.

Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electro technological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

AREAS OF STUDY:

- Integrated and controlled system design
- Clean energy technologies

UNIT 4: SYSTEMS CONTROL

In this unit students complete the creation of the mechanical and electro technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electro technological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system.

They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

AREAS OF STUDY:

- Producing and evaluating integrated and controlled systems
- New and emerging technologies

LOOKING TO THE FUTURE:

This study provides students with a focus on how innovation can be applied in the development of engineering skills. It assists in providing an insight into how mechanical and electro technological systems work.

Post-Secondary Education

Engineering, Robotics, Industrial design, Technical trades, Teaching.

Employment:

Industrial designer, Mechanical Engineering, Manufacturing, Science Research, Robotics, Technical Trades, Teaching.

Life:

Systems Engineering provides a structured approach to how things work, and provides an application of scientific and engineering principles. Students develop a practical understanding which can be applied to designing, creating and repairing a wide range of systems.

TEXT AND TRADITIONS

UNIT 1: TEXTS IN TRADITIONS

In this unit students examine the place of texts and their literary forms within a religious tradition. Storytelling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

AREAS OF STUDY:

- Exploring literary forms
- The formation and exegesis of text
- Later uses and interpretations of sacred texts

UNIT 2: TEXTS IN SOCIETY

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

AREAS OF STUDY:

- Sacred texts in the past
- Sacred texts today

UNIT 3: TEXT AND TRADITIONS

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

AREAS OF STUDY:

- The background of the tradition
- Thematic and literary aspects of the set texts
- Interpreting texts

UNIT 4: TEXTS AND THEIR TEACHINGS

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

AREAS OF STUDY:

- Interpreting texts
- Religious ideas, beliefs and social themes

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

A range of Theology, Arts, Social Science, Humanities degrees, Political Science, International Studies, Law, Journalism, Philosophy, History, Sociology and Philanthropy, Psychology, Phenomenology, Sociology and Biblical scholarship.

Employment:

Priest, Brother, Sister, Teacher, Social Worker, Youth and Community Worker, Counsellor, Librarian, Administrator, Foreign Correspondent, Researcher, Lawyer, Historian, Pastoral Care Worker, Curator, Foreign Affairs Officer, Indigenous Community worker, Archivist, International Aid/ Development worker, Writer.

Life:

Studies in Religion and Society provide students with the opportunity to develop a range of skills such as: communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology and learning, critical evaluation, analysis of values and research skills.

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VISUAL COMMUNICATION DESIGN

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION

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

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

AREAS OF STUDY:

- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

UNIT 2: APPLICATION OF VISUAL COMMUNICATION DESIGN

This unit focuses on the application of visual communication knowledge, design thinking skills and drawing methods to create designs to meet specific purposes in designated design fields. Students use presentation drawing methods (including technical drawing) to communicate within the environmental and industrial fields.

They investigate how type and imagery are used. Students develop an understanding of the design process to organise their thinking and approach to solving design problems. Students respond to a design brief; research, generate ideas and develop concepts.

AREAS OF STUDY:

- Technical drawing in context
- Type and imagery
- Applying the design process

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas.

AREAS OF STUDY:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

This unit focuses on the development of two final presentations to meet the brief, using the design process. Students develop and refine for each need; using a range of digital and manual 2D and 3D methods, media and materials and design elements and principles. Throughout they develop an understanding of the iterative nature of the design process. Students partake in ongoing reflection and evaluation of solutions against the brief. Students refine and present two finals. They evaluate their designs and devise a pitch to communicate their design thinking and decision-making to the client.

AREAS OF STUDY:

- Development, refinement and evaluation
- Final presentations

LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

Post-Secondary Education:

Design courses in the fields of Communication and Branding, Architecture and Product Design.

Employment:

Communications, Branding, Marketing, Advertising, Graphic Design, Illustration, Photography, Publishing, Animation, Visual merchandise, Web design, Photography, Architecture, Interior and Industrial Design, Landscape Design, Small Business, Education, Building and Construction.

Life:

This subject enables students to problem solve critically and creatively. Students gain an appreciation of multiple aspects of design that can be applied in everyday situations to communicate through a visual language.


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respect, commit, be grateful
CLASSROOM EXPECTATIONS
respect
ENTERING & EXITING THE ROOM WHEN DIRECTED
PLACING PHONES IN TUBS
TAKING OUR HATS OFF
LISTENING & SPEAKING POLITELY TO EACH OTHER

VCAL

What is VCAL?
(Victorian Certificate of Applied Learning)

The Victorian Certificate of Applied Learning (VCAL) is also a certificate that recognises the completion of your secondary education. VCAL includes components of accredited Vocational Education and Training (VET). Students develop knowledge and employability skills that will help prepare them for employment and for the participation in the broader context of family, community and lifelong learning.

Satisfactory completion of the VCAL – the requirements

To be awarded the VCAL, students must successfully complete a learning program which contains a minimum of 10 units. Students will receive a VCAL Certificate and a Statement of Results. A unit can be:

- one VCAL unit
- approximately 100 hours of VET units.

What is a VCAL Program?

The VCAL program allows students to work at three qualification levels which cater for a range of students with different abilities and interests. The levels are:

- Foundation
- Intermediate
- Senior

Students enrol in a VCAL learning program at the level that matches their skills and abilities when they begin Year 11. For example, a student may start at either Foundation or Intermediate level in Year 11 and progress to the next level in Year 12.

What are the units of VCAL?

The compulsory curriculum strands of the course include:

- literacy and numeracy
- work-related skills
- personal development skills
- industry specific skills (VET) or School Based Apprenticeships (SBAT).

Flexibility in VCAL

VCAL at St. Joseph's College is delivered as an integrated, activity-based program that takes into account the strengths and interests of students and allows them to develop employability skills through practical experience.

VCAL Frequently Asked Questions

VET In Schools (VETis)

Who is best suited to VCAL?

VCAL is for you if you:

- learn best by doing and enjoy 'hands on' experiences
- want to be working soon (and have ruled out university in the short term)
- have a clear vocational pathway (you have chosen a trade or industry).

VCAL is definitely not an option for those who are simply struggling with mainstream education. To be suitable you must be answering yes to the above questions.

How does VCAL compare to the VCE?

The following table outlines some of the similarities and differences between the two programs.

VCE	VCAL
Recognised senior secondary qualification	Recognised senior secondary qualification
Exams, SACs, ATAR score	Work placement - more applied learning
RE	RE
Can include VET (or SBAT)	Must include VET (or SBAT)
Leads to TAFE or work	Leads to TAFE or work
Can lead directly to university	May eventually lead to university

Does VCAL rule out university?

In the short term the answer is yes, as VCAL is essentially a pathway to work or further technical training (TAFE). For university entrance, students require an ATAR score, which is only obtainable through the VCE. However, in the long term if circumstances change, there are a number of different avenues whereby an individual, as a mature age student, can enter university.

What does the school week look like?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
School VCAL Learning Activities/Projects	School VCAL Learning Activities /Projects OR Work Placement	RE – Period 1 then VET/ SBAT all day.	School VCAL Learning Activities /Projects OR Work Placement	School VCAL Learning Activities/Projects

VCAL Frequently Asked Questions

Is VET (Vocational Education and Training) compulsory?

Yes, unless the student secures a School Based Apprenticeship or Traineeship. A compulsory part of VCAL is developing industry specific skills. At St. Joseph's this is mainly achieved through completion of a VET certificate. There are a number of VET certificates offered through our local schools, TAFE and internally here at St. Joseph's that can cater for individual needs.

All VCAL students will also be enrolled in VET Business and gain accreditation and skills in this area. This will be integrated into the VCAL learning program during the week.

To enrol in a VET course it is compulsory to attend one of the VET Information Nights (unless enrolling in a VET offered exclusively at St. Joseph's).

If the VET offerings are not relevant then the Pathways and/or VCAL Coordinator can offer support in obtaining a School Based Apprenticeship or Traineeship or completing VET units in an online course.

If I can't organise vet and work placement can I still do VCAL?

No. These are compulsory elements of VCAL. Students who cannot organise these will be withdrawn from VCAL and enrolled in VCE.

What are some examples of Activity Based Learning?

In the past few years VCAL students have been involved in the following learning activities or projects:

- Kickstart Café – barista training and running a small business
- social justice activities
- fundraising for community projects in East Timor
- Brewarrina immersion

These may vary depending on the interests and needs of the group.

What employability skills are being developed through VCAL?

The main focus of VCAL is to increase the employability of students. Developing a portfolio of skills, experiences and qualifications helps to provide a competitive advantage when seeking employment. The following skills (as identified by the Australian Government Framework for Employability Skills) are developed in the VCAL program.

- Teamwork
- Planning and organising
- Communication
- Self-management
- Problem solving
- Learning
- Initiative and enterprise
- Technology

VCAL Frequently Asked Questions

Will someone help me find a workplace?

Students wishing to enrol in VCAL are strongly encouraged to make contact with prospective employers to determine if they are willing to offer some work experience. This is an important part of the learning process and should be done as early as possible. If support is needed then advice and counsel is available from the VCAL Coordinator and/or the Pathways Coordinator.

Are VCAL students involved with other year level activities?

Yes. VCAL students complete Religious Education with VCE students, are a member of a Learning Mentor group and participate in any extra curricula activities (like sporting days). At the end of Year 12 VCAL students (upon successful completion) are presented with their VCAL certificate at the Graduation Mass.

How do I apply?

Complete the Application for VCAL Enrolment online (see SIMON messages for the link). Following this, all students will be interviewed to determine suitability.

** Students wishing to enroll in VCAL do select their subjects online.

More questions?

Any further enquiries about the VCAL program should be directed to the VCAL coordinator, Mrs Felicity Hutton.

Application for Enrolment in VCAL

Name: _____

To express interest in enrolling in VCAL, please complete the Application Form.
This form is accessed and completed online. See SIMON daily messages.

Students and their families will be interviewed to discuss this application further and to determine suitability for the VCAL program.

1. Please outline your reasons for choosing VCAL.

2. Describe your plans for future employment and training.

3. Which VET are you planning to enrol in? Or are you interested in a specific school based apprenticeship/ traineeship?

Application for Enrolment in VCAL

4. List the employers you are planning to approach with a request for Work Placement.

5. Write an assessment of your strengths and personal attributes.

6. Provide an example of how you think you learn best.

7. Do you have any questions or additional comments?

Vocational Education and Training (VET)

VET Subjects Offered

Most VET subjects are a **two-year commitment.** In some VET Certificates, you must complete all four units to achieve award of the certificate.

If you intend to commence a VET subject offered by VETiS it is compulsory to attend the VET Information Evenings. This evening will be advertised on the College Bulletin and in the School Newsletter. It will be held at Bendigo Kangan Institute, Echuca Campus. In 2020, this will be dependent on COVID-19 advice.

For those who are continuing their current VET subject attendance is not required, unless they intend to begin a new VET subject.

VET UNITS OFFERED THROUGH VETIS (AS OF THE 28TH JUNE 2020)

First Year (Year 10 / 11)	Second Year (Year 11 / 12)
Animal Studies	Animal Studies
Building and Construction	Building and Construction
Engineering	Engineering (VCE Scored)
Kitchens Operations (Hospitality)	Kitchens Operations (Hospitality) (VCE Scored)
Hair Salon Assistant (Dual Certificate)	Hair Salon Assistant (Dual Certificate)
Certificate II in Tourism	Certificate II in Tourism

VET Units offered at St. Joseph's College

First Year (Year 10 / 11)	Second Year (Year 11 / 12)
Allied Health	Allied Health (VCE Scored)
Education Support	Education Support
Sport and Recreation (Fitness)	Sport and Recreation (Fitness) (VCE Scored)
Public Safety (Fire Operations)	Public Safety (Fire Operations)
Applied Fashion Design	Applied Fashion Design
Music Industry Sound - Production Specialisation	Music Industry Sound - Production Specialisation (VCE Scored)
Music Industry Performance Specialisation	Music Industry Performance Specialisation (VCE Scored)
Event Management	

VET Subjects offered at St. Joseph's College

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE (2 YEAR COURSE)

Students completing the VCE accredited Allied Health Certificate pathway will complete a certificate which is run over two years - Years 10 and 11 or 11 and 12.

In their first year, students will initially undertake a series of generic qualifications including Infection Control, Basic First Aid, High Standard Client Service and Support Care.

In the second year students will study Healthy Body Systems, Medical Terminology, Anatomy and Physiology, and Clinical Measurements.

On competition of this certificate students will be qualified to work in:

- Dental laboratory
- Emergency medical
- Pharmacy support
- Health support services
- Operating theatre technician
- Health administration
- Health services assistant - acute or geriatric

Credit towards VCE:

Certificate III in Allied Health Assistance is now a recognised scored VCE subject and therefore upon completion students will sit an external examination.

Pathways:

Provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients. This course will suit students who are interested in careers in Nursing, Medicine, Paramedicine, Physiotherapy, Dentistry, Pharmacy, and many other health industries.

CERTIFICATE III IN EDUCATION SUPPORT
(2 YEAR COURSE)

The VET Education Support course has been designed by experienced educators to provide learners with the skills and knowledge required to become a support worker within a range of educational settings. The course will give learners the skills to: support students with literacy and numeracy skills, cater for the different learning styles, put into practice support behaviour strategies and apply the principles of inclusion and diversity.

This is a nationally recognised TAFE course. It includes 100 hours of work placement in an approved school/centre to give learners valuable work experience.

Students who satisfactorily complete VET Education Support program will receive the Certificate qualification. They can then complete the Certificate IV qualification at GOTAFE if they choose.

Units of work = 17 units in total:

- Support behaviour of children and young people
- Comply with legislative, policy and industrial requirements in the education environment.
- Contribute to student education in all developmental domains.
- Contribute to organisation and management of classroom or centre.
- Work with diverse people.
- Facilitate the empowerment of people with a disability.
- Support the development of literacy and oral language skills.
- Support the development of numeracy skills.
- Work effectively with students and colleagues.
- Support student with English as a second language.
- Contribute to the health and safety of students.
- Promote Aboriginal and/or Torres Strait Islander cultural safety.
- Assist implementation of planned educational programs.
- Support students with additional needs in the classroom environment.
- Identify and respond to children and young people at risk.
- Participate in work health and safety.
- Provide first aid.

Credit towards VCE:

Students will be eligible for credit for up to six VCE VET units toward their VCE: four units at Units 1 and 2 level and a Unit 3 and 4 sequence. This course is auspiced by GO TAFE in Shepparton.

Pathways:

Possible pathways with this qualification are: Teacher’s aide, Integration aide, Education assistant - special needs Home tutor, Support worker for children with disabilities.

CERTIFICATE II in PUBLIC SAFETY FIRE OPERATIONS (1 YEAR COURSE)

The VET Public Safety program aims to provide students with an introductory overview of Community Safety. Students are provided with the opportunity to acquire and develop skills in Occupational Health and Safety, working in teams, communicating in the workplace and wildfire skills, as well as meeting the VCAL industry skills strand.

The aims of the VET Public Safety course include:

- Providing students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the community safety industries.
- Enabling students to gain a recognised credit and make a more informed choice of vocation and career paths.
- Enabling students to have practical experience in the application of their theory work.

Qualifications

Students who satisfactorily complete VET Public Safety program will receive the Certificate II in Public Safety. They will also complete a level 2 first aid course and White card qualifications.

Units of work:

- Prevent injury
- Prepare and maintain test response equipment
- Respond to wildfire
- Community safety
- Communicate in the workplace
- Follow OH&S policies
- Respond to isolated structure fire
- Check installed fire safety systems
- Operate communication systems
- Maintain safety at an incident scene
- Protect and Preserve an incident scene

Pathways:

The VCE VET Public safety program provides an introductory overview of community safety which can lead to employment opportunities in most career fields, but focus heavily on community safety fields such as CFA, SES, Police and Defence (Army, Navy, Air Force).

CERTIFICATE III SPORT AND RECREATION (FITNESS FOCUS) (2 YEAR COURSE)

Students undertaking this qualification will explore the sport and recreation industry. They will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop an understanding of the Sport and Recreation industry.

They will have the opportunity to participate in a range of sports and recreation activities as well as coaching and officiating.

Units of work 1 and 2 – First Year:

- Organise personal work priorities and development
- Provide First Aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations
- Conduct sport, fitness or recreation events
- Participate in conditioning for sport
- Book athlete travel and accommodation

Units of work 3 and 4 – Second Year:

- Participate in WHS hazard identification, risk assessment and control
- Conduct sport coaching with foundation level participants
- Provide equipment for activities
- Plan and conduct programs
- Facilitate groups
- Educate user groups

Credit towards VCE:

Students will be eligible for credit for VCE VET Units 3 and 4 and an ATAR contribution with the scored assessment exam for Units 3 and 4.

Courses:

Diploma of Sport Development, Fitness or Sport and Recreation Management.

Bachelor of Applied Science, Human Movement or Exercise Science.

Pathways:

The VCE VET Sport and Recreation program provides an introductory overview of the industry and activities which can lead to employment opportunities as a Recreation Officer, Activity Operation Officer, Sport and Recreation Attendant, Community Activities Officer, Leisure Officer, Sporting Coach, Sports Administrator.

CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY (2 YEAR COURSE)

The VET Applied Fashion Design and Technology program aims to provide students with an introductory overview of fashion design. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns and applying quality standards.

The aims of the VET Concept Development for Clothing Products are to:

- Provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing-related industries.
- Enable students to gain a recognised credit and make a more informed choice of vocation and career paths.

Qualifications:

Students who satisfactorily complete VET Applied Fashion Design and Technology over a two-year program will receive the Certificate II in Applied Fashion Design and Technology.

Units of work - First Year:

- Occupational health and safety
- Using a sewing machine
- Sewing components
- Modifying patterns
- Drawing and interpreting basic skills

Units of work - Second Year:

- Identifying fibres and fabrics
- Fabric performance and handling
- Garment construction
- Basic pattern making
- Sustainability
- Preparing design concept and learning to embellish a garment by hand or machine

Credit towards VCE:

Students will be eligible for credit for up to six VCE VET units toward their VCE: four units at Units 1 and 2 level and a Unit 3 and 4 sequence. Contributes an increment towards their ATAR (10% of the average of the primary four scaled studies).

Courses:

Certificate IV in Clothing Production, Diploma of Textiles, Clothing and Footwear, Advanced Diploma of Textiles, Clothing and Footwear, Bachelor of Fashion Design/Merchandising, Bachelor of Arts in Textile Design. This course is auspiced by Ripponlea Institute (RTO 21230).

Pathways:

The VCE VET Applied Fashion Design and Technology program provides an introductory overview of fashion design which can lead to employment opportunities producing fashion products where a basic understanding of design skills is required.

CERTIFICATE III IN MUSIC INDUSTRY PERFORMANCE SPECIALISATION (2 YEAR COURSE)

Music Performance Specialisation: provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making, performing music as part of a group or as a soloist and an external performance examination.

Qualifications:

Students who satisfactorily complete VCE VET Music Industry (Music Performance Specialisation) program will receive the Certificate III in Music Industry and a statement of attainment of selected units of competence from the Certificate III in Music Industry.

Units of work:

- BSBWHS201 Contribute to health and safety of self and others
- CUACMP301 Implement copyright arrangements
- CUAIND303 Work effectively in the music industry
- CUAMLT302 Apply knowledge of style and genre to music industry practice
- CUAMPF203 Develop ensemble skills for playing or singing music
- CUAMPF301 Develop technical skills in performance
- CUAMPF302 Prepare for performances
- CUAMPF304 Make a music demo
- CUAMPF305 Develop improvisation skills
- CUAMPF402 Develop and maintain stagecraft skills
- CUAMPF406 Perform music as a soloist

Credit towards VCE:

Music Performance Specialisation: recognition of two units at Units 1 and 2 level and at least one Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Music qualification may be eligible for further credit at Units 3 and 4 level.

Pathways:

Students who successfully complete this Certificate could consider further studies of music performance at tertiary level.

CERTIFICATE III IN MUSIC INDUSTRY SOUND PRODUCTION SPECIALISATION (2 YEAR COURSE)

Sound Production Specialisation: provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to specialise in areas such as composing, event staging support and recording. Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, providing sound reinforcement, setting up and disassembling audio equipment and an external examination.

Qualifications:

Students who satisfactorily complete VCE VET Music Industry (Sound Production Specialisation) program will receive the Certificate III in Music Industry and a statement of attainment of selected units of competence from the Certificate III in Music Industry.

Units of Work:

- BSBWHS201 Contribute to health and safety of self and others
- CUACMP301 Implement copyright arrangements
- CUAIND303 Work effectively in the music industry
- CUAMLT302 Apply knowledge of style and genre to music industry practice
- CUASOU301 Undertake live audio operations
- CUASOU306 Operate sound reinforcement systems
- CUASOU307 Record and mix a basic music demo
- CUASOU308 Install and disassemble audio equipment
- CUASOU311 Mix music in a studio environment
- CUASOU402 Manage audio input sources
- CUASOU201 Develop basic audio skills and knowledge

Credit towards VCE:

Sound Production Specialisation: recognition of two units at Units 1 and 2 level and at least one Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Music qualification may be eligible for further credit at Units 3 and 4 level.

Pathways:

Students who successfully complete this Certificate, could do further studies in Sound Engineering.

EVENTS MANAGEMENT
(SIT30516 CERTIFICATE III IN EVENTS)

This Certificate III in Event Management course provides students with entry-level training for the events industry, and the skills and knowledge required to work as either an events coordinator or continue to study at a higher level.

Qualifications:

Students who satisfactorily complete this program will receive the SIT30516 Certificate III in Events and a statement of attainment of selected units of competence.

Core units:

- BSBWOR203 Work effectively with others
- SITEEVT001 Source and use information on the events industry
- SITEEVT002 Process and monitor event registrations
- SITXCCS006 Provide service to customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices

Elective units:

- SITEEVT003 Coordinate on-site event registrations
- SITEEVT004 Provide event staging support
- SITTTSL002 Access and interpret product information
- SITTTSL008 Book supplier products and services
- BSBITU312 Create electronic presentations
- CUALGT201 Develop basic lighting skills and knowledge
- CUASOU201 Develop basic audio skills and knowledge

Credit towards VCE:

This course is suitable if the student has an interest in event management, wedding planning, international event coordination and festival or sporting coordination.

Pathways:

Events are diverse in nature and this qualification provides a pathway to work in event operations in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

VET
Subjects Offered through

VET in schools (VETis)

These VET subjects are studied externally off-campus by other registered providers.

CERTIFICATE II IN ANIMAL STUDIES (2 Year Course)

This course is highly recommended for those who take a keen interest in the welfare and wellbeing of animals.

The course provides participants with an introduction to the animal care and management industry.

FUTURE PATHWAYS:

Certificate III in Animal Studies (ACM30110)

FUTURE CAREER OPPORTUNITIES:

- Animal care attendant
- Animal shelter attendant
- Kennel hand cattery attendant
- Assistant dog groomer
- Vet nurse

COURSE STRUCTURE:

Year 1

- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Participate in environmentally sustainable work practices
- Participate in OHS processes
- Provide basic care of dogs

Year 2

- Complete animal care hygiene routines
- Provide basic care of domestic cats
- Provide basic care of dogs
- Assist in health care of animals
- Provide basic first aid for animals
- Source information for animal care needs

This subject will contribute an increment towards their ATAR (10% of the average of the primary four scaled studies) for students who successfully complete the Unit 3-4 sequence.

CERTIFICATE II IN BUILDING AND CONSTRUCTION (2 Year Course)

This course provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or building and construction-related industries. The course is ideal for students wanting to enter the building and construction industry as apprentice carpenters. Students will gain knowledge and practical skills to work safely in the building and construction industry.

FUTURE PATHWAYS:

- Certificate III in Carpentry
- Certificate IV in Building and Construction
- Diploma of Building and Construction

FUTURE CAREER OPPORTUNITIES:

- Carpenter
- Joiner
- Construction worker
- Building site administrator
- Project manager
- Building inspector

COURSE STRUCTURE:

Year 1

- Work safely in the construction industry
- Provide basic emergency life support
- Workplace safety and site induction
- Building structures
- Calculations for the construction industry
- Levelling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Carpentry hand tools
- Basic environmental sustainability in carpentry

Year 2

- Introduction to scaffolding and working platforms
- Basic setting out
- Sub-floor framing
- Wall framing
- Roof framing
- External cladding
- Installation of window and door frames
- Introduction to demolition

This subject will contribute an increment towards their ATAR (10% of the average of the primary four scaled studies) for students who successfully complete the Unit 3-4 sequence.

CERTIFICATE II IN ENGINEERING STUDIES (2 Year Course)

This course provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the engineering or engineering-related industries. It equips students with comprehensive skills and knowledge to work in steel and metal industries by introducing computer use in relation to engineering work, use of hand and power tools, engineering science, fabrication techniques and quality concepts. All students at the completion of this certificate will complete a VCAA external exam.

FUTURE PATHWAYS:

- Bachelor of Civil Engineering
- Certificate III Mechanical Engineering
- Certificate III Light Fabrication Trade
- Certificate III Heavy Fabrication Trade
- Certificate IV in Engineering
- Certificate IV in Engineering Drafting
- Diploma of Engineering – Technical

FUTURE CAREER OPPORTUNITIES:

- Civil engineer
- Mechanical engineer
- Electrical engineer
- Fitting and turning tradesperson
- Heavy fabrication (Boilermaker) tradesperson
- Light fabrication (sheet metal) tradesperson
- Welder
- Tool maker

COURSE STRUCTURE:

Year 1

- Apply principles of occupational health and safety in work environment
- Organise and communicate information
- Interact with computing knowledge
- Use hand tools
- Use power tools/hand held operation
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

Year 2

- Perform computations
- Participate in environmentally sustainable work practices
- Apply 5S procedures
- Produce basic engineering sketches and drawings
- Handle engineering materials
- Produce basic engineering components and products using fabrication or machining OR
- Perform basic welding and thermal cutting processes to fabricate engineering structures

CERTIFICATE II IN HAIR SALON ASSISTANT (2 Year Course)

This course provides participants with the knowledge that will enhance their employability prospects in the hair and beauty industries, or moving forward into an apprenticeship.

FUTURE PATHWAYS:

- Certificate III in Hairdressing
- Certificate III in Beauty Services

FUTURE CAREER OPPORTUNITIES:

- Hairdresser
- Hair stylist
- Salon manager
- Beauty therapist
- Waxing technician
- Beauty consultant

COURSE STRUCTURE:

Year 1 - Retail Cosmetics

- Contribute to health and safety of self and others
- Conduct salon financial transactions
- Comply with organisational requirements within personal services environment
- Participate in environmentally sustainable work practices
- Advise on beauty products and services
- Design and apply make-up
- Design and apply make-up for photography
- Research and apply beauty industry information
- Greet and prepare clients for salon services
- Recommend products and services
- Communicate as part of a salon team
- Receive and handle retail stock
- Produce visual merchandise displays
- Organise personal work requirements
- Sell to the retail customer

Year 2 - Salon Assistant

- Contribute to health and safety of self and others
- Conduct salon financial transactions
- Comply with organisation requirements within a personal services environments
- Provide shampoo and basin services
- Provide head, neck and shoulder massage for relaxation
- Dry hair to shape
- Braid hair
- Maintain and organise tools, equipment and work areas
- Greet and prepare clients for salon services
- Recommend products and services
- Communicate as part of a salon team
- Produce visual merchandise displays

CERTIFICATE II IN KITCHEN OPERATIONS (HOSPITALITY) (2 Year Course)

This course provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the cookery or catering industries, or moving forwards into an apprenticeship.

FUTURE PATHWAYS:

Certificate III in Commercial Cookery

FUTURE CAREER OPPORTUNITIES:

- Chef / cook
- Café attendant
- Catering assistant
- Food and beverage attendant
- Hotel motel assistant
- Causal event staff
- Canteen operator
- Food truck entrepreneur

COURSE STRUCTURE:

Year 1

- Work effectively with others
- Use food preparation equipment
- Prepare and present simple dishes
- Prepare dishes using basic methods of cookery
- Source and use information on the hospitality industry
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices

Year 2

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruits, eggs and farinaceous dishes
- Prepare poultry dishes
- Use hospitality skills effectively.

Glossary of Terms

Glossary of Terms

ASSESSMENT TASKS

Assessment Tasks are tasks designated for each unit, to demonstrate achievement of the set of outcomes specified for the unit. (VCAA will publish annually an assessment guide that will include advice on the scope of the assessment tasks and the criteria for assessment.)

ATAR

Australian Tertiary Admissions Rank which is a percentile ranking among all eligible Year 12 students. The highest ATAR is 99.95 and the lowest rank is 00.00. The ATAR is used by tertiary institutions nationally to select students.

ATTENDANCE POLICY

Students are to attend all scheduled classes, in order to maximise the teaching/learning opportunities. Students who are absent when school-assessed coursework is conducted will not receive a score unless their absence is approved by the subject teacher, House Leader or Senior School Leader. Legitimate absences would include a Doctor's certificate or notice of extreme personal or family crisis. If the absence is approved the subject teacher may give the student the same task or a different task depending on the nature of the task.

AUTHENTICATION

Students must submit work that is clearly their own i.e. authentic. Teachers will be required to attest that the work is genuinely the work of the student. To aid in this process, students should keep all plans and drafts of Assessment Tasks.

CERTIFICATE I-III

Six to twelve month TAFE awards. These are usually vocational in nature and can count towards the VCE Certificate.

COMMON STUDY

All students must undertake common studies as part of their VCE program: English Study (English/ESL/Literature) (four units). In addition at St. Joseph's College, students must undertake either Religion and Society 3 and 4, Text and Traditions 3 and 4 or Religion and Society Unit 1 at Year 11. In Year 12, all students undertake Religion and Society 2 – Ethics and Morality.

DEADLINE

A date set internally within a Unit of Study. It is the date on which assessment tasks are due. They are designed to help the course progress effectively for the benefit of all concerned: to ensure that the workload is spread out and does not bank up at the end, and to help students to complete the work satisfactorily. PROGRESSIVE DEADLINES may be set to facilitate teacher monitoring of the process and progress toward fulfilling the assessment task.

EXAMINATIONS

External assessments set and marked by the Victorian Curriculum and Assessment Authority (VCAA). Written examinations are held in November. Performance and Oral examinations are held in October and November.

EXTENSIONS

An extension of time of a short duration may be granted for some students to satisfactorily complete assessment tasks if, for reasons deemed reasonable by the subject teacher, that assessment task(s) cannot be completed by the due date. The student must complete an 'Application for Re-Scheduling Form'.

Glossary of Terms

GENERAL ACHIEVEMENT TEST (GAT)

The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.

LEVELS OF PERFORMANCE (Units 1 and 2)

A grade is generally given to students' work in Units 1 and 2 to introduce them to the way assessment will work in Year 12. These grades will not be included in the official statement of results. At this level it is a school-based decision. The grades are provided on a sliding scale from A+ - E.

LEVEL OF PERFORMANCE (UNITS 3 and 4)

School-based Assessment: All outcome tasks (and other relevant assessment tasks will be graded by the subject teacher [A+ – E, UG (Ungraded), NA (Not Assessed)]. A brief descriptor will also be provided to enhance feedback on performance to students.
VCAA will provide three graded assessments (A+ - E) for each Unit 3 and 4 sequence. Each study includes at least one examination, most have coursework, and some have assessment tasks / projects.

LOTE

Languages Other Than English – the official title for VCE foreign language studies.

MIDDLE-BAND

Those applicants considered during the two-stage university selection process according to other factors, as indicated in the course entries.

OUTCOMES

Outcomes are specified for each Unit of Study in the appropriate study design. They define what students will be able to do as a result of undertaking a study. There are two symbols for reporting achievement of outcomes:

- S means the outcome has been achieved (Satisfactory).
- N means the outcome has not been achieved (Not Satisfactory).

PREREQUISITE STUDIES

Prescribed studies that must be completed to be eligible for a tertiary course (generally applies to Year 12 students)

PRIMARY FOUR

The first four subjects included in the calculation of the ATAR: English and the best three other subjects.

SATISFACTORY COMPLETION OF A UNIT

Satisfactory completion of a unit is based upon demonstration of outcomes prescribed for a unit. All outcomes must be demonstrated satisfactorily to gain an "S" for a unit.

SCHOOL ASSESSED COURSE WORK (SACs)

Examples could include tests, written reports, lab reports, assignments. Each task contributes to the students' eventual study score.

Glossary of Terms

SCHOOL ASSESSED TASKS

These are for products, folios, models or major projects. They are teacher-assessed, monitored using the GAT and reviewed when necessary. They apply in Studio Arts, Visual Communication and Design, Design and Technology (Wood) and Food Studies.

SEMESTER

Equivalent to half a year of school (approximately 18 weeks).

SEMESTER 1 AND 2 LEVEL UNITS

Units within a VCE Study designed to approximate Year 11 level of difficulty.

SEMESTER 3 AND 4 LEVEL UNITS

Units within a VCE Study designed to approximate Year 12 level of difficulty.

SEQUENCE OF UNITS

Most studies are designed as a sequence of four units, to be taken in each semester over two years.

SPECIAL PROVISION

Special Provision allows schools and VCAA to acknowledge that a student has been unable to perform at an optimal level because he or she has experienced significant hardship during the course of his or her VCE studies.

SPECIAL REQUIREMENTS

Additional requirements that applicants must fulfil to be eligible for a university or TAFE course.

STATEMENT OF RESULTS

VCAA will issue a statement of results to students studying Units 3 and 4 usually in the December of the year of completion. Students studying Units 1 and 2 will receive a VCAA Statement of Results from school.

STATISTICAL MODERATION

The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

STUDENT PROGRAM

A student program is the overall program of Studies undertaken by a student during the two-year VCE. Programs will normally include 24 units taken over four semesters.

STUDENT RETURNING TO STUDY

A person who is at least 18 years old on the 1st of January and has been absent from full-time schooling for a minimum of one complete school year.

STUDY

A sequence of half-year units in a particular curriculum area: e.g. English (they used to be called SUBJECTS).

Glossary of Terms

STUDY DESIGN

The Study Design describes the units available within the study and prescribes the objectives, areas of study, outcomes, and assessment tasks.

STUDY SCORES

Students' overall achievements for each study will continue to be calculated and reported as a Study Score (relative position) on a scale of 0 to 50. This ranking is determined by the students' school assessed tasks/coursework and their external examinations.
In order to qualify for a Study Score, a student must have satisfactorily completed both units 3 and 4 in that study.

UNIT

Semester length components of a Study representing about 100 hours of work of which about 50-60 hours are in class-time.

VCE APPEALS COMMITTEE

This panel will be convened to deal with authentication interviews, appeals against decisions on satisfactory completion and issues relating to unexplained absences.
The panel shall be composed of the Teaching and Learning Leader, the Senior School Coordinator and up to two representatives of the Principal. If the student wishes, a parent or friend may attend presentations to the committee in a support role but not as an advocate.

VET

Vocational Education and Training in Schools are a range of certified courses that enable students to develop workplace or vocational skills while they undertake VCE studies.

VCAL

Victorian Certificate of Applied Learning. This is an alternative certificate to the VCE for those students with vocational career pathways.

VCE CERTIFICATE

The Certificate is awarded to students who meet the requirements for graduation of the VCE.

VTAC

The Victorian Tertiary Admissions Centre. The body coordinates the application process for entry into university and TAFE courses.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)

VCAA is the body responsible for all curriculum, assessment and certification to Year 12 in Victoria.

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