



DE LA SALLE
COLLEGE

Curriculum Handbook 2020



LEARNLIVELEAD

INTRODUCTION

Message from the Deputy Principal – Learning & Teaching

Reflected in the content of the following pages are the mission and values of Lasallian education, supporting a comprehensive education which attends to the needs of students with a range of abilities and talents.

The mandated curriculum in Victorian schools, the Victorian Curriculum, describes the essential entitlement of students from Foundation to Year 10. Adoption of this framework has led to the progressive review of arrangements related to organisational structures, subject offerings, pedagogical practices and assessment and reporting.

Similarly, the adoption of the Digital Education Revolution in recent years has had a profound impact on learning and teaching. Ubiquitous access to mobile technologies for teachers and students has enabled research, collaboration, communication and content creation in ways which have not been previously possible. Teachers have populated the College's electronic learning management system, OLLIE, with learning and teaching resources, enabling students to engage with learning tasks in a way which does not depend exclusively on the lock-step of traditional classroom teaching practices. Parents are also drawn into the progression of learning, having access to activities and results throughout the academic year.

Drawing from the Victorian Curriculum and the Archdiocese of Melbourne's Religious Education Curriculum frameworks in the compulsory years, and the VCE, VCAL and VET in the post-compulsory years, the 2020 Handbook describes arrangements for the learning and teaching program for years 5 to 12 at De La Salle College, for the coming academic year. It is designed to provide information for students and parents to help make informed choices about selecting courses of study. When used well, the Handbook will act as a reference and companion text for the critical discussions between students, parents and teachers in deliberating about subject selections and future pathways.

The 2020 Handbook is the result of the efforts of a number of people from within the College community. I would like to acknowledge the outstanding contributions made by the following individuals in particular:

The College's Directors of Learning & Development, Rob Bonnici (Digital Learning), Jodie McLaren (Experiential Learning), Lucy Russell (Student Progression) and Olivia Wenczel (Curricula Programs).

The College's Learning Area Team Leaders, Grace Giudice (Languages), Ryan Hayward (Visual Arts), Kathryn Holewa (Religious Education), Shardul Kaneria/Justin Bourke (Science), Elizabeth Phibbs (Health and Physical Education), Lucy Russell (Mathematics), Christine Thompson (Humanities), Warren Walker (Technology), Olivia Wenczel (Commerce) and Ben Williamson (English).

Also, Lauren Anderson (Learning & Teaching Leader – Holy Eucharist Campus), Tim Hogan (VCAL Coordinator), Peter Larsen (VET Coordinator), Andrew Murrell (Drama Coordinator), Liz O'Connell (VCE Coordinator), Elizabeth Phibbs (Personal Development Coordinator), Luke Serrano (Music Coordinator) and Georgie Skinner (Education Support Coordinator).

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Mark Gustincic
Deputy Principal – Learning & Teaching

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Mission

De La Salle College is a Catholic boys' College based on the teachings of Jesus Christ, in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning, leadership and service.

Vision and Philosophy

To be an outstanding school striving for excellence and innovative academic achievement in a supportive community, to best prepare young men for our world. A Lasallian school offers a human and Christian education which enables our students to discover their potential and their mission in a community of faith. A Lasallian education prioritises service to the poor and the marginalised, and emphasises respect for all.

Values

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion. Our Lasallian charism guides, nurtures, challenges and encourages all our endeavours. We value our role in the international Lasallian network and strive for meaning, relevance and creativity to deliver a quality education for our young men in a 21st century environment. We practice the five core principles as set forth by St John Baptist de La Salle:

- 1. Respect for all people:**
We honour and respect the dignity of all individuals.
- 2. Quality education:**
We engage in quality education together as Students and staff by thinking critically and striving for personal best.
- 3. Inclusive community:**
We celebrate diversity and welcome all members to our community.
- 4. Concern for the poor and social justice:**
We are in solidarity with the poor and advocate for those without a voice.
- 5. Faith in the presence of God:**
We believe in the living presence of God in our Students, in our community and in our world.

A Statement on Australian Democratic Principles

De La Salle College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs. This includes a commitment to:-

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

CURRICULUM OVERVIEW



Year 7

Religious Education (5)
English (8)
Mathematics (7)
Science (7)
History & Geography (7)
Health &
Physical Education (5)
French & Italian (5)
Drama & Music (4)
Art, Design & Technology (4)
Literacy Support* (5)
Immersion & Sport (6)
-DLS DNA
-Active Citizenship
-Choconomics
-Crime & Punishment
-Exercise & Movement
-Film Scoring
-Funny About That
-Game Development
-Rock Band
-RoboCode
-Taking Off!
-Urban Impact
-ACC Representative Sport*
-ACC Sport Trials

Years 5-18, 10-12
60 periods over a 10 day cycle

Years 5-6
Religious Education (8)
English (18)
Mathematics (10)
Inquiry - The Humanities &
Science (Economics, History,
Geography, Civics & Citizenship)
(8)
Health & Physical Education (2)
Sport (4)
Italian (2)
Drama, Music, Visual Arts (2)

Years 7-9
By recommendation

Year 8

Religious Education (5)
English (7)
Mathematics (8)
Science (7)
History & Geography (7)
Health &
Physical Education (5)
French & Italian (5)
Drama & Music (4)
Art, Design & Technology (4)
Literacy Support* (5)
Immersion & Sport (6)
-Active Citizenship
-Choconomics
-Crime & Punishment
-Exercise & Movement
-Film Scoring
-Funny About That
-Game Development
-Physical Immersion
-Rock Band
-RoboCode
-Taking Off!
-Urban Impact
-ACC Representative Sport*

Years 7 - 12
Personal Development (2)

Year 11
Religious Education, Personal
Development plus 6
VCE/VET subjects or Intermediate
VCAL program

Year 12
Religious Education Seminar
Program, Personal Development
plus 5
VCE/VET subjects or Senior VCAL
program

Numbers in brackets () denotes
periods per cycle

Year 9

Encounter (290 mins/cycle)
Alliance (800 mins/cycle)
Ingenuity (800 mins/cycle)
Discovery (330 mins/cycle)
Conversation (300 mins/cycle)
Literacy Support* (300 mins/cycle)
Immersion & Sport (240 mins/cycle)
-Crime & Punishment
-Film Scoring
-Funny About That
-Lasallian Service
-Real Life Robotics
-RoboCode
-Urban Impact
-ACC Representative Sport*

Semester Units (300 mins/cycle)

Additional English
Literature

The Arts:
Art
Drama
Media
Music
Photography

Technology
Design & Technology
Healthy Wealthy & Wise

Year 10

Religious Education (4)

- The Influence of Religion on art and music
- The Church past, present and future
- Jesus – why is he so special
- Gospel Code

Mathematics (8)

- Foundation Mathematics*
- Core Mathematics*
- Advanced Mathematics*

Health & PE/ACC Sport (6)

Semester Units (8)

Select a total of 10 units. Select at least two from English, one from Science, one from Experiential Learning and at least one of History or Geography.

English

English (required)
All Lit Up!
Spit it Out
ReSporting the News
Act of the Imagination

Languages

French 1 & 2
Italian 1 & 2
(Must be chosen as a sequence)

Science

Living Scientifically
Biological Sciences
Chemical Sciences
Physical Sciences

Humanities & Commerce

Civics & Citizenship
-Making & Breaking the Law
Economics & Business
- Prices, Markets & Finance
Geography
-World Challenges
History
-The Modern World & Australia
-World War II
VCE Industry & Enterprise*

The Arts

Acting for Film & TV
Architecture
Art
Media
-Genre - Horror
-Inside the Newsroom
Music
-Music Industry
-Music Performance
Photography
Visual Communication Design

Technology

Design & Technology
STEM - Engineering
Systems Technology

Additional Mathematics

Enrichment Mathematics

Additional Health & Physical Education

Health & Human Development

By Recommendation:

- Mathematics*
- Accelerated Learning Program
- Literacy Support
- VET (external)
- ACC Representative Sport

Year 11

Units 1 & 2

(8 periods per cycle)

Accounting
Biology
Business Management
Chemistry
Drama
Economics
English
General Mathematics
Geography
Health & Human Development
History
-Twentieth Century History 1918-2000
Australian Global Politics
Information Technology
- Computing
Legal Studies
Literature
Languages:
- French
- Italian
Mathematical Methods
Media
Music Performance
Physical Education
Physics
Product Design & Technology
Psychology
Specialist Mathematics
Studio Arts
- Drawing, Painting, Sculpture
- Photography
Systems Engineering
VET Building & Construction
(Certificate II)
VET Sport & Recreation - Fitness Focus
(Certificate III)
Visual Communication Design

Religion

Religion & Society (Unit 1) (4)
Religion & Society (Unit 2) (4)

Sport

Kinnoull Sport (2)

By Recommendation:

- Intermediate VCAL Program
- Accelerated Learning Program
- ACC Representative Sport

Year 12

Units 3 & 4

(9 periods per cycle)

Accounting
Biology
Business Management
Chemistry
Drama
Economics
English
Further Mathematics
Geography
Health & Human Development
History (Revolutions)
Information Technology
- Informatics
- Software Development
Legal Studies
Literature
Languages:
- French
- Italian
Mathematical Methods
Media
Music Performance
Physical Education
Product Design & Technology
Physics
Political Studies (Global Politics)
Psychology
Religion & Society (Units 3 & 4)
Specialist Mathematics
Studio Arts
Systems Engineering
VET Building & Construction
(Certificate II)
VET Sport & Recreation - Fitness
Focus (Certificate III)
VET Screen and Media Year 2
(Certificate III)
Visual Communication Design

Religion

Seminar Day Program

Sport

Kinnoull Sport (2)

By Recommendation:

- Senior VCAL Program
- ACC Representative Sport

Acceleration Options for VET and VCE

Students who are excelling in their academic studies in either Year 9 or Year 10 are offered the opportunity to take up the challenge of accelerating in a VCE or VET subject. These students will be students who have shown that they are working above the level expected of their current year and so will be able to perform at the highest level. We expect students who accelerate to place within the top 16% of students of those **in the year above** equating to a study score of 37 or above.

Students who accelerate are expected to be able to cope with both the demands of their accelerated subject as well as maintaining a high level of achievement and attitude in their other subjects. Acceleration can have a negative impact on a student's achievement and some students may not perform as well as they could do if studying the subject in the same year as their peers. Therefore, acceleration will only be on an invitational basis. Several sources of student data will be triangulated to ensure that we identify students who will benefit most from acceleration by meeting both the academic and social/emotional demands of their acceleration subject and the rest of their program.

Students will be offered the opportunity to accelerate if they meet the criteria below

1. Student achievement across all subjects is of a high standard. (Rubrics should show a student as exceeding the expected standard, Graded Assessments are over 80%)
2. Student aptitude as shown by their Academic Assessment Services Testing. Performing well in an accelerated subject requires students to be able to grasp knowledge/skills quickly and in more depth.
3. Student has demonstrated an excellent attitude towards their studies in all subjects. This will be based on their Semester One Reports and no concerns being raised throughout the year.

Students who meet all three criteria will be invited to accelerate. Students who meet two out of three of these criteria will be allowed to accelerate if at least half of their teachers support the application to acceleration. Students who meet only one of these criteria will not be allowed to accelerate. In addition, the student's wellbeing will be taken in to account to make sure they are able to cope emotionally with the extra pressures involved in accelerating.

Students who have been studying Year 11 Mathematics as their Year 9 Mathematics program by working in the Extension Mathematics group **may** be eligible to undertake Unit 1 and 2 Mathematical Methods and an additional accelerated subject. This will be an extra challenge for students and they will need to demonstrate that they have the maturity, attitude, ability and social/emotional capability to balance their workload. Any request to do so will require support from their current teachers and students will be provided extra support throughout Year 10 and 11. If any concerns arise regarding the student's wellbeing or progression, he may be advised to drop one of the accelerated subjects.

All students who are currently accelerating will have their progress reviewed at the end of Semester One. They will be monitored by the progression team (Director of Learning & Development, Director of Students, VCE/VCAL Progression Coordinator). If a student is not progressing as expected in either his accelerated subject or other subjects, he will not be permitted to continue with the Unit 3 and 4 in that subject.

All students who accelerate are to complete a full complement of Year 12 subjects in Year 12. The following subjects along with any additional prerequisites are listed below.

Commerce

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Business Management	Yes	Yes
Accounting	Graded assessments in Mathematics and English to be significantly higher than 80% Must be enrolled in at least Year 10 Advanced Maths	No

Health and PE

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Physical Education	Yes	Yes – need to demonstrate exceptional achievement across the Year 10 program.

Humanities

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Geography	Graded assessments in History/Geography and English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 Humanities and English.
History	Graded assessments in History/Geography and English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 Humanities and English.
Legal Studies	Graded assessments in English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 English.
Global Politics	Graded assessments in History/Geography and English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 Humanities and English.

Mathematics

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Mathematical Methods	Yes – Entrance Exam and Maths Pathway Levels 9.69 and above	No
Further Mathematics	No	Yes - need to be studying Mathematical Methods

Religious Education

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Religion & Society	No	Yes

Technology

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Computing	Yes	N/A
Software Development	Yes	Yes
Systems Engineering	Yes	Yes – must have done Year 10 Systems with exceptional results

Science

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Psychology	Yes	Yes
Biology	Graded assessments in Science to be significantly higher than 80%	No

VET

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Sport & Recreation	Yes – need to be a strong PE student	No
External VET Subject	Yes	No

Acceleration is not offered in Languages*, English, Arts, Music or Drama

* Some students with exceptional individual circumstances may apply for acceleration in Languages, for example native speakers.

CURRICULUM OVERVIEW

Gifted and Talented Education Program

At De La Salle College, our specialised programs ensure our students are appropriately challenged and supported throughout their school years. We recognise that gifted and talented students have specific education needs and that it is imperative they are challenged, extended and inspired in ways tailored to their individual needs.

Aims

To enhance the education of our gifted and talented students, by:

- Developing structures that will allow the college to accurately assess the range and level of exceptional abilities in students
- Developing and running individualised pastoral and curricular support programs for students identified by the above mentioned assessment structures
- Offer internal and external avenues for students to showcase their abilities at local, national and international levels

Description of the Program

A range of curricular, co-curricular and mentoring opportunities are available that are tailored to match the distinctive needs of the individual student. This allows the development of talents in specific domains while pursuing mainstream curricula in other subjects. The opportunities that may be offered include:

- Differentiated content, processes and/or tasks to challenge gifted and talented students
- STEM-based electives offering hands-on learning such as Robotics and Computer Programming
- Mentorship opportunities via the CSIRO Scientists in Schools Program
- Subject acceleration across specific key learning areas in Year 9, 10 and 11
- Diverse co-curricular options that provide further avenues for gifted and talented students to be challenged through music, drama, art, debating, immersion programs, lunch clubs, as well as sport.

As well as preparation for external competitions such as:

- Tournament of Minds
- Da Vinci Decathlon
- AMT 3 week and 16 week Mathematics Enrichment Competition
- Big Science Competition
- Australian History Competition

And external support programs such as:

- The Victorian Association for Gifted and Talented Children Activities
- CSIRO Student Research Scheme

Through this program, De La Salle College aims to enable exceptionally able students in a community of faith and excellence to achieve their full potential with integrity and distinction.

Identification and Eligibility

Giftedness is defined as the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. Domains may be verbal/linguistic, mathematical/spatial, musical, kinaesthetic or creative. Talent is defined as the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.

A comprehensive points based assessment criteria will be used to ascertain a student's eligibility for this program. Evidences such as Grade 5 Reports, Grade 5 NAPLAN, Grade 6 ALLWELL, Teacher, Student and Parent Questionnaires, Cognitive Assessments and Psychological profiles (when available) will be collected and assessed by a teacher panel to establish individualised support structures for students who have been identified as gifted in one or more learning domains.

Reporting and Assessment

Student attendance in and completion of enrichment programs will be reported upon by the GATE Coordinator through an end of year reflection exercise that will be forwarded to the parents and subject teachers in the following year

Literacy Support Program

The Literacy Support Program provides an opportunity for students to improve and enhance their literacy skills through an effective Literacy Support Program, which is conducted in small groups by Special Education/Specialist English teachers.

Aims

The Literacy Support Program aims to:

- Build students' confidence to participate more successfully in the English curriculum
- Improve students' decoding and fluency skills
- Develop the students' individual levels of comprehension
- Develop the students' ability to write in the different genres
- Improve the students' punctuation and grammar skills

Description of Program

- The Literacy Support Classes in Years 7 and 8 are 5 periods per fortnight and take place of LOTE subjects. The program is one of intervention, focusing on strengthening the students' word knowledge and literacy skills.
- In Years 9 and 10, teachers focus on developing students' reading comprehension skills and written expression. Skills such as summarising, note-taking, identifying main ideas, character studies, analysing themes and answering comprehension questions are taught. Structured paragraph planning and writing is also provided for and students' knowledge of TCEEL (and its variations) is facilitated.

Identification and Eligibility

- Incoming Year 7 students attend an assessment morning conducted by Robert Allwell and Associates. The data from their results is used, in conjunction with past NAPLAN results and school reports, to determine those students who are experiencing difficulties in their literacy skills. Students who score within the Stanines 1 to 3 in the areas of Reading, Writing and/or Spelling are offered a position in the Literacy Support Groups.
- During the school year, teachers may refer students to the Education Support Team for testing with a view to entering the Literacy Support Groups. If students meet the criteria of functioning at a Below Average level in Comprehension and/or Reading, they will be offered a position in the Literacy Support Groups, if one is available.
- Some students in the Year 8 LSP may be identified for continued support into Year 9. These Students will be offered a position in the Literacy Support Program in Year 9, which is timetabled against LOTE.
- Specific students will be recommended to undertake Year 10 Literacy Support, in Semester One of Year 10, based on their progress and testing results in the Year 9 Literacy Support program.

Reporting and Assessment

- Through observation, anecdotal evidence, work samples and formal testing, the Students' progress is tracked and improvements noted.
- Formal testing materials regularly used are: PAT-R Spelling, Vocabulary, Comprehension, Grammar and Punctuation.
- An assessment of learning outcomes is completed at the end of each semester and incorporated into each student's formal end of semester report. These are discussed at Parent/Teacher/Student interviews.

Numeracy Support Program – Years 7-9

Program Description

Numeracy Support is a program run for Students who find Mathematics challenging. Students work in a small class (maximum 15 Students) where there is an emphasis on improving their basic Mathematics skills. This is timetabled at the same time as mainstream Mathematics so students do Numeracy Support instead of Mathematics. At Year 7 and 8 the class will be following the Mathematics curriculum whilst focusing on recapping work from previous years' as necessary, with the aim of reintegrating students back into the mainstream class where possible. At Year 9 the content delivered within Numeracy Support diverges from mainstream Mathematics and continues to emphasise numeracy skills.

Student Selection

Students will initially be offered a place in Numeracy Support based on the Academic Assessment Services tests conducted prior to starting De La Salle College at Year 7, or by teacher recommendation for Years 8 and 9 students. Progress will be carefully monitored. Ongoing enrolment in the program is reviewed at the conclusion of each term at Year 7, and at the end Semester at Year 8 and 9. These reviews will be based on teacher judgement and performance in assessment tasks.

Assessment

Students will complete assessment tasks similar to those in the mainstream Mathematics course while being adapted to match the level of the work covered in the Numeracy Support Classes.

Academic Assessment Services tests – Robert Allwell and Associates testing (page 10)

Personal Development Program

De La Salle College recognises that society in the twenty-first century is moving at an unprecedented pace, and despite Australia's relatively high living standards, adolescents can face significant social and mental health issues. As a school community, De La Salle College has both an educational and moral responsibility to equip students with the knowledge and skills to withstand life's challenges both inside and outside of the classroom.

The Personal Development Program adopts the Victorian Education Department's *Resilience, Rights and Respectful Relationships* curriculum materials to teach and assess the Personal and Social Capabilities of

- Self-management
- Self-awareness
- Social management
- Social awareness

Aims

Through the use of the *Resilience, Rights and Respectful Relationships* curriculum material and the College's partnerships with external organisations and individuals such as The Black Dog Institute and Headspace, the Personal Development Program aims to expose students to a range of real life situations within a supportive and caring environment so that they may develop into confident and resilient young men who are prepared for life's challenges. More specifically, the program aims to allow students to

- recognise and express emotions appropriately
- recognise personal qualities and achievements
- understand themselves as learners
- develop self-discipline to work independently and show initiative
- set goals and reflect on the them
- become confident, resilient and adaptable
- appreciate diverse perspectives
- contribute to civil society
- communicate effectively and work collaboratively
- make decisions, and negotiate and resolve conflict
- develop leadership skills

Topics

The *Resilience, Rights and Respectful Relationships* learning materials cover eight topics of Social and Emotional Learning across all levels of secondary education.

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help Seeking
7. Gender and Identity
8. Positive Gender Relations

Years 11 & 12

Which Certificate – VCE or VCAL?

Most Students in Victoria have a choice of two senior secondary certificates, both of which mark the satisfactory completion of secondary schooling. These are both administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA). These two certificates are the VCE and VCAL.

VCE: The Victorian Certificate of Education

The VCE is a single certificate that recognises the successful completion of Years 11 and 12. The VCE provides pathways to further study at University or Technical and Further Education (TAFE) as well as to employment.

VCE is intended by its design to cater for a wide range of abilities. The standards-based Assessment system is designed to generate a score usable for competitive tertiary entrance. This involves assessments revolving around testing and examinations in the main. It should be noted that a VCE course does not have to lead to tertiary studies but the assessment presumes it may.

VCE subjects provide the opportunity for detailed study across the whole of the curriculum from Arts/Humanities to Business, Science, Mathematics and Technology as well as Languages other than English. The only compulsory subject in VCE is English. (Although De La Salle College, like many other Catholic secondary colleges, requires all VCE Students' to undertake one VCE units of Religious Education.)

Year 12 VCE assessments are conducted under the VCAA and include examinations. These numeric assessments (Study Scores) are the basis for the generation of an ATAR (Australian Tertiary Admission Rank – formerly known as the ENTER). The ATAR is the basis for entry to most university courses and a large number of TAFE courses.

VCAL: The Victorian Certificate of Applied Learning

Just like the VCE, the VCAL is an accredited senior secondary school certificate undertaken in Years 11 and 12. VCAL has three levels. At De La Salle College, Intermediate VCAL is offered at Year 11 and Senior VCAL is offered at Year 12.

VCAL is designed to cater for students who wish to acquire skills that will lead more towards further vocational training or employment. The Competency-based assessment used does not revolve around testing and examinations. It is not numeric and does not provide the basis for the generation of an ATAR.

It should be noted that a VCAL course can lead to tertiary study (and can even lead to degree courses following certificate courses after completing the Certificate). Students who do VCAL are more likely to be interested in going onto training at TAFE, doing a traineeship or apprenticeship, or getting a job after completion of their schooling.

The VCAL is a hands-on, vocationally oriented option for students. The course is focused on the development of work-related and industry specific skills. These are focused on participation in ongoing, compulsory study of Literacy, Numeracy and Personal Development Strands. These are delivered at school in VCAL classes. The Work Related Skills Strand is delivered by Structured Work Placement 1 or 2 days per week. The Industry Specific Strand is covered with either a VET or School Based Apprenticeship or Traineeship (SBAT) option.

Minimum Standards for Selection of Post Compulsory Courses

Entry to either VCE or VCAL is not automatic at De La Salle College. Students seeking entry to either certificate need to demonstrate levels of performance that show readiness to undertake the learning required.

1.1. VCE Entry

- 1.1.1. In order to enter a VCE course of study, a student must meet sufficient subject entry requirements to be able to meet VCE course requirements. If it becomes apparent to the school that a student is unable or unlikely to meet the requirements to enter or continue a VCE course of study, the student will be required to undertake a Progression Review.
- 1.1.2. Subject entry requirements: each VCE subject will require teacher endorsement for selection at level 1 and 2 and at level 3 and 4. Additional requirements will be specified in course descriptions.
- 1.1.3. Course requirements: VCAA requirements for VCE completion specify a minimum of sixteen units completed including three units of English (two of which must be Units 3 / 4) and three other Unit 3 / 4 sequences. A full course of study at De La Salle College includes the following coursework which give all students the opportunity to satisfy the minimum sixteen units required by VCAA for the award of the VCE certificate.

Unit 1 / 2 level

- English (2 units)
- Religious Education (2 units)
- 5 other unit 1 / 2 sequences

Unit 3 / 4 level

- English (2 units)
- 4 other unit 3 / 4 sequences

These units can be acquired over more than two years and can be mixed.

A student needs to meet the ongoing progression requirements in order to assemble a full VCE course.

1.2. VCAL Entry

To be eligible for the VCAL program, Students must demonstrate a commitment to a learning program that includes school-based studies, industry work placements, and a VET Study in the area of their chosen vocation. In order to enter the VCAL program Students must meet the necessary entry requirements as specified by the College under the auspices of the VCAA.

- 1.2.1. *Intermediate VCAL (Year 11)* - For entry into the Intermediate VCAL students need to satisfy all of the following:
- Undertaken Year 10, be enrolled in a VET Study and have an Industry Work Placement (one day per week).
 - A referral from the VCAL Coordinator and the Director of Learning and Development – Student Progression.
 - Evidence of student's commitment to commencing an applied learning program.
 - Parental consent.
- 1.2.2. *Senior VCAL: (Year 12)* - For entry into the Senior VCAL program, students need to have either:
- Undertaken Year 11 VCE, be enrolled in a VET Study and have an Industry Work Placement (2 days per week).
- OR
- Satisfied all the outcomes for Intermediate VCAL, be enrolled in a VET Study and have an Industry Work placement (2 days per week).

VCE – Structure of a Program

The VCE program structure and details of Studies (subjects) are the responsibility of the Victorian Curriculum and Assessment Authority (VCAA). You may wish to visit the VCAA's website at www.vcaa.vic.edu.au where you can see these in detail.

VCE – Studies and Units

The VCE is awarded on the basis of satisfactory completion of Units. Each Unit is designed to be completed typically over one semester or two school terms. Most Studies (subjects) have four Units. Units 1 and 2 are normally completed in Year 11. Units 3 and 4 are normally completed in Year 12 and need to be taken together as a sequence. Units in most Studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. Generally, it is best to have done Units 1 and 2 or at least Unit 1 or 2 of the Study, before attempting Units 3 and 4. Where it is essential that Units 1 and 2 be taken before attempting Units 3 and 4, this has been noted in the course descriptions.

Building a VCE Program

Some Year 10 Students may apply to do one VCE Study in addition to their Year 10 program as part of the Accelerated Learning Program (ALP). Where a student satisfactorily completes a VCE Study outside of the College, he will gain credit towards his VCE. This Study is considered an addition to his De La Salle VCE program.

In Year 11 students will normally undertake seven studies, including English and one Unit of Religion Education. Year 12 students will normally take five Unit 3/4 Studies including one English study (English or Literature).

Satisfactory Completion of a Program – Award of the VCE Certificate

To gain their VCE, students are required to satisfactorily complete a minimum of 16 Units. This must include:

- At least three Units of English. This requirement can be met by gaining an “S” for at least one Unit from English Units 1 and 2, and **both** Units 3 and 4 of either English or Literature.
- An additional three Unit 3/4 sequences of studies other than English, which may include other English sequences once the English requirement has been met.

[NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study).]

VCE Assessment

Assessment in the VCE

Satisfactory Completion of Units 1 – 4:

For satisfactory completion of a Unit, a student is required to demonstrate achievement of each of the outcomes for the Unit that are specified in the Study Design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's performance on each of the work tasks designed for the Unit. The student receives an "S" for a Unit when all outcomes are achieved satisfactorily.

To achieve an "S" for an outcome, a student is required to:

- Produce work that meets the required minimum standard for each task. (Students will be given the opportunity to re-sit or resubmit work in order to achieve this minimum standard if necessary).
- Submit work on time.
- Submit work that is clearly his own.
- Observe the VCAA and school rules (including attendance).

If one or more learning outcome is awarded an "N" (Not Satisfactory) then the overall result for the unit will be "N". Attendance in class is critical to the completion of the VCE.

Attendance

VCAA requires that a student attend sufficient class time to complete work. They expect the school to set minimum levels of attendance for satisfactory completion of VCE units. Breach of these rules may result in the awarding of an "N" for the Unit.

De La Salle College requires a minimum attendance of 90% of classes in each subject in each Unit. That is, no more than 10% of classes can be missed without an Approved Absence.

Approved Absence

An approved absence would include events such as excursions, sport and community service. Examples of approved absences are:

- Absence due to a medical reason supported by a medical certificate (issued on the day of absence);
- ACC Sport;
- Appointments with staff members e.g. Year Level/House Coordinator or Counsellors;
- College Community Service;
- Excursions or incursions;
- Preparation for College events e.g. Liturgies, the Musical and Instrumental program;
- Seminar or Reflection Days;
- State or National Sport Representation;
- Student Leadership Meetings;
- VET/VCAL;
- Work Placements.

Other absences require written application to the Principal for approval. The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment is being conducted will not be afforded the opportunity to re-sit. NB: Satisfactory performance in end of Semester Examinations is a necessary pre-requisite for promotion.

Assessment of Levels of Performance Units 1- 4

Units 3 and 4:

In each Study at Units 3 and 4 level there will be ungraded School Assessed Coursework, graded School Assessed Coursework and an external examination. Studies may consist of School-Assessed Tasks (SATs) and School-Assessed Coursework (SACs).

- School-Assessed Coursework (SACs) apply in most VCE Studies. Graded SACs may be tests, essays, practical work or extended analysis tasks over a number of periods, and contribute to a study score in each study. Ungraded School-Assessed Coursework (Work Tasks) do not contribute to the final grade, however, are critically important as students need to complete each of the Work Tasks to provide evidence of meeting the outcomes in order to achieve an “S” in each Unit.
- School Assessed Tasks (SATs) apply in the following studies: Visual Communication Design, Product Design & Technology, Studio Arts, Systems Engineering and Media.
- The graded assessments are used to produce a Study Score out of 50 for each Study.

Units 1 and 2:

In Units 1 and 2 the graded and ungraded School Assessment Coursework are similar in nature to those in Units 3 and 4 of the corresponding Study. The marks awarded in Units 1 and 2 are not reported to VCAA but will be shown on the De La Salle College reports. For Units 1 and 2, only the “S” or “N” is reported to VCAA at the end of each Unit.

VCAL Program

The VCAL program structure and details of strands (subject areas) are the responsibility of the Victorian Curriculum and Assessment Authority (VCAA). You may wish to visit the VCAA's website at www.vcaa.vic.edu.au where you can see these in detail.

Building a VCAL program

Like the VCE, the VCAL is a recognised senior qualification. Unlike VCE, VCAL does not provide Students with an ATAR score which is commonly used by Students to access university programs. Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 11 and/or Year 12. A certificate issued by the VCAA will be awarded to Students who successfully complete each level of VCAL. e.g.: VCAL Intermediate Certificate in Year 11 and VCAL Senior Certificate in Year 12.

The VCAL gives Students practical work-related experience, as well as literacy and numeracy skills and the opportunity to develop personal skills that are important for life and work. VCAL also aims to provide Students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. The principles underpinning the VCAL are:

- Tailoring a program to suit Students' interests
- Personal 'holistic' development
- Development of work related and industry specific skills

These principles are within the context of applied learning. In the VCAL these principles are shown through:

- The development of knowledge and employability skills that help prepare Students for work and for participation in a broader society – family, community and lifelong learning.
- The development of knowledge and skills that assist Students to make informed vocational choices and facilitate pathways to further learning and employment.

VCAL Program Structure at De La Salle College

The VCAL's flexibility enables the College to design a study program that suits the interests and learning needs of individual Students. Students select an accredited Vocational Education and Training (VET) Study supported by Structured Workplace Learning (SWL) or Australian School-based Apprenticeship Training (SBAT) option as part of units from the following **four compulsory strands** of VCAL.

VCAL Level	Literacy & Numeracy Strand	Personal Development Strand	Work Related Strand	Industry Specific Strand
Intermediate (Year 11)	Literacy Skills in Reading, Writing and Oral Communication. Numeracy Skills for personal, work and social lives.	Delivered through RE, Sport and project work both at school and within the community.	Structured Work Placement (one fixed day per week with an approved employer) plus additional learning in OHS and other workplace skills.	Any VET Study or SBAT option.
Senior (Year 12)	Further Literacy Skills in Reading, Writing and Oral Communication. Further Numeracy Skills for personal, work (especially technical information) and social lives.	Delivered through RE, Sport and project work both at school and within the community.	Structured Work Placement (One fixed days per week SWL or Two fixed days SBAT) with an additional learning in OHS and other workplace skills.	Any VET Study or SBAT option

Satisfactory Completion of a Program – Award of a VCAL Certificate

The nominal duration of each VCAL certificate (e.g. Intermediate—Year 11 / Senior—Year 12) is 500 hours which requires Students to meet a 95% attendance to attain a VCAL qualification. At De La Salle College a student's VCAL program is based on a fulltime enrolment and includes their participation in VCAL classroom learning, VET Structured Workplace Learning (SWL) and School Based Apprentice Training (SBAT). A student's VCAL learning program includes each of the four strands – Literacy and Numeracy, Personal Development, Work Related Skills and Industry Specific Skills (generally VET). De La Salle offers an integrated VCAL program with many of the Outcomes being covered across the strands as well as through a compulsory VET Studies. At the Intermediate level, Students undertake a VET that aligns with their work placement and a Certificate in Hospitality.

A student is awarded a Certificate when they gain credits for 10 Units that fulfill the minimum requirements for a student's learning program. A credit is gained for successful completion of a Unit of Study. A Unit of Study can be:

- 1 VCAL unit
- 1 VCE/VET unit (approximately 100 hours for VET modules/units of competence and/or Further Education (FE) modules)

Each Unit of study is justified against the purpose statement for one of the four VCAL curriculum strands. A student's VCAL learning program also includes:

- At least one Literacy unit
- At least one Numeracy unit
- At least one unit from the Industry Specific Skills strand (at the Intermediate and Senior levels this needs to include a unit of study from a VET qualification)
- At least one unit from the Work Related Skills strand (delivered through the Certificate II in Hospitality)
- At least one unit from the Personal Development Skills strand (delivered through Religious Education)
- At least six credits at the level or above, of which one must be Literacy and one VCAL Personal Development Skills unit

Assessment in VCAL

Assessment in VCAL is conducted through the use of learning activities which often integrate tasks between strands. It relies on Students achieving competency in a range of non-sequential skills and will require learning outcomes to be repeated within numerous learning activities. Assessment is recorded as either 'C' (competent) or 'NYC' (not yet competent).

Competency refers to the knowledge, skill or attitude that enables Students to effectively perform the skills, activities or functions taught to the standards expected in employment. Competency is developed over time and must have been assessed on numerous occasions in various situations. Competence is a gradual and individual process but it must be achieved in all Learning Outcomes in order for a Unit credit to be awarded.

The following points are important for understanding assessment in VCAL:

- The learning outcomes for the VCAL Units are not designed to be taught one at a time or in isolation from each other. The learning outcomes should be viewed holistically in the context of a project or thematic activity. Assessment tasks should therefore reflect the scope of the learning outcomes and may include evidence that is collected over a period of time.
- Evidence of student achievement will be collected as it occurs through ongoing assessment approaches, usually through the development of a portfolio. Teachers will need to be able to observe and collect evidence at different times for different students in some cases.
- Students will be engaged in projects or thematic activities. The program should be designed so that projects or activities holistically link up a number of learning outcomes at the one time. In general, students might complete one or two projects linked to a theme within the one Unit. Each project will provide opportunities to collect evidence of achievement of the learning outcomes.
- Assessment can occur at any time during the Unit when the student and teacher are confident that the student is able to demonstrate successful completion of the learning outcome/s. The assessment schedule can be discussed and negotiated in advance during the program.
- The context of the assessment should match the context of the learning program and be consistent with the purpose statement of the VCAL unit. The assessment should be reliable.
- This means that if a student is assessed against the learning outcome on a number of occasions, the results should be consistent.
- The assessment criteria are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. It is the learning outcome that must be achieved. Evidence for each assessment criterion does not need to be collected.

The level of a VCAL Unit assessment task should be determined by:

- The level of a teacher support and supervision required
- The complexity of the literacy, numeracy and independent learning skills that the student would need to apply to the task

All assessment tasks should be consistent with the purpose statement of the VCAL curriculum strand for which they are designed. Rather than traditional test-based assessments, Units are designed around project-based activities that integrate learning outcomes within a context or thematic approach.

CURRICULUM YEAR 5



Religion

Religious Education

Description

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

Religious Education invites students to appreciate the value of Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a global Church, working for the common good.

Religious Education in a Catholic school aims to develop:

- appreciation and deep understanding of the richness of the Catholic Tradition
- religious self-understanding and spiritual awareness
- openness to religious questions and to a religious interpretation of the world
- awareness of the diversity of voices in society and within the school
- discernment and participation informed by the Catholic Tradition

Religious Education is also a specific learning area with its own integrity. It seeks to animate learners through powerful teaching which develops a capacity to go deeper into their learning. Religious Education as a discipline is interpretative by nature, using dialogue to develop students' self-understanding in light of the teachings of the Church and the scriptural account of the human person as made in the image of God. It stimulates students' inner resources of hope, meaning and love, equipping them to grapple with the questions of ultimacy and opening their hearts and minds to the beauty, mystery and wonder of God revealed in creation and others. It creates a context in which each student is invited to look at life in a way that encourages appreciation and gratitude, inquiry and critical thinking, where the Catholic Tradition holds an explicit, preferred and robust place.

Learning Structure

In the Religious Education Curriculum Framework, the learning structure has three integrated components that work together to build the foundations for a Pedagogy of Encounter:

- Three strands of learning in Religious Education: Knowledge and Understanding – seeking truth; Reasoning and Responding – making meaning, Personal and Communal Engagement – living story
- Five content areas: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments; Morality and Justice. These each have learning descriptors in levels
- Achievement standards in progression points

Scope and Sequence Year 5 – Year 6

Students bring to the school a wide range of faith and spiritual experiences. These experiences are built upon in the curriculum as rich sources for further learning about God, religion and life.

Students:

- Extend their learning about the background and person of Jesus and his relationships with the Father, his disciples and the people he came to serve.
- Explore old and new testament text, learning skills of interpretation by drawing on growing knowledge of context and genre.
- Learn about the structures of the Church, its foundations in community and its mission of service in the world.
- Consider the actions of God in the world and begin to explore ways other religious traditions celebrate this.
- Learn about and may receive the sacraments of Penance, Eucharist and Confirmation, as well as learning about the seven sacraments and their significance for today.
- Engage with the liturgical celebrations of the church year and the life of the faith community, past and present, exploring ways they can participate in and contribute to the church.
- Continue to develop their personal prayer life, spirituality and appreciation for the sacred.
- Develop their understanding of Catholic teaching on the dignity of the human person and its implications for their choices personally and in community, learning to build just and compassionate relationships based on love and respect for self and others.

Assessment

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self-understanding. A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth. Student conversations, learning journals, observations or feedback all provide opportunities to gather rich evidence.

Horizons of Hope and RESource documents on the Catholic Education Melbourne website provide materials to plan, teach and assess Religious Education. To Know, Worship and Love (KWL) units are also used in conjunction with the new Religious Education Curriculum.

(Information from the Catholic Education Melbourne CEM Website)

The Arts

Art

Description

In Art students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning.

Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

Learning Standards

Exploring and Expressing Ideas

Students investigate a variety of materials and techniques in order to create original artworks.

Visual Arts Practices

Students investigate the work of differing artists and cultures and discuss their observations and opinions.

Presenting and performing

Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Responding and Interpretation

Create and display art work considering how ideas can be expressed to an audience.

Responding and Interpretation

Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts

Assessment

- Folio of artworks
- Responses to artworks

Drama

Description

Students independently and collaboratively experiment with and apply a range of skills, techniques and processes to plan, develop, refine and present performance works. They investigate a range of sources to generate ideas and manipulate performance conventions in a range of forms as they explore the potential of ideas. In their performance works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Students discuss traditional and contemporary performance works using appropriate language to describe the content, structure and expressive qualities of their own and other people's works from a range of performance forms which are created in different historical and cultural contexts.

Learning Standards

Students investigate a variety of performance and Drama processes to develop and refine their skills in order to 'present to an audience'.

Students investigate the work of various performers and cultures and discuss their observations and opinions.

Assessment

- Performances in front of an audience
- Responses to performance pieces

Music

Description

Year 5 Students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. Students develop in the areas of sound production, note reading, technique and rhythmic accuracy. Students demonstrate skills in rehearsal and performance.

Learning Standards

Dimension

- Music practices
- Present and perform

Assessment

- Performance
- Theory

English

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. 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.

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.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Learning Standards

Reading and Viewing

Students will:

- Explain how text structures assist in understanding the text.
- Understand how language features, images and vocabulary influence interpretations of characters, settings and events.
- Analyse and explain literal and implied information from a variety of texts.
- Describe how events, characters and settings in texts are depicted and explain their own responses to them.
- Confidently encounter and decode less familiar words when reading.

Writing

Students will:

- Use language features to show how ideas can be extended.
- Develop and explain a point of view about a text.
- Create imaginative, informative and persuasive texts for different purposes and audiences.
- Demonstrate understanding of grammar and sentence types, and select specific vocabulary and use accurate spelling and punctuation when writing.
- Edit their work for cohesive structure and meaning.

Speaking and Listening

Students will:

- Listen and ask questions to clarify content.
- Use language features to show how ideas can be extended.
- Develop and explain a point of view about a text selecting information, ideas and images from a range of resources.
- Create a variety of sequenced texts for different purposes and audiences.
- Make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.

Assessment

- individual tasks
- group tasks
- writing demonstrating understanding of different genres
- oral presentations
- spelling tests
- standardised testing

(Information is taken from the Victorian Curriculum website)

Health & Physical Education

Physical Education

Description

Physical Education aims to develop a healthy, active approach to participation now and for the future. During the year students should aim to perform proficient motor skills which are appropriate to the following activities: fitness testing, ball sports, team sports and minor games.

Learning Standards

Health Knowledge and Promotion

Students develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students begin to explore the relationship between safety, risk and challenge, with an emphasis on developing their knowledge and understanding of strategies and skills to reduce harms, prevent accidents and create safe and supportive environments. Students learn to understand that everyone has an equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

Movement and Physical Activity

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students are introduced to the concepts of attack and defence, following the rules of the game, and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive game settings.

Assessment

- Aerobic fitness testing (beep test)
- Anaerobic fitness testing (vertical jump)

Inquiry

Description

Inquiry situates students at the centre of their learning. It promotes open-mindedness and equips them with the knowledge, understanding, skills and values to take advantage of opportunities and confidently face challenges within the dynamic world in which they live. Inquiry provides students with the skills and abilities to study, learn and think more deeply through investigations, gathering and collecting data, sorting and analysing information and exploring and justifying solutions to take action.

Through rich, holistic and flexible Inquiry units students are provided with challenging and stimulating learning experiences, allowing them to explore and build on their knowledge and understandings. By taking an active role in their learning they develop their capacity and responsibility.

Inquiry units are developed from The Humanities (Geography, History, Civics and Citizenship, Economics and Business) and Science curriculum and provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. They learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Inquiry aims to provide students with essential skills enhanced through critical questioning, investigation, application, reflection and evaluation to support them in becoming successful learners.

Assessment

- Ongoing reflection, action and feedback
- Research
- Activities linked to Inquiry units

(Information is taken from the Victorian Curriculum website)

Languages

Italian

Through learning a language other than English, students develop communication skills that allow them to gain access to societies beyond their own. It allows contact with, and enrichment from, various parts of our global community.

Students in Years 5 - 6 become aware and appreciative of the differences between English and another language, in this case Italian. They develop and refine receptive, productive and interactive use of the language as well as become aware of the multicultural nature of Australia and other societies.

Students are exposed to a rich variety of texts and audio-visual resources to develop an interest in Italian.

Description

In Year 5, students cover topics such as self-descriptions and family, days, months and seasons, sports and festivities in Italy and around the world.

Learning Standards

Strand: Communicating

Substrands: *Socialising, Informing, Creating, Translating, Reflecting*

Students use language for communicative purposes. They learn the knowledge, skills and behaviours relevant to the Italian language by various means, such as socializing, informing, creating and translating within the language as well as reflecting on what they have achieved.

Strand: Understanding

Substrands: *Systems of language, Language variation and change, role of language and culture*

Students develop knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. They identify and use key features of the language, such as grammatical gender, and compare and contrast like events in cultures which use different languages.

Assessment

- Write simple sentences based on modelled examples
- Listen to short, simple texts and show understanding
- Use basic structures in Italian to ask and respond to simple questions

Mathematics

Description

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in Mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing Mathematics to make informed decisions and solve problems efficiently.

Learning Standards

Number and Algebra

Students will:

- Solve simple problems involving the four operations using a range of strategies including digital technology.
- Estimate to check the reasonableness of answers and approximate answers by rounding.
- Identify and describe factors and multiples.
- Explain plans for simple budgets.
- Order decimals and unit fractions and locate them on a number line.
- Add and subtract fractions with the same denominator.
- Find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals.

Measurement and Geometry

Students will:

- Use appropriate units of measurement for length, area, volume, capacity and mass.
- Calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms.
- Convert between 12 and 24-hour time.
- Use a grid reference system to locate landmarks.
- Estimate angles, and use protractors and digital technology to construct and measure angles.
- Connect three-dimensional objects with their two-dimensional representations.
- Describe transformations of two-dimensional shapes and identify line and rotational symmetry.

Statistics and Probability

Students will:

- Pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology.
- Compare and interpret different data sets.
- List outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1.

Assessment

- Concept development, understanding and mastery
- Informal and formal

(Information is taken from the Victorian Curriculum website)

CURRICULUM YEAR 6



Religion

Religious Education

Description

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

Religious Education invites students to appreciate the value of Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a global Church, working for the common good.

Religious Education in a Catholic school aims to develop:

- appreciation and deep understanding of the richness of the Catholic Tradition
- religious self-understanding and spiritual awareness
- openness to religious questions and to a religious interpretation of the world
- awareness of the diversity of voices in society and within the school
- discernment and participation informed by the Catholic Tradition

Religious Education is also a specific learning area with its own integrity. It seeks to animate learners through powerful teaching which develops a capacity to go deeper into their learning. Religious Education as a discipline is interpretative by nature, using dialogue to develop students' self-understanding in light of the teachings of the Church and the scriptural account of the human person as made in the image of God. It stimulates students' inner resources of hope, meaning and love, equipping them to grapple with the questions of ultimacy and opening their hearts and minds to the beauty, mystery and wonder of God revealed in creation and others. It creates a context in which each student is invited to look at life in a way that encourages appreciation and gratitude, inquiry and critical thinking, where the Catholic Tradition holds an explicit, preferred and robust place.

Learning Structure

In the Religious Education Curriculum Framework, the learning structure has three integrated components that work together to build the foundations for a Pedagogy of Encounter:

- Three strands of learning in Religious Education: Knowledge and Understanding – seeking truth; Reasoning and Responding – making meaning, Personal and Communal Engagement – living story
- Five content areas: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments; Morality and Justice. These each have learning descriptors in levels
- Achievement standards in progression points

Scope and Sequence Year 5 – Year 6

Students bring to the school a wide range of faith and spiritual experiences. These experiences are built upon in the curriculum as rich sources for further learning about God, religion and life.

Students:

- Extend their learning about the background and person of Jesus and his relationships with the Father, his disciples and the people he came to serve.
- Explore old and new testament text, learning skills of interpretation by drawing on growing knowledge of context and genre.
- Learn about the structures of the Church, its foundations in community and its mission of service in the world.
- Consider the actions of God in the world and begin to explore ways other religious traditions celebrate this.
- Learn about and may receive the sacraments of Penance, Eucharist and Confirmation, as well as learning about the seven sacraments and their significance for today.
- Engage with the liturgical celebrations of the church year and the life of the faith community, past and present, exploring ways they can participate in and contribute to the church.
- Continue to develop their personal prayer life, spirituality and appreciation for the sacred.
- Develop their understanding of Catholic teaching on the dignity of the human person and its implications for their choices personally and in community, learning to build just and compassionate relationships based on love and respect for self and others.

Assessment

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self-understanding. A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth. Student conversations, learning journals, observations or feedback all provide opportunities to gather rich evidence.

Horizons of Hope and RESource documents on the Catholic Education Melbourne website provide materials to plan, teach and assess Religious Education. To Know, Worship and Love (KWL) units are also used in conjunction with the new Religious Education Curriculum.

(Information is taken from the Catholic Education Melbourne CEM Website)

The Arts

Art

Description

In Art students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning.

Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

Learning Standards

Exploring and Expressing Ideas

Students investigate a variety of materials and techniques in order to create original artworks.

Visual Arts Practices

Students investigate the work of differing artists and cultures and discuss their observations and opinions.

Presenting and performing

Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Responding and Interpretation

Create and display art work considering how ideas can be expressed to an audience.

Responding and Interpretation

Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts.

Assessment

- Folio of artworks
- Responses to artworks

Drama

Description

Students independently and collaboratively experiment with and apply a range of skills, techniques and processes to plan, develop, refine and present performance works. They investigate a range of sources to generate ideas and manipulate performance conventions in a range of forms as they explore the potential of ideas. In their performance works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Students discuss traditional and contemporary performance works using appropriate language to describe the content, structure and expressive qualities of their own and other people's works from a range of performance forms which are created in different historical and cultural contexts.

Learning Standards

Students investigate a variety of performance and Drama processes to develop and refine their skills in order to 'present to an audience'.

Students investigate the work of various performers and cultures and discuss their observations and opinions.

Assessment

- Performances in front of an audience
- Responses to performance pieces

Music

Description

Year 6 students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. Students develop in the areas of sound production, note reading, technique and rhythmic accuracy. Students demonstrate skills in rehearsal and performance.

Learning Standards

Dimension

- Music Practices
- Present and perform

Assessment

- Performance
- Theory

English

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. 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.

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.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Learning Standards

Reading and Viewing

Students will:

- Understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts.
- Understand how the use of text structures can achieve particular effects.
- Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
- Compare and analyse information in different texts, explaining literal and implied meaning.
- Select and use evidence from a text to explain responses to it

Writing

Students will:

- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.
- Demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.
- Use accurate spelling and punctuation for clarity, provide feedback on the work of their peers.
- Make and explain editorial choices based on agreed criteria.

Speaking and Listening

Students will:

- Listen to discussions, clarifying content and challenging others' ideas.
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Create detailed texts, elaborating on key ideas for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Assessment

- individual tasks
- group tasks
- writing demonstrating understanding of different genres
- oral presentations
- spelling tests
- standardised testing

(Information is taken from the Victorian Curriculum website)

Health & Physical Education

Physical Education

Description

Physical Education aims to develop a healthy, active approach to participation now and for the future. During the year students should aim to perform proficient motor skills which are appropriate to the following activities: fitness testing, ball sports, team sports and minor games.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine concepts and strategies to achieve movement outcomes and solve challenges.

Learning Standards

Health Knowledge and Promotion

Students develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. They explore on the importance of safety, sun smart, healthy eating and participation in physical activity for their physical, social and emotional health.

Movement and Physical Activity

Students practise and use complex manipulative and locomotor skills in a range of movement environments. They explore basic game tactics such as: introducing the concepts of attack and defence; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive game settings.

Assessment

- Aerobic fitness testing (beep test)
- Anaerobic fitness testing (vertical jump)
- Sun smart and Safety
- Food and Nutrition

Inquiry

Description

Inquiry situates students at the centre of their learning. It promotes open-mindedness and equips them with the knowledge, understanding, skills and values to take advantage of opportunities and confidently face challenges within the dynamic world in which they live. Inquiry provides students with the skills and abilities to study, learn and think more deeply through investigations, gathering and collecting data, sorting and analysing information and exploring and justifying solutions to take action.

Through rich, holistic and flexible Inquiry units students are provided with challenging and stimulating learning experiences, allowing them to explore and build on their knowledge and understandings. By taking an active role in their learning they develop their capacity and responsibility.

Inquiry units are developed from The Humanities (Geography, History, Civics and Citizenship, Economics and Business) and Science curriculum and provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. They learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Inquiry aims to provide students with essential skills enhanced through critical questioning, investigation, application, reflection and evaluation to support them in becoming successful learners.

Assessment

- ongoing reflection, action and feedback
- research
- activities linked to Inquiry units

(Information is taken from the Victorian Curriculum website)

Languages

Italian

Through learning an additional language, students develop communication skills that allow them to gain access to societies beyond their own. It allows contact with, and enrichment from, various parts of our global community.

Students become aware and appreciative of the differences between English and another language, in this case Italian. They develop and refine receptive, productive and interactive use of the language as well as become aware of the multicultural nature of Australia and other societies.

Students are exposed to a rich variety of texts and audio-visual resources to develop an interest in Italian.

Description

In Year 6 students concentrate on revision of months, days and dates, gender, possessive pronouns, adjectives and agreement, verbs and conjugation, nationalities, seasons and clothing.

Learning Standards

Strand: Communicating

Substrands: *Socialising, Informing, Creating, Translating, Reflecting*

Students use language for communicative purposes. They learn the knowledge, skills and behaviours relevant to the Italian language by various means, such as socializing, informing, creating and translating within the language as well as reflecting on what they have achieved.

Strand: Understanding

Substrands: *Systems of language, Language variation and change, role of language and culture*

Students develop knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. They identify and use key features of the language, such as grammatical gender, and compare and contrast like events in cultures which use different languages.

Assessment

- Complete very simple exercises in word recognition through listening to spoken Italian
- Read aloud effectively and apply knowledge of pronunciation and letter sound variations in particular context
- Read very simple 2-3 line paragraphs and answer questions in Italian and/or English

Mathematics

Description

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in Mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable Students to respond to familiar and unfamiliar situations by employing Mathematics to make informed decisions and solve problems efficiently.

Learning Standards

Number and Algebra

Students will:

- Recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers.
- Solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts.
- Locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number.
- Solve problems involving the addition and subtraction of related fractions.
- Calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology.
- Make connections between the powers of 10 and the multiplication and division of decimals.
- Add, subtract and multiply decimals and divide decimals where the result is rational.
- Write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals.
- Use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane.

Measurement and Geometry

Students will:

- Compare areas of regular and irregular shapes, using informal units.
- Relate decimals to the metric system and choose appropriate units of measurement to perform a calculation.
- Solve problems involving time, length and area, and make connections between capacity and volume.
- Interpret a variety of everyday timetables.
- Solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology.
- Construct simple prisms and pyramids.

Statistics and Probability

Students will:

- Interpret and compare a variety of data displays, including displays for two categorical variables.
- Analyse and evaluate data from secondary sources.
- Compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. Construct data displays from given or collected data, with and without the use of digital technology.
- Specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages.

Assessment

- concept development, understanding and mastery
- informal and formal

(Information is taken from the Victorian Curriculum website)

CURRICULUM YEAR 7



Religion

Religious Education

Description

Students investigate the idea of Community throughout the year. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Assessment

- Unit assignments and/or class work

The Arts

Art

Description

Students explore traditional arts forms and styles to develop understanding of the concept of style. Students apply their art knowledge and, with guidance, produce a folio of finished artworks, selecting and using a range of contemporary and traditional media, materials, equipment and technologies.

Students experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles to explore the potential of ideas, gaining inspiration from a broad range of sources, including artworks from different cultures, styles and historical contexts.

Learning Standards

Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment

Visual Diary

Students record the inspiration for their works as well as the development of each project.

Folio of practical work

Students present their completed artwork - a ceramic mask inspired by a culture that is not their own; and a painting on canvas inspired by Aboriginal culture.

Analysis of Artworks

Students explore and discuss how artists have used Art elements such as colour and texture in the construction of their work. They also investigate how these artists have utilised the same approaches that they themselves have used in class to produce their own work, such as perspective.

Drama

Description

In Year 7, Drama students undertake an intensive study of skills. These include: storytelling, improvisation, character, voice and movement. Students respond to their work in verbal and written forms and create performance work using various stimuli. They also gain experience performing in front of their peers and use props and costumes appropriately. Throughout the year, students learn to be articulate and empathetic and work in groups to negotiate outcomes and explore their own creativity and personality.

Learning Standards

By the end of Year 7, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Assessment

- Devised scenes
- Create a character
- Movement performance
- Assignment on an Actor's work

Music

Band Program

Description

Year 7 students learn to play a musical instrument (one of flute, clarinet, saxophone, trumpet, trombone, bass guitar or percussion) in small tutorial groups before combining to form a homeroom band. They explore instrument care, assembly and making a sound. Students develop tone control along with theory skills of rhythm and pitch reading. They learn how to follow the conductor in a band setting and listen to the musical connection between parts of the ensemble. They experience performance in solo and group contexts through sectional and band rehearsals. All students perform at the Semester Concert.

Learning Standards

Dimension

- Explore and express ideas: students experiment with elements of music using instruments in the band setting
- Respond and interpret: students develop listening skills and technical performance skills on their instruments.
- Present and perform: students rehearsal and perform in solo and group contexts

Assessment

- Performance
- Theory

English

Description

Students communicate with peers, teachers, and groups in a range of real and on-line environments. Learning is experienced in both familiar and unfamiliar contexts. Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts, as well as texts designed to inform and persuade. These include: newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop an understanding of how texts are influenced by context, purpose and audience. Literary texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres. They involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore a range of themes and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Language features studied include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Learning Standards

Reading and Viewing

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- Understand how the choice of language features, images and vocabulary affects meaning.
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

- Understand how the selection of a variety of language features can influence an audience.
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- Create texts showing how language features, text structures, and images from other texts can be combined for effect.
- Create structured and coherent texts for a range of purposes and audiences.
- Demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation when creating and editing texts

Speaking and Listening

- Listen for and explain different perspectives in texts.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Assessment

Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, as well as oral and multimodal presentations.

Health & Physical Education

Health and Physical Education

Description

The *Health, Knowledge and Promotion* dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. The *Movement and Physical Activity* dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Learning Standards

Health Knowledge and Promotion

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Focus areas address in Year 7 are:

- Health Benefits of Physical Fitness
- Safety

Movement and Physical Activity

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students use strategic thinking, communication and ICT to enhance performance.

Focus areas address in Year 7 are:

- Games Sense
- Lifelong physical activities
- Rhythmic and expressive movement activities in gymnastics
- Swimming

Assessment

Fitness based assessment:

- Aerobic fitness testing (beep test)
- Anaerobic fitness testing (vertical jump)
- Ball skills
- Involvement in units of work

Theory based assessment:

Semester 1

- Safety Assignment

Semester 2

- Sport Survey Assessment

Humanities

Geography

Description

Year 7 Geography involves the study of processes that influence the characteristics of places around the world.

Water in the world draws on the concepts of change, interconnection, scale and sustainability to investigate how water moves through the environment, and is valued, used and managed in Australia, North Africa or West Asia. *Place and liveability* draws on the concepts of change, place, scale and sustainability to examine different types and functions of settlements and the liveability of places in Australia and China.

The content at this year level is organised into two strands: *Geographical Knowledge* and *Geographical Concepts and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Geographic Concepts and Skills

Place, Space and Interconnection

Students will:

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections.

Data and Information

Students will:

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographic Knowledge

Water in the World

Students will investigate:

- The environmental resources and the forms that water takes as a resource.
- The ways that flows of water connect places as they move through the environment and the ways this affects places.
- The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences.
- The nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa.
- The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of place.
- The causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future.

Place and Livability

Students will investigate:

- Factors that influence the decisions people make about where to live and their perceptions of the livability of places.
- Influence of services and facilities; and environmental quality, on the livability of places.
- Environmental, economic and social measures used to evaluate places for their livability, comparing two different places.
- Influence of social connectedness and community identity on the livability of places.
- Strategies used to enhance the livability of places, especially for young people, including examples from Australia and Europe.

Assessment

- Geographical Concepts Project
- Fieldwork Report
- Livability Project
- Unit Review

Pathways

- Year 8 Geography

History

Description

Year 7 History involves the study of how people lived in the past, and the events they experienced. At De La Salle, we learn about the societies that existed from the earliest known human communities (60,000BC) to the end of ancient times (650AD). We ask how we know about the ancient past, why and where the earliest societies developed, how people lived in ancient times, and what have been the legacies for our time. The course is structured around a study of our First Nation Peoples and the civilisations of Ancient Rome and Ancient China.

The content of this year level is organised into two strands: *Historical Knowledge* and *Historical Concepts and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Historical Concepts and Skills

Chronology, terms and concepts

Students will:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Describe and explain the broad patterns of change in the period of the Ancient World.

Historical sources as evidence

Students will:

- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past.
- Explain different historical interpretations and contested debates about the past.

Continuity and change

Students will:

- Identify and explain patterns of continuity and change in society to the way of life.

Cause and effect

Students will:

- Analyse the causes and effects of significant events that caused change and/or a decline over the period.

Historical Significance

Students will:

- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Historical Knowledge and Understanding

Aboriginal and Torres Strait Islander peoples and cultures

Students will investigate:

- The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs
- The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources
- The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples

Ancient world and early civilisations

Students will investigate:

- How physical features influenced the development of the civilisation
- Changes in society and the perspectives of key groups effected by change including the influence of law and religion

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- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs
 - Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs
 - The role and achievements of a significant individual in an ancient society
 - The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery

Assessment

- Investigating the Ice Man Historical Analysis
- Ancient Rome assignment
- Ancient China test
- Workbook

Pathways

- Year 8 History

Languages

French & Italian

Description

This is a semester based course where students study one language per semester. They are provided with basic grammatical and oral structures in the French and Italian languages. They start to gain knowledge of the geographical and cultural features of France and Italy through various activities, students will develop socio-cultural understandings and an appreciation of at least two other cultures.

Students understand and use the language within the world of their experiences on a variety of topics from the print and electronic media.

Students read a range of texts about aspects of French and Italian culture and draw comparisons with our own Australian culture. They talk and write in simple terms about themselves, their likes and dislikes, family, friends, food, their daily routine and leisure activities. They interact with others by listening and responding to simple questions in the target language.

Learning Standards

Strand: Communicating

Substrands: Socialising, Informing, Creating, Translating, Reflecting

Students learn the knowledge, skills and behaviours relevant to the specific language. They become familiar with pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves and family members, and greet and farewell others. They create their own texts using simple sentence structures and develop language to interact with their peers. Students begin to use different communication modes and different text genres to convey their message in the language.

Strand: Understanding

Substrands: Systems of language, Language variation and change, role of language and culture

Students learn to recognize patterns within the language and are able to discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn with the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Speaking in Italian/French
- Writing in Italian/French
- Understanding the spoken Italian/French
- Cultural research

Mathematics

Description

The Year 7 Mathematics Course focuses on enhancing students' skills in number and fractions, decimals and percentages as well as introducing students to the language of algebra and developing their algebraic skills. An online program, Maths Pathway, which provides students with personalised work tailored to precisely what they are ready to learn, supports this. There are focussed mini lessons to develop key number and algebra skills which include rich learning opportunities, Maths Pathway module work and explicit teaching to small group based on their need. This includes mathematical games, practice, and open ended problems to apply their learning. Students complete at least 6 modules per fortnight (depending on length of modules) and the modules completed should, where possible, link with the theme (e.g. Fractions, Decimals and Percentages) for that fortnightly cycle then complete a test on these modules. There is a dedicated approach to revision and study skills to prepare for these tests and success in Mathematics.

Learning Standards

Number and Algebra

- Number and Place Value
- Real Numbers
- Patterns and Algebra
- Linear Relations and Equations

Students will also be working on mastering a wide range of different skills and knowledge from the Victorian Curriculum's other two strands, Measurement and Geometry, and Statistics and Probability.

Assessment

- Number Assessment
- Fractions Assessment
- Fractions, Decimals and Percentages Test
- Algebra Assessment
- Linear Equations Assessment
- Project
- Personalised Fortnightly Maths Pathway Tests where the focus is on the amount of growth a student has shown.

Numeracy Support

Description

The Numeracy Support program serves as a targeted intervention that allows students the opportunity to achieve minimum standards in Mathematics. Students work in a small class (maximum 15 students) where there is an emphasis on improving their mathematical skills. This is timetabled at the same time as Year 7 Mathematics so students do Numeracy Support instead of Mathematics, with the aim of reintegrating students back into the standard Year 7 Mathematics class where possible. The Year 7 Numeracy Support Course focuses on enhancing students' skills in number and fractions, decimals and percentages as well as introducing students to the language of algebra. An online program, Maths Pathway, which provides students with personalised work tailored to precisely what they are ready to learn, supports this. The Numeracy Support program follows the same format as the standard class, with additional opportunity for more one on one support and hands-on activities.

Student Selection

Students will initially be offered a place in Numeracy Support based on the ALLWELL test undertaken prior to starting De La Salle College. Movement from the program back to standard Mathematics classes will be reviewed at the end of each term following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

Number and Algebra

- Number and Place Value
- Fractions and Decimals
- Patterns and Algebra

Students will also be working on mastering a wide range of different skills and knowledge from the Victorian Curriculum's other two strands, Measurement and Geometry, and Statistics and Probability.

Assessment

- General Numeracy Skills
- Number Assessment
- Fractions, Decimals and Percentages Assessment
- Algebra Assessment
- Project
- Personalised Fortnightly Maths Pathway Tests where the focus is on the amount of growth a student has shown.

Science

Description

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills.

Together, the two strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. They are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 7 these two strands are incorporated into five topics taught over the year:

Firing Up - which introduces students to the field of Science, basic equipment and the laboratory.

Model of Matter - which introduces students to the particle view of matter and how to separate substances.

The Physical World - which introduces the forces that govern our world and how they can be controlled.

Sorting Out Living Things - which introduces living things and how they are part of a larger living system.

Our Place in Space - which investigates the position and motions of Earth in space.

Learning Standards

Science Understanding

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Students also investigate the development of science as a unique way of knowing and doing, and the role of Science in contemporary decision making and problem solving. It acknowledges that in making decisions about Science practices and applications, ethical and social implications must be taken into account. Students are encouraged to recognize that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Assessment

The work requirements for each **topic** will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed per semester:

- One Project: Designed to investigate an issue or concept in greater depth and develop a better understanding of how Science has been a Human Endeavour and then a self-designed experimental investigation.

Technology

Design & Technology

Description

In Levels 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. With greater autonomy, students identify the sequences and steps involved in design tasks and develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks.

Strands

Investigating

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.

Generating

Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques.

Planning and Managing

Use project management processes to coordinate production of designed solutions

Producing

Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions

Evaluating

Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended design guidelines
- Safely and efficiently constructing products, models or prototypes to specifications and standards
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques.

CURRICULUM YEAR 8



Religion

Religious Education

Description

Students investigate the evolution of religion from a worldwide perspective through to its place within Melbourne. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Religious Education Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding, which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Assessment

Unit assignments and/or class work

The Arts

Art

Description

Students use observation and experience to develop artworks which demonstrate a range of skills, techniques and processes. Through the exploration of differing materials and techniques they are able to express their own personal ideas and observations. They study Visual Art practices while communicating their thoughts and ideas through analysis and response to artworks. They will also demonstrate an understanding of artworks from various art movements.

Learning Standards

Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment

Visual Diary

Students record the inspiration for their works as well as the development of each project

Folio of Practical Work

Students present their completed artworks including a perspective drawing, linocut print and sculpture piece which demonstrates understanding a selected element or principle of art.

Analysis of Artworks

Students explore and discuss how artists have used Art elements and Principles such as colour and texture in the construction of their work. They also investigate how artists have utilised the same approaches that they themselves have used in class to produce their own work, such as perspective. Students present a report comparing the artwork created by two selected artists from different art periods.

Pathways

- Year 9 Art
- Year 9 Photography

Drama

Description

In Year 8, Drama students undertake an intensive, intermediate level study of skills and begin to understand how script relates to the actor's craft. The skills covered include: improvisation, character drawn from the written word, voice and movement. In Year 8 Drama, students build on what they learnt in Year 7. Using experiential methods such as improvisation, activities and Drama games, they explore character, Motivation, Object and Action, and Status all from a working actor's stand point. Then, they will actively examine vocal work through soundscape and the use of an object as a symbol and through transformation.

By the end of Year 8, students will have further formalised the skills and knowledge learnt in Year 7 by increasing their understanding of storytelling through improvisation and character creation through voice, movement and imagination. They will have a framework for this knowledge through the prism of Elements of Drama. Their knowledge of scriptwriting techniques will be developed with a view to Year 9 Monologue work. General capabilities will be experienced and explored including critical and creative thinking, personal and social capability, intercultural understanding and ethical understanding.

Learning Standards

Explore and Express Ideas

Drama Practices

Present and Perform

Students learn to tell the stories embedded in scripts through analysis, discussion, invention, negotiation and performance. They use these skills to explore the disciplines of movement and character creation especially as it relates to script.

Respond and Interpret

Students examine their own work and investigate the work of theatre practitioners in discussion, research and written responses. They also explore a variety of script types including stage, film and TV, through discussion and performance.

Assessment

- Instant Improvisation performance
- Other performances arising from focused work
- Stage a scripted piece
- Monologue written and performed

Music

Description

Year 8 students develop their creativity with Music technology through an exploration of Digital Music compositional techniques. They broaden their musical horizons through the focused listening analysis of a wide survey of music from diverse musical cultures and eras. Students develop their performance skills through participating in a class band on the piano, guitar or their chosen specialty instrument.

Learning Standards

- Explore and Express Ideas: students experiment with elements of music in class and small group settings
- Present and Perform: students create, rehearse and compose music
- Music Practices: students perform compositions and set pieces
- Respond and Interpret: students listen and respond to classmates compositions

Assessment

- Performance and composition
- Theory and analysis

English

Description

In Level 8, students communicate with peers, teachers and groups in a range of real and on-line environments. Learning is experienced in both familiar and unfamiliar contexts. Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts as well as texts designed to inform and persuade. These include: newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop an understanding of how texts are influenced by context, purpose and audience. Literary texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres. They involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore a range of themes and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Language features studied include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts; for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analysis and transformations of texts.

Learning Standards

Reading and Viewing

- Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Interpret texts, questioning the reliability of sources of ideas and information.
- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

- Understand how the selection of language features can be used for particular purposes and effects.
- Explain the effectiveness of language choices they use to influence the audience.
- Through combining ideas, images and language features from other texts Students show how ideas can be expressed in new ways.
- Create texts for different purposes selecting language to influence audience response.
- When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences.
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

- Listen for and identify different emphases in texts, using understanding to elaborate upon discussions.
- Make presentations and contribute to class and group discussions, using language patterns for effect.

Assessment

- Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, as well as oral and multimodal presentations.

Health & Physical Education

Health and Physical Education

Description

The *Personal, Social and Community Health* dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. The *Movement and Physical Activity* dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Learning Standards

Personal, Social and Community Health

Students consider what it means to be physically, socially and emotionally healthy. They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics. Students reflect on how they can be used to assist in decisions about food choices and complete an in depth study of the following units.

Focus areas address in Year 8 are:

- Food and nutrition
- Mental Health and Wellbeing
- Health benefits of physical activity

Movement and Physical Activity

Students refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. They continue to consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water. Students use strategic thinking, communication and cooperation to enhance performance and begin to set personal goals to improve performance by reflecting on their skill development needs.

Focus areas address in Year 8 are:

- Games Sense
- Lifelong physical activities
- Swimming

Assessment

Fitness-based assessment:

- Aerobic fitness testing (beep test)
- Anaerobic fitness testing (vertical jump)

Theory-based assessment:

Semester 1

- Nutrition assignment

Semester 2

- Health Benefits of Physical Activity assignment

Humanities

Geography

Description

There are two units of study in the Year 8 Geography. *Landforms and Landscapes* draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, hazards and soils, threats posed by human activities and proposed future use of environments. *Changing Nations* draws on the concepts of change, interconnection, scale, space and sustainability to explore the similarities and differences, advantages and disadvantages in the location, type and features of settlements in geographically large countries including Australia, China and the United States of America.

The content of this year level is organised into two strands: *Geographical Knowledge and Geographical Concepts and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Geographic Concepts and Skills

Place, Space and Interconnection

Students will:

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections.

Data and Information

Students will:

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographic Knowledge

Landforms and Landscapes

Students will investigate:

- Different types of landscapes and their distinctive landform features.
- Geomorphic processes that produce landforms, including a case study of at least one landform.
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved.
- Human causes of landscape degradation, the effects on landscape quality and the implications for places.
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples that influence the significance of places, and ways of protecting significant landscapes.
- Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future.

Changing Nations

The Students will investigate:

- The causes and consequences of urbanization

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- The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences.
 - The reasons for and effects of international migration to Australia.
 - The reasons for and effects of internal migration in Australia and China.
 - The challenges of managing and planning Australia's urban future.

Assessment

- Practical Activity
- Field Trip Report
- Geographic Inquiry
- Semester Test

Pathways

- Year 9 Geography

History

Description

This unit develops the skills and knowledge involved in the study of History. Students learn to describe and analyse key events in medieval societies. They explain features in community life including myths, legends, religious beliefs and culture. They analyse how medieval societies were ruled and describe the contributions of key individuals. Students compare selected aspects of medieval societies in both Asia and Europe.

The content of this year level is organised into two strands: *Historical Knowledge and Historical Concepts and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Historical Concepts and Skills

Chronology, terms and concepts

Students will:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Describe and explain the broad patterns of change in the period from the Ancient World to the Modern World.

Historical sources as evidence

Students will:

- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past.
- Explain different historical interpretations and contested debates about the past.

Continuity and change

Students will:

- Identify and explain patterns of continuity and change in society to the way of life.

Cause and effect

Students will:

- Analyse the causes and effects of significant events that caused change and/or a decline over the period.

Historical Significance

Students will:

- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Historical Knowledge

Students will investigate the following:

- Medieval Europe
- The Ottoman Empire
- Japan under the Shoguns
- The Spanish Conquest of the Americas

Assessment

- Document Analysis
- Medieval Annotated Timeline
- Japanese Shogun Biography
- Last Samurai Film Review

Pathways

- Year 9 History

Languages

French & Italian

Description

Students choose one language (from the Year 7 course) to be studied over two semesters - Italian or French.

In the units covered throughout the year, students develop and enhance basic grammar and oral skills in the chosen language.

Furthermore, all language skills – reading, writing, speaking and listening - are presented in a contextualised setting relevant to the experience of the students.

Students understand and use the language on topics related to events of general interest, drawn from other key learning areas and from the print and electronic media. Students also read a range of texts about aspects of the Francophone or Italian culture and draw comparisons with our own Australian culture. Students consolidate their knowledge and skills, as well as broadening their understanding of the language.

They interact with others by listening and responding to more complex questions in the language and are encouraged to appreciate diverse views and beliefs.

Learning Standards

Strand: Communicating

Substrands: Socialising, Informing, Creating, Translating, Reflecting

Students learn the knowledge, skills and behaviours relevant to the specific language. They build on their pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves, including family members, pets and sports. They create their own texts using simple sentence structures and develop language to interact with their peers. They gradually build more extended text using cohesive devices and are able to use different communication modes and text genres to convey their message in the language.

Strand: Understanding

Substrands: Systems of language, Language variation and change, role of language and culture

Students learn to recognize patterns within the language and discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn in the language to the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. Students reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Understanding the written French/Italian
- Writing in French/Italian
- Listening to spoken French/Italian
- Speaking in French/Italian

Mathematics

Description

The Year 8 Mathematics course focuses on developing students' algebraic and number skills and then applying these into the areas of measurement, statistics and probability. This is supported by an online program, Maths Pathway which provides students with personalised work tailored to precisely what they are ready to learn. There are focussed mini lessons to develop mathematical skills which include rich learning opportunities, Maths Pathway module work and explicit teaching to small group based on their need. This includes mathematical games, practice, and open ended problems to apply their learning. Students to complete at least 8 modules per fortnight (depending on length of modules) and the modules completed should, where possible, link with the theme (e.g. Equations) for that fortnightly cycle then complete a test on these modules. There is a dedicated approach to revision and study skills to prepare for these tests and success in Mathematics.

Learning Standards

Content will be drawn from the three strands of the Victorian Curriculum

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

Assessment

- Fractions, Decimals and Percentages Test
- Algebra Assessment
- Probability Assessment
- Linear Equations Assessment
- Measurement Assessment
- Personalised Fortnightly Maths Pathway Tests where the focus is on the amount of growth a student has shown.

Numeracy Support

Description

The Year 8 Numeracy Support Program focuses on improving students' basic numeracy skills as well as developing their use of fractions, decimals and percentages and algebra. They then apply these skills to practical situations relating to measurement, statistics and probability. This is supported by an online program, Maths Pathway, which provides students with personalised work tailored to precisely what they are ready to learn. Students have previously worked with this program in Year 7. There are focussed mini lesson to develop key number skills which include mathematical game, practice and open ended problems associated to their learning. Students are to complete associated modules each fortnight with a focus on improving their basic mathematical skills.

Student Selection

Year 7 Mathematics Teachers will recommend students to join Year 8 Numeracy Support; this recommendation will be based upon work completed in class throughout the year, Maths Pathway data and external data received by the College. Movement from the program back to standard Mathematics classes will be reviewed at the end of Semester One following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

Content will be drawn from the three strands of the Victorian Curriculum

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

Assessment

- Fractions, Decimals and Percentages Test
- Algebra Assessment
- Probability Assessment
- Linear Equations Assessment
- Measurement Assessment
- Personalised Fortnightly Maths Pathway Tests where the focus is on the amount of growth a student has shown.

Science

Description

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills.

Together, the two strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. They are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 8 these two strands are incorporated into five topics taught over the year:

Elements and Compounds - which introduces Students to the basic building blocks of matter

Energy in Our Lives - which investigates the true nature of energy and in particular the energy of heat

Cells and the Microscope - which uses the microscope to investigate the basic building blocks of life

Light and Sound - which develops an understanding of light and sound as forms of energy

Beneath Our Feet - which investigates the structure of the Earth.

Learning Standards

Science Understanding

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Students also investigate the development of science as a unique way of knowing and doing, and the role of Science in contemporary decision making and problem solving. It acknowledges that in making decisions about Science practices and applications, ethical and social implications must be taken into account. Students are encouraged to recognize that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Assessment

The work requirements for each **topic** will remain consistent and include:

- Notebook work: where Students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where Students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where Students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed per semester:

- One Project: Designed to get Students to conduct an experimental investigation and investigate an issue or concept in greater depth and develop a better understanding of how Science has been a Human Endeavour.

Technology

Design & Technology

Description

In Levels 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. With greater autonomy, students identify the sequences and steps involved in design tasks and develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks.

Strands

Investigating

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.

Generating

Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques.

Planning and Managing

Use project management processes to coordinate production of designed solutions

Producing

Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions.

Evaluating

Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability.

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended design guidelines
- Safely and efficiently constructing products, models or prototypes to specifications and standards
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques.

CURRICULUM YEAR 9



Encounter

Religion

Description

Students investigate the ideas of identity, stewardship, futures and legacies through a Catholic lens. They examine their lives through exploring ideas such as riches, masculinity, the writings of the Pope, the history of the Church in Australia and changes to the Catholic Church over time. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Religious Education Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Assessment

Unit assignments and/or class work as well as a mid-year and an end-of-year examination.

Alliance

English & Humanities

Description

Alliance combines traditional English, Geography and History. Students interpret, create, evaluate and discuss a wide range of literary texts that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, and text transformations.

Responses are developed in relation to geographical concepts such as food security and sustainable tourism as well as analysing perspectives around the Industrial Revolution, colonisation of Australia and World War One. Students consider both local and international contexts in their exploration of key ideas around interconnections of human environments and events. A focus on students developing their own interpretations of Nationalism and Legacy is maintained through class activities and project-based learning, allowing for an individualised program where areas of the course content can be further investigated through student and teacher negotiation.

Learning Standards

Reading and Viewing

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

- Listen for ways texts position an audience.
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Geographic Concepts and Skills

Place, Space and Interconnection

Students will:

- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

Geographic Knowledge

Biomes and Food Security

Students will investigate:

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.
- Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time.
- Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

Geographies of Inter-Connection

Students will investigate:

- Perceptions people have of place, and how this influences their connections to different places.
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places.
- Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

Historical Skills and Concepts

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750–1918.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.

Historical Knowledge

The Industrial Revolution

- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia.
- Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people.
- Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution.
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.

Australia and Asia - Making a Nation

- Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples.
- Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates.
- Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values.

Australia at War (1914 – 1945) World War One

- Causes of World War I, the reasons why men enlisted to go to war and how women contributed in the war effort.
- Significant places where Australians fought and explore their perspectives and experiences in these places.
- Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society.
- Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia.

Assessment

- Creative Writing
- SPICISS Mapping Task
- Text Response
- Sustainability Activities
- Source Analysis
- Essays
- Ribbon Tasks
- Semester Examinations

Pathways

- Year 10 History – World War Two
- Year 10 History – The Modern World and Australia
- Civics and Citizenship - Making and Breaking the Law
- Year 10 Geography – World Challenges

Literature

Description

Students complete a close study of a range of extracts from several classic and contemporary literature texts, developing an understanding of the way in which authors use characters, themes, symbols and setting to construct a text. Through their analyses, students explore and express informed personal responses to the material studied. Students build on their ability to recognise and respond to a variety of language features that authors employ, taking increasing responsibility for their own learning. They build upon inferential, analytical, evaluative and creative thinking skills.

Learning Standards

Reading and Viewing

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Assessment

- Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, oral and multimodal presentations
- Semester Examination

Conversation

French & Italian

Description

Students continue with the language they studied in Year 8 (French or Italian). They further develop their competency in the language by working on speaking, listening, reading and writing skills. Students deepen their understanding of their chosen language through the study of various topics aligned with the themes set for each term: Identity (Term 1), Stewardship (Term 2), Futures (Term 3) and Legacy (Term 4). Students gain an appreciation of Italian/French culture through various means such as print and electronic media. In developing their communication skills, students are able to demonstrate comprehension of written and spoken material and communicate ideas through conversation and writing.

The ability to use a second language and move between cultures is crucial in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

Learning Standards

Strand: Communicating

Substrands: Socialising, Informing, Creating, Translating, Reflecting

Students continue to extend their knowledge, skills and behaviours relevant to the specific language. Their vocabulary and grammar usage expands as they investigate different forms of communication. Students begin to experiment with intonation and supporting gestures used to convey emotions or create emphasis in texts, and they learn to construct extended texts by using more complex language structures.

Strand: Understanding

Substrands: Systems of language, Language variation and change, role of language and culture

Students demonstrate understanding of cultural influences on the way people behave and use language, through accurate and context-sensitive language use. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between language and culture and begin to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

Assessment

- Understanding the spoken French/Italian
- Speaking in French/Italian
- Understanding the written French/Italian
- Writing in French/Italian
- End of Year Examination

Discovery

Health and Physical Education, Duke of Edinburgh, Personal Development

Description

Discovery encompasses Health and Physical Education, Personal Development and the Duke of Edinburgh (Bronze) Award. Discovery focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

The Discovery curriculum provides students with the avenue to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health. The curriculum is student centred and allows students to use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health. The Discovery curriculum is set across four themes - consistent across the entire Year 9 Curriculum.

Learning Standards

Health Knowledge and Promotion

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

Movement and Physical Activity

Students explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They work collaboratively to design and apply solutions to movement challenges.

Assessment

Semester 1

Teamwork Application
Striking & Fielding Skills
Invasion Games Skills
Collective Consciousness Task
Lifestyle Sustainability Report
Personal Development Positive Coping Role Play

Semester 2

Health Related Fitness
Net/Wall Skills
Target Games
Forging Futures Portfolio Task
Legacy Inquiry Task
Personal Development Respectful Relationships

Experience

Art

Description

The Year 9 Art program provides Students with the opportunity to explore a central theme. Students will investigate a variety of techniques and materials, and will be given instruction in the production of two and three dimensional work. Students will study the work of other artists to gain insight into how and why art works are made. They study Art Elements and Principles while communicating ideas and feelings through their analysis and response to artworks. Students are encouraged to explore personal ideas and opinions through the use of a range of materials and approaches.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment Year 9 Art

- Painting
- Sculpture
- Ceramics
- Examination

Pathways

- Year 10 Art
- Year 10 Photography
- Year 10 Visual Communication Design
- Year 10 Architecture

Drama

Description

Year 9 Media provides an introduction to the world of the mass media. It offers an entry into understanding and analysing the ways that the media communicates, as well as the various purposes of the communications. It involves the study of a variety of media texts and opportunities to develop some production skills.

Students will examine the world of advertising, including the techniques of persuasion used by advertisers. In addition, there is a focus on the television 'Sitcom', including analysis of character archetypes and other conventions within the genre. Students will produce an audio recording for a radio advertisement, as well as produce a music video.

There will be practical work undertaken in small groups, from developing ideas to production tasks, which promote an inquiry approach to learning and an encouragement of creativity.

Learning Standards

By the end of Year 9, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Assessment

- Comedy performance
- Vaudeville assignment
- Practitioners and theatres assignment
- Monologue performance
- Semester Examination

Pathways

- Year 10 Drama –Acting for Film & TV

Design & Technology

Description

In Levels 9 and 10, students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Strands

Investigating

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

Generating

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Planning and Managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Producing

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended design guidelines
- Safely and efficiently constructing products, models or prototypes to specifications and standards
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques
- Students are required to sit a semester examination

Healthy Wealthy & Wise

Description

With the food industry now a multi-million dollar business, students are offered the opportunity through this subject to develop their own small business hospitality ideas in a design and theoretical sense whilst trialing safe food practices and proposed menu items in the campus kitchen. Students will learn the multi-faceted roles of small business owners; from budgeting, marketing and human resources, to the basics of food handling, menu design and safe food preparation.

Planning and Managing

Develop ideas around managing small business projects individually and collaboratively taking into consideration time, cost, risk and food production.

Producing

Working to produce food items using appropriate and safe technologies and considering costing, intolerances and presentation.

Evaluating

Evaluating ideas, both personally and collaboratively and offering suggested refinements and suitable improvements to small business and hospitality practices.

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended resolutions/solutions.
- Safely and efficiently constructing food products and closely following food health guidelines.
- Developing ideas around best practice for small business including investigating human resources, budgeting and marketing ideas.
- Students are required to sit a semester examination.

Media

Description

Year 9 Media provides an introduction to the world of the mass media. It offers an entry into understanding and analysing the ways that the media communicates, as well as the various purposes of the communications. It involves the study of a variety of media texts and opportunities to develop some production skills.

Students will examine the world of advertising, including the techniques of persuasion used by advertisers. In addition, there is a focus on the television 'Sitcom', including analysis of character archetypes and other conventions within the genre. Students will produce an audio recording for a radio advertisement, as well as produce a music video.

There will be practical work undertaken in small groups, from developing ideas to production tasks, which promote an inquiry approach to learning and an encouragement of creativity.

Learning Standards

Explore and Express Ideas

Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They Manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform

Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

Respond and Interpret

Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Assessment

- Media production planning (for a radio advertisement and a music video).
- Media production (short audio advertisement and music video).
- Text analysis (written response to a situation comedy text, advertising analysis).
- End of Semester Examination.

Pathways

- Year 10 Media - Inside the Newsroom
- Year 10 Media - Genre: Horror

Music

Description

Year 9 Students explore and investigate methods of Songwriting and composition. They analyse lyrics and explore rhyme, rhythm, themes and form. Students work collaboratively in groups creating their own compositions to be performed for the class. During theory work, they explore key signatures, chord structure and rhythm associated with Songwriting. Students develop the skill of working in an ensemble and gain practical experience of structuring rehearsals and improving their skills as a musician. Students must play an instrument to take this course.

Learning Standards

- Explore and express: students improvise and arrange music using aural awareness and technical skills
- Music practices: students create, practice and rehearse compositions, developing technical skills on their instruments
- Present and perform: students perform compositions for the class with expression
- Respond and interpret: students analyse lyrics from other composers to inform their writing

Assessment

- Analysis and theory
- Songwriting I
- Songwriting II

Pathways

- Year 10 Music Performance

Photography

Description

The Year 9 Photography unit explores the elements and principles of sound photography practice. The function and purpose of photography is examined and students explore a variety of approaches to photography, styles and techniques. The students are encouraged to investigate themes and develop personal images. Students will develop their own style through an examination of other artworks and experimenting with post-production techniques.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

- Folio of work
- Elements and principles of design
- Image Manipulation
- Semester Examination

Pathways

- Year 10 Photography

Ingenuity

Mathematics & Science

Description

Ingenuity encompasses the areas of Mathematics and Science. It provides students with an avenue to strengthen their knowledge, skills, understanding and application of mathematical and scientific concepts.

Students engage in Inquiry Based learning. With the aim to increase each student's capacity to plan, apply and reflect on their learning as well as make meaningful connections in a relevant, authentic way. Through combining strategies including content related, skill building workshops, questioning and research, problem solving, individual and collaborative project work and direct instruction when required, growth, independence and quality of learning will be emphasised.

Ingenuity utilises on-line programmes ('Maths Pathway for Mathematics and 'Stile' for Science) to supplement individual student learning.

Learning Standards

Semester One:

- Solve problems using ratio and scale factors in similar figures
- Investigate Pythagoras' Theorem and its application to solving problems involving right angled triangles
- Apply Trigonometry to solve right-angled triangle problems
- To sketch linear graphs and solve linear equations
- To expand and simplify algebraic expressions
- To apply index laws to numerical expressions with integer indices
- Define a variable and identify the independent and dependent variable
- Use, perform and explain the steps involved in a scientific method/investigation
- Deduce conclusions from evidence provided and data collected.
- Understand how to construct a series and parallel circuit.
- Identify the different component of an electrical circuit.
- Explain the relationship between current and voltage in reference to Ohm's Law.
- Express how magnets are used in the generation of electricity.
- Explain both magnetic fields and magnetic forces.
- Understand how to make an electromagnet.

Semester Two:

- Solve problems using ratio and scale factors
- Choose appropriate units of measurement for area and volume and convert from one unit to another
- To investigate reports of surveys estimating population means and medians
- Identify complementary events and the sum of probabilities to solve the problems.
- To compare, describe and interpret data displays
- To list all outcomes for two-step chance experiments and determine event probability.
- To calculate the surface areas and volumes of figures.
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.
- The theory of plate tectonics explains global patterns of geological activity and continental movement.
- Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations.

Assessment

Semester 1

Foam Rocket Practical
Magnetism Practical
Ribbon Task
Science Exam
Mathematics Exam

Semester 2

Chemical Reaction Practical
Microbe Practical
Ribbon Task
Science Exam
Mathematics Exam

Numeracy Support

Description

The Year 9 Numeracy Support Program provides support in class with students working on tasks designed for a wide range of abilities. As a result students are encouraged to go further and deeper with their teachers and participate in discussions which are stimulating and rewarding. At times students do tutorials separate from the larger class on a needs basis determined by students and the teacher. In class, students have a wide range of opportunities to discuss work, teach each other and lead. Students utilise an online program called Maths Pathway for Home Learning providing personalised work tailored precisely to what they are ready to learn and aligned with the curriculum to be examined at the end of the Semester. The Year 9 Numeracy Support Program concurrently provides students with the opportunity to apply their learning to authentic mathematical problems through Inquiry and Problem Based Learning. Students regularly investigate meaningful problems in small groups allowing them to make connections and develop a solutions, with the structured support of the teacher.

Student Selection

Working on outcomes designed Inquiry based curriculum and the personalised nature of the Maths Pathway program, students work on mastering a wide range of different skills and knowledge from the Victorian Curriculum's three strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Teachers guide selection to ensure all students learn new content from each of the three strands. Problem Based Learning is also aligned with each of the three Victorian Curriculum strands.

Assessment

Formative assessment is gathered regularly from students and feedback given during Inquiry learning tasks. Maths Pathway Assessment is ongoing, regular and personalised based on the amount of growth a student has shown from the last fortnightly test. After each test, students complete a test reflection to review and learn from any errors made and have a one on one feedback interview with their teacher, with a focus on goal setting and discussing strategies to improve.

In addition to tests at regular intervals, students are assessed on Problem Based Learning tasks, an overarching task based on a theme and an Examination which covers a Semester's work. Rubrics are used to assess both the task and the learning process.

IMMERSION



DLS DNA

Description

The DLS DNA Immersion course aims to orientate new Year 7 students to the Charism, Learning and Technology aspects of De La Salle College Malvern.

Lessons are broken down into the following categories:

- DLS DNA Charism
- DLS DNA Learning
- DLS DNA Technology

This is a competency based course and each lesson has either a single task or a number of smaller tasks that need to be completed to a competent level.

Course Aims

Charism

The first days, even weeks, of Year 7 can be a bewildering, even frightening experience for young people. They may know almost no one; their secondary school may be much bigger than their primary school; the subjects they are expected to study may seem beyond their ability. They are in an alien world. This unit attempts to help smooth the transition for Year 7 students by orientating them to the philosophy, spirituality, and heritage of our school, the beliefs we hold about their dignity, the community of learning, and the world-wide Lasallian family to which they now belong. Finally, this unit invites Year 7 students into a faith community, with its rights and responsibilities.

The aim of this unit is to help students:

- Become orientated to secondary school, to De La Salle Malvern, and to the Lasallian heritage.
- Fit in and feel that they belong to the De La Salle Malvern community and the Lasallian community.
- Become aware that the dignity of people is central to the core of our school and it is at the heart of the Lasallian heritage.
- Affirm their talents and realize that education is a privilege that requires commitment.

Learning

The primary aim of high school is to allow students to learn. This section of the course provides tools so that students can enhance their personal learning.

Technology

Year 7 students each have their own notebook to assist their learning. To be able to use these devices successfully there are some basic skills that need to be attained. This section of the course uses online tutorials to allow the students to learn these skills. They can then record themselves utilising these skills to show competency.

Topics covered may include:

- Internet Explorer
- Moodle
- Screencasting using PowerPoint
- File management and back-up
- Outlook: Email, Calendar and Tasks
- OneNote
- Manipulating Graphics
- Word
- Excel
- PowerPoint
- Moviemaker

Active Citizenship

Description

This immersion subject will look at some of the key reasons and benefits surrounding the need for sustainability focusing on recycling. It will briefly consider how the world changed with industrialisation and its lasting impact on resource. By the end of the course, students will have developed an understanding of sustainability and why or why it isn't important drawing on knowledge from previous years. Finally, the students will be asked to consider how they act sustainably in their own lives and show evidence of this.

Course Aims

By the end of the course, students will have developed an understanding of sustainability and why or why it isn't important drawing on knowledge from previous years.

The students will be asked to consider how they act sustainably in their own lives and show evidence of this.

Throughout the course, students will:

- Undertake an audit on their use of resources at home
- Undertake a sustainability audit of the school and suggest ways to make De La Salle more sustainable.
- They will develop a rationale and costing for one sustainable project at the College with the best project as decided by the De La community being carried through to fruition.

By the end of the course, students will have developed a broad range of skills, including:

- Research
- Collaboration/ Communication
- Interviewing
- Critical analysis of evidence
- Statistical analysis of a range of data sources

Assessment

- De La Salle Sustainability Project

Choeconomics

Description

This unit provides students with an introduction into Economics and the problems that relate to scarcity, opportunity cost and choices as a result of limited access to resources. This unit requires students to apply key economic concepts to real life events pertaining to the chocolate industry. Students will also investigate the cross-curricular nature of how the chocolate industry impacts on our health, the ethical dilemmas that plague this industry. Students will learn to apply specific application of economic theories to illustrate consumer choice, producer choice and how these economic agents cause resources to be reallocated in the market.

Course Aims

- Develop students' ethical capabilities through making decisions about consumer and business choices.
- Apply a range of economic terms and theories to consumer and business choices and how markets operate to reallocate resources in the economy.
- Evaluate the impact that the chocolate consumption on health & wellbeing, the environment and business' profit margin.
- Develop research skills and work collaboratively in group settings to devise solutions to problems from an economic and social responsibility perspective.

Interdisciplinary Domains

Ethical capability

- explore the contested meaning of concepts including freedom, justice, and rights and responsibilities
- investigate why ethical principles may differ between groups of people including cultural influences
- explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making
- discuss the role of context and experience in ethical decision-making

Health and Physical Education

- investigate and select strategies to promote health, safety and wellbeing
- develop skills to evaluate health information and express health concerns

Assessment

- Market Diagram exercise and explanation
- Group poster – production process of chocolate making
- Group advertisement (paper based on video) of health issues caused by chocolate industry

Crime and Punishment

Description

Crime and Punishment aims to inform students about the origins of the Criminal Justice System. We will look at the concepts of crime and punishment through the ages arriving at our modern day Justice System. Students will gain an understanding of how laws are made and the role of Parliament and Courts in this process. They will gain an understanding of key terms that underpin the Criminal Justice System and the role of enforcement agencies. They will explore the various sanctions used in both modern and historical contexts in both Australia and overseas and what the purpose of these sanctions are.

Course Aims

By the end of the course, students will have developed an understanding of the historical development of crime and punishment and the reason behind current sanctions. They will have considered some of the current thinking surrounding punishment and the developing landscape around sanctions.

Throughout the course, students will:

- Study the British foundations of (some key elements of) Australian democracy.
- Consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial. Research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions.

By the end of the course, Students will have developed a broad range of skills, including:

- Collaboration/Communication
- Surveys
- Critical analysis of a range of historical and contemporary sources
- Fieldwork
- Time management and team work
- Public speaking/debating

Assessment

- Capital Punishment Debate
- Old Melbourne Gaol fieldwork
- Crime Survey
- Research Journal

Exercise & Movement

Description

What value do you place on Exercise and Movement in your lifestyle?

This immersion subject will focus explicitly on having students develop a specific component of fitness through increasing their exercise and movement.

Using a project-based learning model students will create an individualised fitness goal. Examples might include: *“I’d like to run a 4 minute Kilometre”* or, *“I’d like to be able to complete 100 consecutive pushups”* or perhaps, *“I’d like to lose 5 kgs.”*

Students would then create an exercise and movement roadmap to see if they can reach their fitness goal (or demonstrate some improvement) over the course of the unit.

Course Aims

The knowledge, understanding, skills and dispositions students develop through movement encourage ongoing participation across their lifespan and should in turn lead to positive health outcomes. This subject will allow students to create a fitness profile of themselves and in turn develop a specific area of their health. They will be asked to make adaptations to their lifestyle both in and outside school life.

By the end of the course, students will have developed a broad range of skills, including:

- Fitness Profiling
- Pre and Post-testing
- Collaboration
- Training Program Scaffolding
- Evaluation

Assessment

Students will complete a comprehensive evaluation of their progress throughout the term including any limitations to success.

Film Scoring

Description

Film Scoring immersion requires a deep exploration of image and its relationship with the organisation of sound. Students will select a piece of film, create a storyboard, sound list, and execute a live performance of the soundtrack. Students may use instruments, sound effects and digital sources in their performing media. The course requires critical thinking, creative solutions, communication, collaboration and confidence. Students do not require practical instrumental skills to take this course. This course caters for students interested in multiple areas of the arts, including music, drama and media and does not require practical instrumental skills.

Learning Standards

- Explore and express ideas: students develop ways to connect the moving image with sound
- Music practices: create, practice and rehearse in a group setting to perform a live film score
- Present and perform: students perform film score to a live moving image
- Respond and interpret: students respond to works performed in the class

Assessment

- Organisation of sound
- Composition and story board
- Presentation

Funny About That

Description

Using workshops, exercises and hands on techniques, we will explore the world of Theatre Sports and some Circus skills, especially juggling. We will also investigate the history of each area to some level and cover some scientific concepts that apply to working in a theatre and Circus skills. We will create our own internal competition, possibly House based, to test our knowledge and skill in these areas, particularly Theatre Sports.

Logistical and organisational skills in planning the competition/performance will be part of the work of some Students and budgeting will also be included. Community involvement will be important as some students look for performance opportunities in and outside the school including competitions in which we could enter our performances.

Course Aims

- Analyse and create comedic work with various parameters and starting points
- Understand some scientific concepts behind circus skills
- Show some circus skills to a degree
- Understand the history of clowning or stand-up comedy or skit comedy
- Understand the business workings of a circus or theatre in a general way

Interdisciplinary Domains

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English
- Science
- History

Assessment

- Skill demonstration to a competent or not yet competent level
- Depth of investigation of science or history using a general rubric
- Participation in performance, level and competency

Game Development

Description

Got a game idea and don't know where to start? This course will take you through the highs and lows of developing your first game. In this course students are taught some of the processes that professionals rely upon when developing a new program whilst furthering their knowledge of a science or mathematics topic that interests them. Students don't need any prior skills in developing programs, this course will help them develop their technology, science and mathematics knowledge.

Course Aims

By the end of the course, students will have developed an understanding of the development process for new games and programs. They will have developed knowledge of development environments and some basic coding skills.

Throughout this course, students will:

- Develop their understanding of a STEM topic by making it a key feature of their game/program.
- Develop their knowledge of how to code/develop a program.
- Research a specific development environment and use that knowledge to further their understanding of coding and program development.

Interdisciplinary Domains

- Communication
- Personal Learning
- Interpersonal Learning
- Teamwork
- Presentation Skills
- Problem Solving Skills
- Project management
- Creativity, Design and Technology

RoboCode

Description

'RoboCode' is a project-oriented Immersion subject that introduces Robotics and Coding. Students work in teams to design, program and run a robot for a rescue simulation exercise. It aims to cultivate and develop key skills such as resource management, problem solving and logical reasoning. This subject will encourage students to take an interest in scientific and technological fields through a hands on robotics challenge.

Course Aims

This Immersion subject aims to cater for students who seek to cultivate an interest in scientific and technological fields of robotics and coding. It will allow students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. RoboCode will help students to expand their social, intellectual and problem solving skills, helping them to develop into creative and independent adults. Its rigorous nature will allow students to truly immerse themselves on their quest to personal excellence.

Looking beyond academic achievement, this subject aims to teach students:

1. The pursuit of excellence knows no boundaries
2. Talent is often 'Perseverance' in disguise

Interdisciplinary Domains

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English

Assessment

- Self-reflection during the project to a competent or not yet competent level.
- Skill demonstration via the completion of the task to a competent or not yet competent level.

Rock Band

Description

Rock band immersion explores performance through working in a rock band. Students select repertoire and employ critical thinking, creative solutions and communication skills. They focus on developing technical skills on their instrument and work in rehearsal to play in time, in tune and with musicality. Students develop the skill of working in an ensemble and gain practical experience of using microphones, amplifiers and PA system. Students must have some basic skills on a rock band instrument (vocal, guitar, keys/ piano, bass, drums) to take this course.

Learning Standards

- Explore and express ideas: students develop expression for performance
- Music practices: create, practice and rehearse in a group setting developing strategies for problem solving
- Present and perform: students perform prepared works in time and in tune
- Respond and interpret: students respond to works performed in the class

Assessment

- Rehearsal
- Staging and sound production
- Performance

Taking Off!

Description

Taking Off challenges students to plan some travel within set parameters. This experience provides students with the opportunity to explore the geography and cultures of other countries, whilst developing their ability to plan and manage a budget, and establish and adhere to a working timeline. Using the challenge of planning some travel as a platform, Students will be introduced to the capabilities of Excel in managing projects and time, explore global economic factors and develop their ability to source and evaluate online information.

Course Aims

By the conclusion of this subject, students will be able to:

- Use software such as word processors and spreadsheets, and using techniques such as tables and shading, to develop project plans that sequence tasks, estimate timelines and record task responsibilities.
- Work independently and as part of a team.
- Set short-term and long-term goals; prioritising their available time and developing strategies for monitoring their progress towards goal achievement.
- Evaluate the credibility, accuracy, reliability and comprehensiveness of internet resources.
- Undertake a range of tasks and monitor, evaluate and refine their management strategies.
- Initiate and undertake some tasks independently, within negotiated timeframes.
- Apply a range of discipline-based methodologies to conduct inquiries and gather, analyse and synthesise information.
- Develop personal financial literacy skills and an understanding of the importance of being an informed consumer.

Interdisciplinary Domains

- Mathematics
- Humanities- Geography
- Information and Communications Technology
- Personal Learning
- Thinking Processes
- English
- Economics

Assessment

- Unit project and/or other assigned work

Urban Impact

Description

Students plan, produce and display constructions of various mediums to be displayed around the College grounds permanently or semi-permanently. This includes, but is not limited to; murals, mosaics, sculptures, ceramics and possibly an organic or living component.

Students choose a theme for their construction and research that theme (e.g. a moment in history, environmentalism, scientific discoveries, key individuals in the College's history, etc.) This would draw on knowledge from Humanities, Science, English and RE. In the planning process there would also be the application of Mathematics skills, specifically geometry, ratio and scaling.

Course Aims

At the end of the course, groups of Students will have constructed artwork that will be displayed around the College, internally and externally. Students will not be assessed on the final product but will be assessed on the process and skills acquired in the construction. Students will develop research, planning, collaboration and evaluative skills as well as working on their technical skills as listed:-

- Research (Topic, materials/medium, suitability).
- Planning (Resourcing material, budgeting, creating a timeline, scale model/drawing, written proposal, seek approval).
- Collaboration/Communication (Consultation with adults, communication with peers, negotiation skills).
- Technical competence (working with equipment, materials, techniques).
- Reflection/Evaluation (on individual and group performance).

Interdisciplinary Domains

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition

Assessment

- Research
- Planning
- Collaboration/Communication
- Technical competence
- Reflection/Evaluation

Year 8 Physical Immersion

Description

Physical Immersion provides students with opportunities to participate in activities which complement the Physical Education curriculum, whilst maintaining a focus on the important role that physical activity plays in the lives of Australians. An experiential curriculum that is contemporary, relevant, challenging enjoyable and physically active. An active cohort improves productivity and personal satisfaction, promotes pro-social behaviour and reduces absenteeism.

Learning Outcomes

- Fundamental movement skills focus on the development of movement skills that provides the foundation for competent and confident participation.
- Practice and apply personal and social skills when undertaking a range of physical activities.
- Practice, apply and transfer movement concepts and strategies.
- Use feedback to improve coordination when performing specialized movement skills.

Assessment

Is based on demonstrating the following to a satisfactory standard.

- Effort
- Participation
- Behaviour

Crime and Punishment

Description

Crime and Punishment aims to inform students about the origins of our Criminal Justice System, by exploring the history of crime, Criminology and the administration of Criminal Justice. The course will look at theories of crime causation; definitions and classifications of crime; and popular and legal responses to crime in society. The course will also allow for in-depth critical analyses of officially recorded levels and patterns of crime and contrasts these against popular (media driven) perceptions of crime and crime rates.

Course Aims

By the end of the course, students will have developed an understanding of the historical development of crime and punishment and the reason behind current sanctions. They will have considered some of the current thinking surrounding punishment and the developing landscape around sanctions.

Throughout the course, students will:

- Study the British foundations of (some key elements of) Australian democracy. Consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.
- Examine the processes for bringing about change in Australia's legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.

By the end of the course, students will have developed a broad range of skills, including:

- Researching and planning the role of a stakeholder in the Criminal Justice System (Skills executed through roleplay/dramatisation)
- Collaboration/ Communication
- Interviewing
- Critical analysis of a range of historical and contemporary texts
- Statistical analysis of a range of data sources

Assessment

- Courtroom Re-enactment
- Classwork

Film Scoring

Description

Film Scoring immersion requires a deep exploration of image and its relationship with the organisation of sound. Students will select a piece of film, create a storyboard, sound list, and execute a live performance of the soundtrack. Students may use instruments, sound effects and digital sources in their performing media. The course requires critical thinking, creative solutions, communication, collaboration and confidence. Students do not require practical instrumental skills to take this course. This course caters for students interested in multiple areas of the arts, including music, drama and media and does not require practical instrumental skills.

Learning Standards

- Explore and express ideas: students develop ways to connect the moving image with sound
- Music practices: create, practice and rehearse in a group setting to perform a live film score
- Present and perform: students perform film score to a live moving image
- Respond and interpret: students respond to works performed in the class

Assessment

- Organisation of sound
- Composition and story board
- Presentation

Funny About That

Description

Using workshops, exercises and hands on techniques, we will explore the world of Skit Comedy and Acrobatics. We will also investigate the history of each area to some level and cover some scientific concepts that apply to Acrobatics and writing skills that apply to Skit Comedy. We will create our own internal performance to test our knowledge and skill in these areas.

Logistical and organisational skills in planning the competition/performance will be part of the work of some students and budgeting will also be included. Community involvement will be important as some students look for performance opportunities in and outside the school including competitions in which we could enter our performances.

Course Aims

- Analyse and create comedic work with various parameters and starting points
- Understand some historic concepts behind Skit Comedy
- Show some Acrobatic skills to a degree
- Understand the Science of Acrobatics
- Understand the business workings of a performance in a general way

Interdisciplinary Domains

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English
- Science
- History

Assessment

- Skill demonstration to a competent or not yet competent level
- Depth of investigation of science or history using a general rubric
- Participation in performance, level and competency

Real Life Robotics

Description

Students will be given a challenge to be solved by designing, building, testing and re-designing an electro-mechanical device. The learning will focus on team based challenges with three students per group that involve solving a problem initially using readily available materials then adding automation by using a micro-controller which requires coding and mechatronics. The focus is on critical thinking and problem solving within a team. Part of the course will be devoted to coding and how microcontrollers work.

Course Aims

- To develop critical thinking and problem solving skills
- To work cooperatively within a team
- To explore mechatronics through team based challenges
- To learn how to create simple microcontroller code to solve problems
- To brainstorm ideas and evaluate solution alternatives

Interdisciplinary Domains

- Information and Communications Technology
- Systems Technology
- Thinking Processes
- Science
- Mathematics

Assessment

- Team based challenges
- Individual evaluation

RoboCode

Description

'RoboCode' is a project-oriented Immersion subject that introduces Robotics and Coding. Students work in teams to design, program and run a robot for a rescue simulation exercise. It aims to cultivate and develop key skills such as resource management, problem solving and logical reasoning. This subject will encourage students to take an interest in scientific and technological fields through a hands on robotics challenge.

Course Aims

This Immersion subject aims to cater for students who seek to cultivate an interest in scientific and technological fields of robotics and coding. It will allow students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. RoboCode will help students to expand their social, intellectual and problem solving skills, helping them to develop into creative and independent adults. Its rigorous nature will allow students to truly immerse themselves on their quest to personal excellence.

Looking beyond academic achievement, this subject aims to teach students:

1. The pursuit of excellence knows no boundaries
2. Talent is often 'Perseverance' in disguise

Interdisciplinary Domains

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English

Assessment

- Self-reflection during the project to a competent or not yet competent level.
- Skill demonstration via the completion of the task to a competent or not yet competent level.

Urban Impact

Description

Students plan, produce and display constructions of various mediums to be displayed around the College grounds permanently or semi-permanently. This includes, but is not limited to; murals, mosaics, sculptures, ceramics and possibly an organic or living component.

Students choose a theme for their construction and research that theme (e.g. a moment in history, environmentalism, scientific discoveries, key individuals in the College's history, etc.) This would draw on knowledge from Humanities, Science, English and RE. In the planning process there would also be the application of Mathematics skills, specifically geometry, ratio and scaling.

Course Aims

At the end of the course, groups of students will have constructed artwork that will be displayed around the College, internally and externally. Students will not be assessed on the final product but will be assessed on the process and skills acquired in the construction. Students will develop research, planning, collaboration and evaluative skills as well as working on their technical skills as listed:-

- Research (Topic, materials/medium, suitability).
- Planning (Resourcing material, budgeting, creating a timeline, scale model/drawing, written proposal, seek approval).
- Collaboration/Communication (Consultation with adults, communication with peers, negotiation skills).
- Technical competence (working with equipment, materials, techniques).
- Reflection/Evaluation (on individual and group performance).

Interdisciplinary Domains

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition

Assessment

- Research
- Planning
- Collaboration/Communication
- Technical competence
- Reflection/Evaluation

CURRICULUM YEAR 10



Religion

The Influence of Religion on Art and Music

Description

This course will look at both modern and historical art and music to see the influence of religion on how people choose to express themselves. It looks at what people and societies gain from religion, especially Catholicism, through the lens of art and music.

Learning Standards

Religious Education Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable Students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Students will develop understandings in the following areas:

- The distinctive ideas, teachings and practices that arose from significant events in Church history.
- Catholic social teaching and how it relates to and challenges the secular values of Australia society
- The strengths and challenges of religious diversity in Australian culture
- The significance of ancient and indigenous spirituality for the Catholic Church in Australia
- The complexities involved in developing moral maturity and responsibility
- Contemplative prayer with insight into the belief that God is present in all things

Assessment

Unit assignments, class work, tests and an end-of-semester examination.

Pathways

Students will complete Unit 2 Religion and Society in Year 11. Suitably qualified students may also seek to accelerate into Unit 3 & 4 Religion and Society.

The Church – Past, Present and Future

Description

This course explores the history, the present day and the possible future of the Church. It explores major turning points in the Church's history such as the reformation and the great schism between east and west. It will look at the challenges in the Church today and will look at where the Church may head in the future. This course will be of particular interest to students who have an interest in history.

Learning Standards

Religious Education Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable Students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Students will develop understandings in the following areas:

- Key figures from Old and New Testament and other sacred texts
- The distinctive ideas, teachings and practices that arose from significant events in Church history.
- Catholic social teaching and how it relates to and challenges the secular values of Australia society
- The strengths and challenges of religious diversity in Australian culture
- The significance of ancient and indigenous spirituality for the Catholic Church in Australia

Assessment

Unit assignments, class work, tests and an end-of-semester examination.

Pathways

Students will complete Unit 2 Religion and Society in Year 11. Suitably qualified students may also seek to accelerate into Unit 3 & 4 Religion and Society.

Jesus – Why is he so special?

Description

There aren't many people in history that are still spoken about 2000 years after their death. This course explores who Jesus was, trying to uncover the truth to the questions of his reality. It will look at the evidence for his existence and his impact on the world of 2000 years ago and our world now.

Learning Standards

Religious Education Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable Students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Students will develop understandings in the following areas:

- Key figures from Old and New Testament and other sacred texts
- The distinctive ideas, teachings and practices that arose from significant events in Church history.
- Catholic social teaching and how it relates to and challenges the secular values of Australia society
- Contemplative prayer with insight into the belief that God is present in all things
- The origins and historical development of the Eucharist

Assessment

Unit assignments, class work, tests and an end-of-semester examination.

Pathways

Students will complete Unit 2 Religion and Society in Year 11. Suitably qualified students may also seek to accelerate into Unit 3 & 4 Religion and Society.

Gospel Code

Description

The Bible is one of the best-selling books in the world, yet it can appear so difficult to read. Is there some secret code to understanding it? What's the reason that the 4 books, within the bible, that talk about Jesus' life have differences? In this course you'll gain an understanding of why, how and who wrote the gospels. This course would suit students who like literature and understanding the written form.

Learning Standards

Religious Education Dimensions

- Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable Students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Students will develop understandings in the following areas:

- Key figures from Old and New Testament and other sacred texts
- The distinctive ideas, teachings and practices that arose from significant events in Church history.
- Contemplative prayer with insight into the belief that God is present in all things
- The origins and historical development of the Eucharist

Assessment

Unit assignments, class work, tests and an end-of-semester examination.

Pathways

Students will complete Unit 2 Religion and Society in Year 11. Suitably qualified students may also seek to accelerate into Unit 3 & 4 Religion and Society.

The Arts

Acting for Film and TV

Description

In Acting for Film and Television Year 10 Students will explore the technical skills and terminology used by actors in screen work. They will research this and be exposed to a real TV studio at work. Through rehearsal, filming and feedback Students will explore established TV and Film scripts, supplied by staff and peers. They will investigate the history of TV and Film in Australia and examine Stanislavski and the Method approach to acting. Students will use camera, sound and lighting equipment, provide feedback to each other and reflect on their own work.

Learning Standards

Students will learn, to a high level, how to create character from a script. They will make short segments of footage both in front of, and behind the camera, and create material to be filmed both through Improvisation and self-devised work.

Students examine their own work and investigate the work of Stanislavski, the Method and the Studio in training actors for screen work, in discussion, research and written responses. They will explore historical aspects of Film &/and TV and respond to questions about their own achievements.

Assessment

- Creation of a film segment
- Creation of a TV segment
- Creation of a screen acting segment
- Stanislavski assignment
- Assignment on a Method Actor
- Semester Examination

Architecture

Description

Year 10 Architecture provides an introduction to the world of architectural design. Architecture focuses on the planning and designing of public or domestic spaces, structures and developments. Students will investigate and analyse architecture movements throughout history. They will create a design proposal for the 'City of Melbourne' and propose a new development in the CBD. Using a range of technical drawing elements, Students will create original works exploring a variety of design options. These drawings will then be realised in three dimensions by producing a small scale model of the design.

Learning Standards

Explore and Express Ideas

Students develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience. They generate, develop and refine visual communication presentations in response to the brief.

Visual Communication & Design Practices

Students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.

Present and Perform

They develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Respond and Interpret

Students analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. They analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts.

Assessment

- Design proposal
- Technical drawing folio (technical drawings and plans for an architectural model)
- Architectural model (small scale model of an original design)
- Text analysis (analysis of architectural movement and artist)
- End of Semester Examination

Pathways

- VCE Visual Communication and Design
- VCE Design and Technology
- VCE Studio Arts

Art

Description

The Year 10 Art course provides students with the opportunity to explore how and why selected artists have been inspired to produce artworks. They respond to the ideas and concepts explored in class through discussion, in written format and in the development of their own artworks. Students investigate a variety of techniques and materials and are given instruction in the production of two dimensional and three dimensional pieces. They study Art Elements and Principles and communicate ideas and feelings through their analysis and response to artworks.

Students record their ideas and design processes in visual diaries.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

- Visual diary
- Painting
- Printmaking
- Sculpture
- Art appreciation
- Examination

Pathways

- VCE Studio Arts

Media

Genre - Horror

Description

In Year 10 Media: Genre – Horror, students learn how to analyse media texts and produce their own original media products. They will study the conventions of the Genre, production techniques and processes, and use appropriate film terminology to analyse media texts. Students will learn and apply media production skills through a series of technical production exercises, culminating in the production of a short film. Students work in groups and are involved in the pre-production, production and post production phases. There is no set text book for this Unit and all materials and resources are provided by the College.

Learning Standards

Explore and Express Ideas

Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They Manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform

Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

Respond and Interpret

Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Assessment

- Horror Film Analysis
- Production Design Plan
- Film Production
- Written examination

Pathways

- VCE Media

Media

Inside the Newsroom

Description

Year 10 *Media: Inside the Newsroom* focuses on the world of news media. Students analyse and research what goes into creating a news report or documentary film from page to screen. They explore the conventions and techniques of news reports and documentary media and apply these elements to create their own short video production.

Students will examine news reports in various styles like, *60 Minutes*, *Four Corners* and *The Project*, analysing its construction and the conventions and production elements involved. In addition, Students will explore the world of documentary film and analyse how story elements are constructed by piecing together interviews, archival footage, photographs, re-enactments and other elements.

In small groups students will create their own news or documentary style report. They plan, research and investigate in the preproduction phase and explore production roles throughout the filming of their report. During the post-production phase students piece together all the elements to create an engaging and informative piece of media.

Learning Standards

Explore and Express Ideas

Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They Manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform

Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

Respond and Interpret

Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Assessment

- Preproduction folio (research and planning for production)
- Media production (a video journalism piece or news report)
- Analysis (conventions of news media and the media code of ethics)
- End of Semester Examination

Pathways

- VCE Media

Music

Music Industry

Description

Year 10 Students develop a greater understanding of the Music Industry through researching and managing events from conception to completion. They gain an understanding of team work and explore roles including budget, publicity and promotions, artist liaison, sound and lighting. Students define roles and meet deadlines in order to gain a practical understanding of the Music Industry. They explore the workings of artists, venues and festivals. Students do not need to play a musical instrument to select this course.

Learning Standards

- Creating and Making
- Exploring and responding

Assessment

- Event 1
- Event 2
- Research project

Music

Music Performance

Description

Year 10 students develop a greater understanding of Music through study (analysis and music theory) and practise (group and solo performance). They explore existing skills as an instrumentalist, in solo and group contexts, developing tone control, technique, repertoire and performance skills. They study practical theory and analysis skills and expand their knowledge of key elements of music. They develop music technology skills through composing a musical arrangement and leadership skills in band leading.

Students *must* play an instrument (or be a voice student) to select this course. It is highly recommended that students take private music lessons to support their progress in Year 10 Music Performance.

Learning Standards

- Explore and express: students develop aural and written skills along with technical skills on their instruments.
- Music practices: students create, practice and rehearse for performance, developing technical skills on their instruments. Students prepare a musical arrangement using Music notation software, and lead their small group in the performance preparation of their arrangement.
- Present and perform: students perform in a small group at a lunchtime concert. Students present a Solo Recital of between 5-8 minutes duration.
- Respond and interpret: Students make written responses to the use of musical elements by composers and performers in unfamiliar pieces of music.

Assessment

- Group performance
- Solo performance
- Analysis
- Theory
- Theory and Aural Skills

Photography

Description

Year 10 Photography explores the ideas and images found in different cultures. The function and purpose of photography is investigated and students explore a variety of approaches to photography, styles and techniques. They are encouraged to investigate themes and critique photographic texts and keep records of how artworks are made using an online Visual Diary.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

- Folio of work
- Digital photography alphabet
- Art elements and principles
- Research assignment
- Semester Examination

Pathways

- VCE Studio Arts – Photography

Visual Communication Design

Description

Visual Communication Design aims to develop decision making and creative skills to find the most effective way to implement ideas, and create design works. Students are introduced to designers in the fields of industrial, environmental and communication. They learn to create, research and analyse works influenced by the style of particular artists or cultures. They use appropriate language, in analysing the arts works they are exploring and creating.

Students develop observation and technical drawing skills. They learn the value of design elements and principles to create the desired aesthetic qualities in their art works, developing competence in the use of skills and techniques.

Students use a range of media, materials, equipment and technologies, and maintain a record of how ideas develop in the creating, making and presenting of their works.

This course is an excellent introduction to Visual Communication Design Units 1 & 2.

Learning Standards

Explore and Express Ideas

Students develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience. They generate, develop and refine visual communication presentations in response to the brief.

Visual Communication & Design Practices

Students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.

Present and Perform

They develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Respond and Interpret

Students analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. They analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts.

Assessment

- Design journal
- Analysis of designers and works
- Completed art works
- Written Examination

Pathways

- VCE Visual Communication Design

Commerce

Economics & Business

Prices, Markets & Finance

Description

This unit develops student understanding of key processes and issues concerned with basic economic management and the pathways to small business. In particular, the economic topic examines key economic concepts, the sharemarket, key indicators of economic performance, trends in Australian economic data and strategies to improve economic performance. The small business topic focuses on pathways to small business, and key business functions – human resources, marketing, operations and finance.

Learning Standards

Economic knowledge and understanding:

- Analyse how goods and services are produced and how markets work.
- Identify possible direct economic consequences of proposed government policies on consumers, producers and the society (in a global economy).
- Understand how demand and supply set prices and the possible influences of changing prices on consumers and producers.
- Understand how key business functions contribute to the success of a small business.

Economic reasoning and interpretation:

- Interpret reports about current economic conditions, both national and global, and explain how these conditions can influence decisions made by consumers, producers and government policymakers.
- Demonstrate an awareness of the impact of values and beliefs on economic issues, and how differences may be identified, negotiated, explained and possibly resolved.
- Analyse the impact of key business functions on the success of a small business.
- Interpretation of financial data and reports to offer advice to business owners.

Assessment

Assessment will take a variety of forms that may include, but is not limited to:

- Tests
- Economic indicators assignment
- Major consumer purchase plan
- Small business case study
- Semester Examination

Pathways

This Unit provides strong support for Students in developing skills in consumer and financial literacy and provides a strong pathway to VCE subjects of Economics, Business Management and Accounting. This may lead to tertiary study in the field of Commerce, Business, Finance or Economics.

VCE Industry & Enterprise (Unit 1)

Description

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries.

Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue.

After completing the relevant Occupational Health and Safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning (**work experience**).

Areas of Study

- Contributing to the workforce
- Developing work-related skills
- Workplace effectiveness

Learning Outcomes

- Explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.
- Explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.
- Explain a work-related issue for a selected occupation in a specific workplace, and discuss ways that work-related skills may be used to deal with the issue.

Assessment

Assessment will take a variety of forms, including, but not limited to:

- Career investigation
- Workplace learning report
- Work-related issue investigation
- Semester Examination

Pathways

Successful completion of the Unit goes towards VCE unit totals and is reported by VCAA.

This Unit is offered at Year 10 as a means for any student to investigate possible future career and study pathways. As such, it does not directly lead to any particular VCE/VCAL study but helps students plan for their pathway.

English

Description

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts. They interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. These include various types of media texts such as newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts. Literary texts studied are increasingly complex in their construction. These texts explore a variety of themes and represent diverse perspectives. Informative texts represent a synthesis of technical and abstract information about a wide range of specialised topics. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and sophisticated information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, as well as text transformations.

Learning Standards

Reading and Viewing

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify individual interpretations of texts.
- Evaluate other interpretations, analysing the evidence used to support them.

Writing

- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop individual style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for ways features within texts can be manipulated to achieve particular effects.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, oral and multimodal presentations. Students will also complete Examinations in Semester 1 and 2.

Pathways

- Year 11 English
- Year 11 Literature

All Lit Up!

Description

In the study of Literature, students complete a close study of a range of classic and contemporary texts. They develop an understanding of how authorial choices regarding narrative viewpoint, structure, characterisation and devices, shape different interpretations and responses to a text. They analyse and explain how the context in which texts are experienced may influence audience response. Students compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses. They evaluate the social, moral and ethical positions represented in texts. This knowledge is extended where students identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.

Learning Standards

Reading and Viewing

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify individual interpretations of texts.
- Evaluate other interpretations, analysing the evidence used to support them.

Writing

- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop individual and personal style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for ways features within texts can be manipulated to achieve particular effects.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

- Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, and multimodal presentations. Students will also complete a Semester Examination.

Pathways

- Year 11 English
- Year 11 Literature

Spit It Out...

Description

'Spit it out...' is a linguistics, public speaking and debating unit. Students will focus on public speaking, reciting and debating skills through the development of prepared and impromptu tasks. They will refine their persuasive writing and speaking skills whilst developing confidence to speak publically. Students will draw on significant speeches from a variety of cultural and historical perspectives and scales (local, national, regional, global) for analysis. They will understand the way in which spoken texts are arranged for a specific context, purpose and audience. They will reflect on, extend, endorse or refute others' interpretations of and responses to literature. Students will explore the ways in which language is used by individuals and groups and reflect their thinking and values. The discipline of linguistics will inform students of the metalinguistic tools to understand and analyse language use, variation and change. They will come to understand how people use spoken and written English to communicate, think and innovate, construct identities, build and interrogate attitudes and assumptions, and create and disrupt social cohesion.

Learning Standards

Reading and Viewing

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify individual interpretations of texts.
- Evaluate other interpretations, analysing the evidence used to support them.

Writing

- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop individual and personal style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for ways features within texts can be manipulated to achieve particular effects.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

- Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, oral and multimodal presentations. Students will also complete a Semester Examination.

Pathways

- Year 11 English
- Year 11 Literature

ReSporting the News

Description

ReSporting the News explores contemporary media with a focus on the way in which socio-cultural, moral and political issues are, have been and can be represented within sports journalism. Students will be asked to critically evaluate the way in which individuals, groups and events are portrayed/represented historically and across social/cultural contexts within this field. They will develop their research, analytical reading and language skills by studying the history of journalism and its changing role due to the influence of technology and social media. Students will be encouraged to write in a variety of genres for a range of audiences and purposes. Students will produce analytical responses that assess and evaluate the way in which a point of view is presented through the structure and use of language within media texts. Students will also study a contemporary text.

Learning Standards

Reading and Viewing

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify individual interpretations of texts.
- Evaluate other interpretations, analysing the evidence used to support them.

Writing

- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop individual and personal style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for ways features within texts can be manipulated to achieve particular effects.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

- Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, oral and multimodal presentations. Students will also complete a Semester Examination.

Pathways

- Year 11 English
- Year 11 Literature

Act of the Imagination

Description

Students study genre and apply it to an investigation of classic short stories and iconic films. They will learn to evaluate how text structures can be used in innovative ways and explain how the choice of language, as well as cinematic features, images and dialogue contribute to the development of individual style. They will read/view and deconstruct a range of stories from a selected literary text and from a variety of film genres. Students will build appropriate metalanguage in order to discuss and enhance description, analysis and evaluation of texts, including their own. Students will show how the selection of language features can achieve precision and stylistic effect and develop skills in explaining different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. Students will compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts. They will demonstrate an understanding of grammar, be able to vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing texts.

Learning Standards

Reading and Viewing

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify individual interpretations of texts.
- Evaluate other interpretations, analysing the evidence used to support them.

Writing

- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop individual and personal style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for ways features within texts can be manipulated to achieve particular effects.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

Assessment will be conducted through student production of a variety of written and spoken texts: creative, persuasive, informative, analytical, evaluative, and descriptive responses, oral and multimodal presentations. Students will also complete a Semester Examination.

Pathways

- Year 11 English
- Year 11 Literature

Health & Physical Education

Health and Physical Education

Description

Health and Physical Education provides students with the knowledge to enhance their own health and the health of others. They will look at the body systems (Skeletal/Circulatory/Respiratory/Muscular) and how they work together to produce movement and evaluate fitness components, training principles and training methods. Students work towards the design of a personalised training program. They will complete an on line Asthma and a hands on CPR First Aid Emergency Assessment Tasks. At Year 10 level all will participate in a range of both team and individual sports, analysing their own and team performance and the concept of fair play.

Learning Standards

Personal, Social and Community Health

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Movement and Physical Activity

- Moving the body
- Understanding movement
- Learning through movement

Focus Areas

- Alcohol and other drugs
- Safety
- Health Benefits of Physical Activity
- Active play and minor games
- Lifelong physical activities

Assessment

Outcomes are assessed by means of a variety of assessment tasks such as:

- Fitness testing
- Lab reports
- Performance Analysis
- Fitness training program and design
- Semester Examination

Pathways

- VCE Physical Education
- VCE Health and Human Development
- VET Sport and Recreation

Health and Human Development

Description

Through the study of Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environment that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

Areas of Focus

- What is Health and Wellbeing
- Within Australia
- In Developing countries
- Food and Nutrition

Assessment

Outcomes are assessed by means of a variety of assessment tasks such as:

- Health and Wellbeing County Comparison
- Nutrition Smoothie Assignment
- Examination

Pathways

- VCE Health and Human Development
- VCE Health and Physical Education
- VET Sport and Recreation

Humanities

Civics & Citizenship

Making & Breaking the Law

Description

Making & Breaking the Law explores who has power to make laws and how laws are made. Students examine how law-makers are elected and what role society has in influencing the laws they make. Students also evaluate the enforcement of criminal law and the ability of the system to deal with conflicting influences.

Achievement Standards

Government and Democracy

Students will investigate:

- The role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed.
- The values and key features of Australia's system of government compared with at least one other system of government in the Asia region.
- That citizens' political choices are shaped, including the influence of the media.
- Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.

Laws and Citizens

Students will investigate:

- Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples.
- The key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution.
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal.

Citizenship, Diversity and Identity

Students will investigate:

- Contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.
- Challenges, and ways of sustaining a resilient democracy and cohesive society.
- How and why groups, including religious groups, participate in civic life.
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events.

Assessment

- United Nations presentation
- Law and You Test
- Jury Systems essay
- Semester Examination

Pathways

The unit provides strong support for Students in developing awareness of the extent to which citizens can participate, and influence law-making. It provides a strong pathway to VCE subjects Legal Studies and Politics as well as the general skills of English and Humanities subjects.

Geography

World Challenges

Description

There are two units of study in the Year 10 curriculum for Geography.

Environmental Change and Management draws on the concepts of how we use our environment and manage it for the future. Students will investigate a range of changes at a local and global scale with particular focus on urban management. This investigation will include fieldwork to the Docklands to examine how this urban environment has changed and how it is being managed.

Geographies of Human Wellbeing draws on the concepts of what makes a good life for populations within a country and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied. Students will investigate a range of factors affecting the wellbeing of individuals, drawing on a study from a developing country in Africa.

The content of this year level is organised into two strands: Geographical Knowledge and Geographical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Geographical Concepts and Skills

Place, Space and Interconnection

Students will:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.

Data and Information

Students will:

- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographical Knowledge

Environmental Change and Management

Students will investigate:

- Different types and distribution of environmental changes and the forms it takes in different places.
- Environmental, economic and technological factors that influence crop yields in Australia and across the world.
- Environmental worldviews of people and their implications for environmental management.
- Causes and consequences of an environmental change, comparing examples from Australia and at least one other country.
- Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia.
- Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country.

Geographies of Human Wellbeing

Students will investigate:

- Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing.
- Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia.
- Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.
- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa.
- The role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries.

Assessment

- Inquiry Task on Environmental Change
- Urban Fieldwork Investigation
- Practical Activity: Analysis of Development Data
- Semester Examination

Pathways

- Unit 1 & 2 Geography

History

World War II

Description

This unit provides a study of the history of the modern world and Australia from 1918 to the end of World War II, 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 changing Australian identity. Students will undertake a depth study of World War II and the Holocaust.

The content of this year level is organised into two strands: Historical Knowledge and Historical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Historical Skills and Concepts

Chronology

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and evaluate the broad patterns of change over the period 1918–1945

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates

Continuity and Change

Students will:

- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia

Cause and Effect

Students will:

- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments

Historical Significance

Students will:

- Evaluate the historical significance of an event, idea, individual or place

Historical Knowledge

Students will investigate:

- Causes of World War II and the reasons why Australians enlisted to go to war.
- Significant places where Australians fought and their perspectives and experiences in these places.
- Significant events, turning points of World War II and the nature of warfare.
- Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society.
- Significance of World War II to Australia's international relationships in the twentieth century with particular reference to the Britain, the USA, Asia and United Nations.
- Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war.

Assessment

- Document analysis
- Essay
- Investigation of World War Two Battles
- Semester Examination

Pathways

- Unit 1 & 2 History
- Unit 1 & 2 Australian Global Politics

History

The Modern World & Australia

Description

This Unit provides a study of the history of the modern world and Australia from 1945 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. The depth studies will focus on struggles for human rights since 1945 and in particular the civil rights struggle of our Indigenous Australians, and migration to Australia 1945-2020.

The content of this year level is organised into two strands: Historical Knowledge and Historical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Historical Skills and Concepts

Chronology

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1945-2016.

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.

Continuity and Change

Students will:

- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia

Cause and Effect

Students will:

- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments

Historical Significance

Students will:

- Evaluate the historical significance of an event, idea, individual or place

Historical Knowledge

Rights and Freedoms

Students will investigate:

- Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
- Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965.
- Effects of the US civil rights movement and its influence on Australia.
- Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events.

-
- Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle.
 - Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia.

The Globalising World

Students will investigate:

- Effects of significant post-World War II world events and developments on migration
- Causes and developments of migration on Australia
- The perspectives of people and different historical interpretations and debates from the period

Assessment

- Freedom Rides Media Campaign
- Land Rights Document Analysis
- Extended Response on Migration 1945 – The Present
- Semester Examination

Pathways

- Unit 1 & 2 History
- Unit 1 & 2 Australian Global Politics

Languages

French & Italian

Description

In Year 10 Languages, students continue to develop their competency in the target language by working on listening, speaking, reading and writing skills. In developing their communication skills, students are able to demonstrate comprehension of spoken and written information, sustain a short conversation and present ideas in written form in a logical sequence. The study of a language in Year 10 is a full year elective; therefore, students' language study will count as two semester activities.

The ability to use a Language Other Than English (LOTE) and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

The study of a language can also enhance students' vocational prospects.

Learning Standards

Strand: Communicating

Substrands: Socialising, Informing, Creating, Translating, Reflecting

Students continue to extend their knowledge, skills and behaviours relevant to the specific language. Their vocabulary and grammar usage is increased and they experiment with different forms of communication. They learn to construct more extended texts by using relative clauses and by relating episodes in time. Students begin to experiment with intonation and supporting gestures to convey emotions or create emphasis in texts. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in the language.

Strand: Understanding

Substrands: Systems of language, Language variation and change, role of language and culture

Students demonstrate understanding of cultural influences on the ways people behave and use language, through accurate and context-sensitive language use. They explore language variation and change, noticing how intercultural experience, technology, media and globalization, influence language use and forms of communication. Students investigate links between the language and culture. They analyse and reflect on different viewpoints and experiences including their own cultural stances, actions and responses.

Assessment

- Understanding the spoken French/Italian
- Speaking in French/Italian
- Understanding the written French/Italian
- Writing in French/Italian
- Semester Examination

Pathways

Any student aiming to study French or Italian in their VCE years must select the relevant language at Year 10.

Knowledge of one or more languages can be useful in a wide range of careers. For some occupations, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other professions a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.

Mathematics

Foundation Mathematics

Description

Unit 1 and 2 Foundation Mathematics is an alternative course for Year 10 students who do not intend to continue with Mathematics in Year 11 and 12. It involves a strong emphasis on the use of Mathematics in practical contexts and is recommended for Numeracy Support students and lower level Maths students. Foundation Mathematics provides students with the mathematical skills and fluency needed to solve problems in every day life. The areas of study 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement' are completed over the two units. In each area of study, students develop their conceptual understanding and numerical skills. They demonstrate their capabilities in the area of study by completing a series of projects for each topic.

Areas of Study

- Shape, space and design
- Patterns and number
- Data
- Measurement

Learning Outcomes

On completion of this unit students should be able to:

- Use and apply a range of mathematical concepts, skills and procedures from the areas of study to solve problems based on a range of everyday and real-life contexts.
- Apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.
- Select and use technology to solve problems in practical contexts.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

Students will also complete assessments on the four Areas of Study.

Pathways

- No Maths
- VCAL Numeracy

Core Mathematics

Description

Year 10 Core Mathematics is designed for students who wish to explore the applications of Mathematics in solving real world problems. Core Mathematics covers the Year 10 Course but not the Year 10 Advanced Course and aims to provide students with essential mathematical skills and knowledge that they will need in their personal, work and civic life. It provides the fundamentals on which professional applications of mathematics are built and is organised around the interaction of content and proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiency strands *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning* describe how we explore and develop the content. Digital technologies, including CAS calculators, are used to enhance Students' learning.

Learning Standards

Number and Algebra

Students will:

- Solve problems involving linear functions, simultaneous linear equations and related graphs.
- Find unknown values after substitution into formulae.
- Manipulate linear algebraic expressions.
- Apply the index laws to numerical and algebraic expressions.
- Make financial decisions based on the cost of items, profit and loss rates, and simple interest.
- Recognise the connection between simple and compound interest.

Measurement and Geometry

Students will:

- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems.

Statistics and Probability

Students will:

- Compare univariate data sets by referring to summary statistics and the shape of their displays.
- Describe bivariate data and use scatter-plots to investigate relationships between two variables.
- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these events.

Assessment

Students will:

- Complete assessment tasks on Algebra and Indices, Linear graphs, Measurement, Statistics, Probability, Simultaneous equations, Trigonometry, Money and financial matters.
- Sit an exam at the end of each semester.

All assessment tasks can be completed with the use of a CAS calculator.

Pathways

- Units 1 and 2 General Mathematics
- VCAL Numeracy

Entry into Units 1 and 2 General Mathematics is dependent on successfully completing Year 10 Core Mathematics and teacher recommendation.

Advanced Mathematics

Description

Year 10 Advanced Mathematics prepares students for Unit 1 & 2 Maths Methods. The course covers key concepts from Level 10 and Level 10A in the Victorian Curriculum and is organised around the interaction of content and proficiency strands. Through key activities such as the exploration, recognition and application of patterns, students develop the capacity for abstract thought.

Entry requirements:

- Maths Pathway level above Level 8 by end of Year 9
- The following modules must be mastered:
 - Advanced Algebraic Expansion (Level 9)
 - Indices and Algebra (Level 9)
 - Finding the equation of a line from two points (Level 9)
 - Finding gradients (Level 9)
- *Entrance Examination (+70%)

Learning Standards

In Number and Algebra

Students will:

- Solve problems involving linear and, quadratic functions and simultaneous linear equations and related graphs.
- Describe, interpret and sketch parabolas and their simple transformations.
- Find unknown values after substitution into formulae.
- Manipulate linear and quadratic algebraic expressions.
- Understand the number system and rational and irrational numbers.

In Measurement and Geometry

Students will:

- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular line, triangle and angle properties, circle theorems, similarity, trigonometry and congruence to solve practical problems and develop proofs.

In Statistics and Probability

Students will:

- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these events.
- Use the language of 'if....then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language.

Assessment

Students will:

- Complete assessment tasks on Algebra, Coordinate geometry and linear graphs, Deductive geometry, Indices and surds, Probability, Quadratics, Simultaneous equations, Trigonometry and the unit circle, Measurement
- Complete Semester exam

Pathways

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

Enrichment Mathematics (Elective Unit)

Description

Enrichment Mathematics is an extension elective subject recommended for students intending to study Specialist Mathematics in Year 11. The subject explores Level 10A content from the Victorian Curriculum and looks to develop students' problem solving skills. It is designed for students who enjoy the challenge of mathematics and have demonstrated an ability for abstract thought and mathematical reasoning. Digital technologies including the CAS calculator and notebooks are used to enhance students' learning.

Learning Standards

Students will cover work from the areas of:

- Number and algebra
- Measurement and geometry
- Statistics and probability

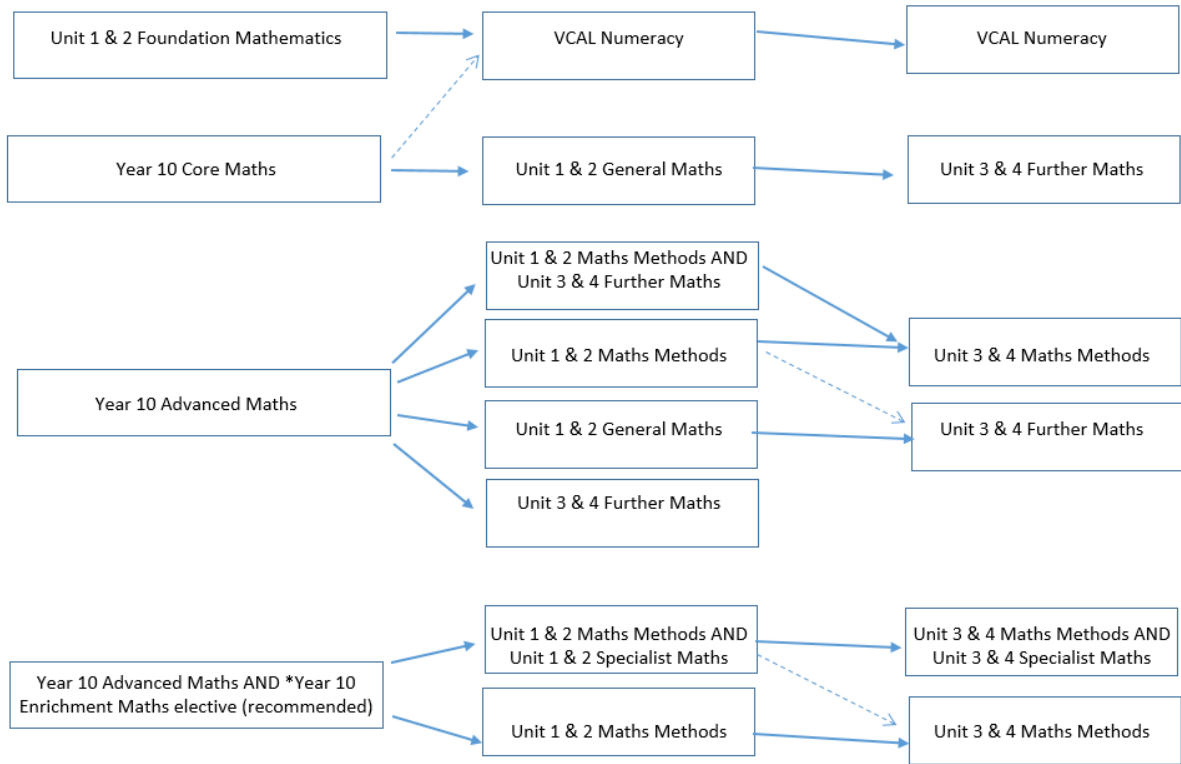
The subject is separated into the following units of work:

- Problem solving skills
- Describing Change
- Programming with CAS
- Circular Functions and the Unit Circle

Pathways

Recommended for students intending to study Unit 1 & 2 Specialist Mathematics

Mathematics Pathways



*Note: It is recommended (but not compulsory) that students intending to study Unit 1 & 2 Specialist Mathematics select Year 10 Enrichment Mathematics.

Units 1 and 2 Mathematical Methods must be completed prior to or alongside Units 1 and 2 Specialist Mathematics.

Students undertaking Unit 1 and 2 Mathematical Methods are advised to consider Unit 1 (and Unit 2) Specialist Mathematics to enhance their mathematical skills in preparation for Units 3 and 4 Mathematical Methods.

Science

Science (Overview)

Description

The Science Curriculum at De La Salle College is based on the The Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Learning Standards

Science Understanding

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

The development of science as a unique way of knowing and doing, and the role of science in contemporary decision-making and problem solving is also investigated. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

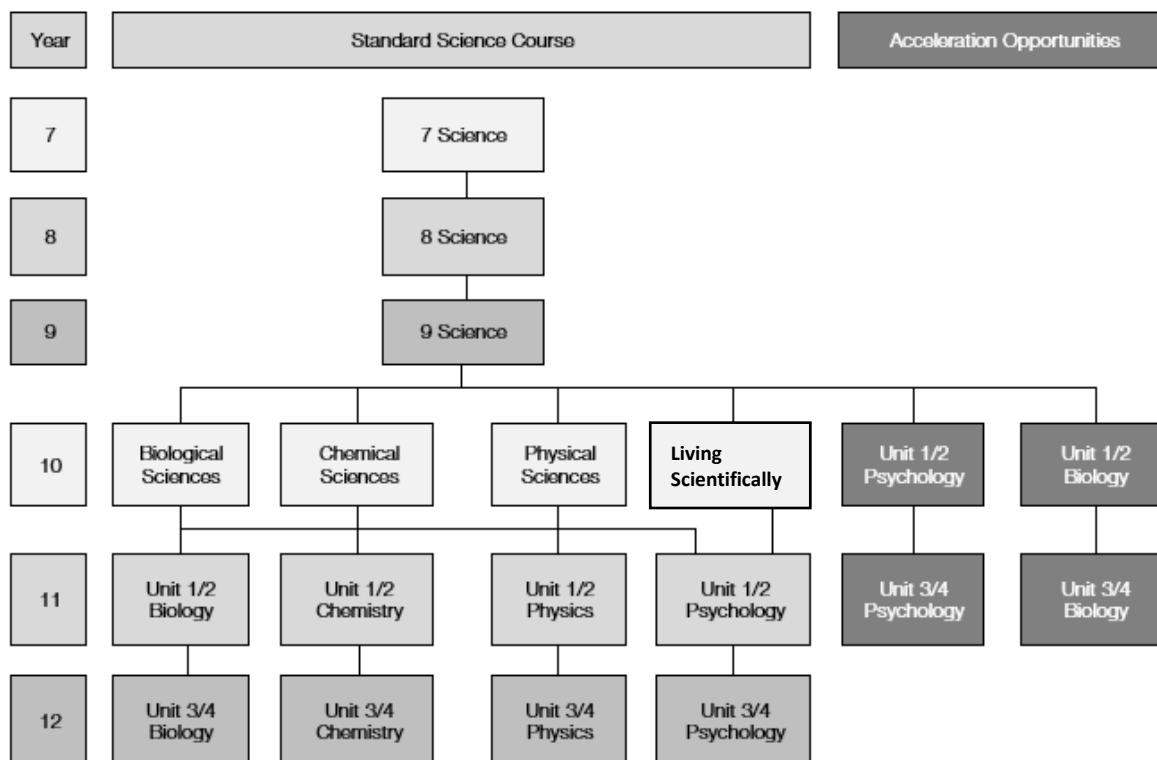
Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand evaluates claims, investigates ideas, solves problems, draws valid conclusions and develops evidence-based arguments.

Course Selection Information

The Victorian Curriculum: Science is studied as a compulsory subject in Years 7 to 10. However, Year 10 allows Students greater choice in the amount and fields of Science they can study. At Year 10 the two strands of The Victorian Curriculum: Science are incorporated into the four semester units offered over the year. Year 10 students have the option of choosing from a selection of Semester based Year 10 Units and/or year-long Accelerated Studies in VCE Units 1 and 2 Biology and Psychology.

The overall pathway for the Sciences is:



For Year 10 Science, the minimum number of units required to be undertaken is 1. The maximum number of units that can be taken is 4. A VCE Unit 1/2 Biology or VCE Unit 1/2 Psychology, since they are year-long courses, would make up 2 units.

Please note: 1, 2, and 3 – Recommended preparation for Unit 1/2 studies in Science at Year 11.

* Acceptance into Unit 1/2 accelerated subjects are subject to Students meeting College and Science Department pre-requisites.

Details for each of the Year 10 Units offered follow overleaf. For details regarding VCE Unit 1/2 Biology or Psychology see their individual pages.

Biological Science

Description

Theme: *DNA, Evolution and Us*

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Overview

As a Biology based Unit will investigate the main areas of the Victorian Curriculum related to Biological Sciences while also addressing the themes of Science as a Human Endeavour and Science Inquiry Skills.

Beginning with the basic unit of inheritance, students will investigate the transmission of heritable characteristics from one generation to the next. They will see how models and theories of how humans have changed over time have brought us to our current understanding of genetics and how biotechnology plays a huge role in our world today. They will explore the Theory of Evolution by natural selection and see how it explains the diversity of living things and scrutinize the scientific evidence that exists in its support.

Chemical Science

Description

Theme: *What is the World Made of?*

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Overview

This Chemistry based Unit will investigate the main areas of the Victorian Curriculum related to Chemical Sciences while also addressing the themes of Science as a Human Endeavour and Science Inquiry Skills.

After investigating atoms, the basic building blocks of all matter in the Universe, students investigate how science has arranged them into one of the most incredible achievements of science; the Periodic Table. What allows these atoms to make up the materials we use in everyday life is examined next by exploring the types of bonding that can occur between atoms and molecules. Finally, students will consider the types of reactions that can occur between chemicals and how these specialised materials make up the substances that play an integral part in the everyday lives of Humans and the Environment.

Living Scientifically

Description

Theme: *Science, Technology and Society?*

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Overview

This Unit will investigate the Victorian Curriculum theme related to Science as a Human Endeavour while also addressing Science Inquiry Skills, under the context of Psychology.

Students will investigate why living in the 21st Century requires much more than general intelligence to remember scientific information. It also requires the ability to collect, analyze and think about this so called 'scientific information' which is present everywhere and constantly trying to influence how we think and how we live. Using Psychology as a context, students will investigate why and how psychological theories have evolved and how the values and needs of contemporary society can influence the focus of scientific research in Psychology. Technological advances which have improved our understanding of the human brain will be explored and the validity of claims made by institutions will be investigated using a rigorous scientific process. Students will design and run a first-hand quantitative investigation into claims made by brain training program to determine whether brain games really work.

Physical Science

Description

Theme: *From the Earth to the Stars*

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Overview

As a Physics based Unit, this topic will investigate the main areas of the Victorian Curriculum related to Physical Sciences while also addressing the themes of Science as a Human Endeavour and Science Inquiry Skills.

Starting with an investigation of the impact of the motor vehicle upon society and the environment, students explore the classical concepts of motion including distance, speed and acceleration. Continuing their investigations into the forces that govern motion students develop their understanding of how man has been able to get into space and begin exploring the solar system. Finally, students will expand their knowledge of the universe and how, through the theory of the Big Bang, the Universe and all it contains has managed to come into existence.

Technology

Design & Technology

Description

In Levels 9 and 10, students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Strands

Investigating

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

Generating

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Planning and Managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Producing

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended design guidelines.
- Safely and efficiently constructing products, models or prototypes to specifications and standards.
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques.
- Students are required to sit a semester examination.

Pathways

- VCE Product Design and Technology
- VET/VCAL Building and Construction
- University
- TAFE
- Apprenticeships
- Traineeships / employment

STEM - Engineering

Description

Science, Technology, Engineering and Mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a rapidly changing world. This subject addresses several key learning areas and involves students in an engineering, design, science and math related classroom activity.

Learning Standards

Science – inquiry based approach that include:

- Science Understanding
- Physical sciences
- Planning and Conducting
- Analysing and Evaluating

Technology – ICT, CNC machinery that include:

- Investigating
- Generating
- Planning and Management
- Production
- Evaluating

Engineering – that includes:

- Principles and Systems

Mathematics – logical reasoning, problem solving skills that include:

- Geometric reasoning
- Measurements and Geometry
- Statistics and Probability
- Data representation and Interpretation
- Linear and nonlinear relationships

Assessment

Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment

Systems Technology

Description

Systems Technology is a practical based subject that seeks to develop an understanding of electronics, circuit manufacturing, and mechanical systems. Students follow the design process to investigate, design, plan, construct and evaluate products. Students integrate electronics and mechanics to create an amazing range of products.

Students who are considering taking VCE Systems Engineering are encouraged to enrol in this unit.

Strands

Investigating

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

Generating

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Planning and Managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Producing

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended design guidelines.
- Safely and efficiently constructing products, models or prototypes to specifications and standards.
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques.
- Students are required to sit a semester examination.

Pathways

- VCE Systems Engineering
- VET/VCAL Engineering Electrotechnology
- University
- TAFE
- Apprenticeships
- Traineeships / employment

CURRICULUM

VCE UNITS 1 & 2



Religion

Religion and Society -

The role of Religion in Society (Unit 1)

Description

In this unit, students study the nature and purpose of Religion, Religion through the ages, broadly and in the Australian society in which they live.

Students examine how individuals, groups and new ideas have affected over time, and continue to affect religious traditions, and the complex relationships that exist between individuals, groups, new ideas and religious traditions.

Areas of Study & Learning Outcomes

Outcome 1:

The key skills students should obtain by the completion of Outcome 1 are:

- analyse the extent to which religion can satisfy particular needs of individuals and communities
- describe the role of religion in shaping and giving expression to spiritual experiences through the aspects of religion
- describe the relationship of the aspects to each other
- explain the varying importance of the aspects across different religious traditions
- interpret, synthesise and apply primary and secondary source material.

Outcome 2:

The key skills students should obtain by the completion of Outcome 2 are:

- analyse the roles that religion plays in society
- explain, when considering prehistoric and ancient religious traditions, the reasons why ideas or the religious tradition in its entirety ceased to exist
- explain why some ideas from one religious tradition become part of other religious traditions
- interpret, synthesise and apply primary and secondary source material.

Outcome 3:

The key skills students should obtain by the completion of Outcome 3 are:

- describe data on the distribution of and adherence to major religious traditions
- explain influences on religious composition
- outline how collective identity is expressed by religious traditions
- outline the personal meaning and identity that is found and further developed through engagement with relevant aspects of religion
- describe tensions that can occur between members of a religious tradition
- explain interactions between different religious traditions and within the wider Australian society and reasons for these
- interpret, synthesise and apply primary and secondary source material

Assessment

A student satisfactorily completes Unit 2 when they demonstrate achievement of the set of outcomes specified for the unit, based on the student's overall performance on assessment tasks designated for the unit.

Religion and Society – Religion and Ethics (Unit 2)

Description

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

Areas of Study & Learning Outcomes

Outcome 1: Ethical decision-making and moral judgement

The key skills students should obtain by the completion of Outcome 1 are:

- Define concepts used in ethical decision-making.
- Explain a variety of methods of ethical decision-making and the theories that support them.
- Identify a variety of principles derived from concepts and theories found in ethical methods.
- Explain the role of various influences involved in the process of forming practical moral judgments.
- Interpret, synthesise and apply primary and secondary source material.

Outcome 2: Religion and Ethics

The key skills students should obtain by the completion of Outcome 2 are:

- Identify the authorities, principles, values, norms and ideas informing ethical perspectives of religious traditions.
- Explain the ethical decision-making methods that have informed the ethical perspectives of religious traditions.
- Explain how the ethical perspectives of religious traditions inform the moral judgments of their religious communities.
- Interpret, synthesise and apply primary and secondary source material.

Outcome 3: Ethical Issues in Society

The key skills students should obtain by the completion of Outcome 3 are:

- From debates on ethical issues in societies in which multiple worldviews coexist:
 - Justify in what sense the issues are ethical issues
 - Identify contributors to debates about ethical issues
 - Explain the ethical perspectives, moral judgments and ethical decision-making methods involved in the debates
 - Explain the influence of the various participants' contributions to the debates
- Interpret, synthesise and apply primary and secondary source material.

Assessment

A student satisfactorily completes Unit 2 when they demonstrate achievement of the set of outcomes specified for the unit, based on the student's overall performance on assessment tasks designated for the unit.

The Arts

Drama

Description

The study of Drama focuses on the creation and performance of characters and stories in self-devised theatre pieces. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Areas of Study

Unit 1:

Dramatic Storytelling focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit Students use performance styles from a range of contexts associated with naturalism and a representation of life beyond how it is lived.

Unit 2:

Australian Drama focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses performance styles that depict life beyond the reality in which it is lived. 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.

Learning Outcomes

- Demonstrate the use of play-making techniques to devise and rehearse a solo and/or ensemble drama work/s based on stories and/or characters as a non-naturalistic theatre piece.
- Perform a solo and/or ensemble devised drama work/s that features stories and characters.
- Create and perform a solo or ensemble drama work 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.
- Document use of processes to create and develop stories and characters in drama.
- Write analyses of the drama works created and performed.
- Analyse the professional performance/s they have seen.

Assessment

Students need to satisfactorily complete all outcomes to pass each unit

Pathway

Prerequisites for entry into this subject are a successful completion of Year 10 Acting for Film and TV and/or participation in College productions and/or successful completion of Year 9 Drama. Entry may also be allowed by interview and through consultation as the subject is not considered cumulative.

Media

Description

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

Learning Standards

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. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form.

Learning Outcomes

- Students describe the nature and form of representations within media products and forms from different periods of time, locations and contexts
- Students analyse the media codes and conventions used to construct media products and meanings in different media forms from different periods of time, locations and contexts
- Students describe the characteristics of specific media audiences and explain how productions can be designed and produced to engage audiences
- Students use media pre-production, production and post-production techniques and processes
- Students analyse structures in Australian fictional and non-fictional media stories arising from cultural histories and institutions.

Unit 2: Narrative across media forms

In this Unit students further develop an understanding of narrative in media products and forms, including film, television, sound, news, print, photography, games, and interactive digital forms. They analyse the influence of developments in media technologies on individuals and society, examining a range of media forms, the effects of media convergence and hybridisation on the design, production and distribution of media narratives and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Learning Outcomes

- Students analyse the distinctive style of media creators and producers in different media forms.
- Students analyse the structure of narratives in different media forms.
- Students identify the nature and forms of new media technologies and discuss their relationships to traditional media technologies and forms and discuss the characteristics

Pathways

- Units 3 & 4 Media Studies

Music Performance

Description

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

- Performance.
- Preparing for Performance
- Music Language
- Organisation of sound

Outcomes

- **Outcome 1:** On completion of this unit the student should be able to prepare and perform a program of group and solo works. Students perform their solo and group pieces in a recital setting
- **Outcome 2:** On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works. Students write and perform technical work.
- **Outcome 3:** On completion of this unit the student should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted. Students learn to analyse music as well as transcribe and identify in aural and written contexts.
- **Outcome 4:** On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance. Students complete a folio of compositions transcribed using music notation software.

Assessment

- Performance recital
- Preparing for performance SAC
- Music language aural and written exam
- Composition

Pathways

- Music Performance
- Music Investigation
- VET Music

Studio Arts

Description

Unit 1 focuses 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.

Unit 2 focuses 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. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice.

Areas of Study

Unit 1

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

Unit 2

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

Assessment

Unit 1

- Mixed media collage
- Stencil art
- Written SAC – Artist Analysis
- Folio
- End of Semester Examination

Unit 2

- Two works of art that explore ideas and themes generated by the student
- Folio documenting the various stages of creating the art work
- Written SAC – Art Analysis
- End of Semester Examination

Pathways

- Studio Arts: Units 3 & 4

Visual Communication Design

Description

Unit 1: Introduction to visual communication design

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 practise 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.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Areas of Study

Unit 1

- Drawing as a means of communication
- Design elements and design principles
- Visual communications in context

Outcome 1 - On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Outcome 2 - On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Outcome 3 - On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2

- Technical drawing in context
- Type and imagery
- Applying the design process

Outcome 1 - On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Outcome 2 - On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Outcome 3 - On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment

Satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit and passed the exam at the end of each unit.

Pathways

Visual Communication Units 3 & 4

Commerce

Accounting

Description

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The Study of Accounting will enable them to develop their financial knowledge and skills.

Unit 1 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.

In Unit 2 students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

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

Areas of Study & Outcome

Unit 1: The role of accounting in business

- **The role of accounting:** Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
- **Recording financial data and reporting accounting information for a service business:** Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting and decision-making for a trading business

- **Accounting for inventory:** Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- **Accounting for and managing accounts receivable and accounts payable:** Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
- **Accounting for and managing non-current assets:** Record and report for non-current assets and depreciation.

Assessment

Assessment will take a variety of forms, including, but not limited to:

- Case study
- Folio of tests and exercises
- ICT recording and reporting
- Semester Examination

Pathway

- Leads directly to Accounting Unit 3 & 4
- Complements other Business subjects especially Business Management and Economics

Business Management

Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. The course follows the process from the first idea for a business concept, to planning and establishing a business through to day-to-day management of the business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Areas of Study & Learning Outcomes

Unit 1: Planning a Business

- The business idea: Ability to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- External environment: Ability to describe the external business environment and explain how the macro and operating factors within it may affect business planning.
- Internal Environment: Ability to describe the internal business environment and explain how the factors within it may affect business planning.

Unit 2: Establishing a business

- Legal requirements and financial considerations: Ability to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- Marketing a business: Ability to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Staffing a business: Ability to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and employee perspective.

Assessment

Assessment will take a variety of forms, which may include, but not limited to:

- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- Semester Examination

Pathways

- Leads directly to Business Management Unit 3 & 4 (although not a prerequisite)
- Compliments other Business subjects especially Accounting and Economics

Economics

Description

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 Unit 1 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.

In Unit 2 Students will explore the economy as a whole with focus on the trade-offs that are necessary when one economic policy or goal may come at the expense of another.

Area of Study & Learning Outcomes

Unit 1: The behavior of consumers and businesses

- Thinking like an economist: Ability to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- Decision making in markets: Ability to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Unit 2: Contemporary economic issues

- Economic growth, long-term economic prosperity and environmental sustainability: Ability to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
- Economic efficiency and equity: Ability to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
- **Global economic issues:** Explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

Assessment

Assessment will take a variety of forms, which may include, but not limited to:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay/a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a web page
- media analyses
- case studies or economic simulation activities
- fieldwork

Pathways

- Leads directly to Economics 3 & 4 (although not a pre-requisite)
- Complements other Business subjects especially Accounting and Business Management as well as Legal Studies and/or Politics

English

Description

Unit 1 - In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2 - In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

Unit 1:

- **Reading and Creating Texts** - In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They 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. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.
- **Analysing and Presenting Argument** - In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Unit 2:

- **Reading and Comparing Texts** - In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.
- **Analysing and Presenting Argument** - In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Learning Outcomes

Unit 1:

- On completion of this unit the student should be able to produce analytical and creative responses to texts.
- On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2:

- On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.
- On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment

Unit 1 - Students will complete a form of the following:

- An analytical response to a set text
- A creative response to a set text
- A text intended to position an audience with a written statement of intention/explanation justifying authorial choices.

NB: One assessment from Unit 1 will be conducted as a multimodal or oral presentation.

Unit 2 - Students will complete a form of the following:

- A comparative analytical response of two set texts
- An analysis of the use of argument and persuasive language in text/s

Pathways

- Unit 3 & 4 English
- Unit 3 & 4 Literature

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Literature

Description

Unit 1 - Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. 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.

Unit 2 - Context and Connections

In this unit students explore the ways literary texts connect with each other and with 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. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study

Unit 1 - Approaches to Literature

- **Reading practices** - In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.
- **Ideas and concerns within texts** - In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Unit 2 - Context and Connections

- **The text, the reader and their context** - In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.
- **Exploring connections between texts** - In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Learning Outcomes

Unit 1 Approaches to Literature

- On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.
- On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2 Context and Connections

- On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
- On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment

Unit 1 and 2 assessment tasks may take the form of:

- An essay (comparative, interpretive, analytical or discursive)
- A debate
- A reading journal
- A close analysis of selected passages
- An original piece of writing responding to a text/s studied
- An oral or a written review
- A multimedia presentation
- Participation in an online discussion
- Performance and commentary

Pathways

- Unit 3 & 4 English
- Unit 3 & 4 Literature

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Health & Physical Education

Physical Education

Description

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 evaluating perceived benefits and describing potential harms. Students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students select and explore one issue from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.

Areas of Study

Unit 1 – The human body in motion

AOS 1: How does the musculoskeletal system work to produce movement?

AOS 2: How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 – Physical activity, sport and society

AOS 1: What are the relationships between physical activity, sport, health and society?

AOS 2: What are the contemporary issues associated with physical activity and sport?

Learning Outcomes

Unit 1

Outcome 1: On completion of this unit Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Outcome 2: On completion of this unit Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2

Outcome 1: On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Outcome 2: On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment

The award of satisfactory completion for Unit 1 and 2 is based on Students demonstrating achievement of the set outcomes specified for the unit. This consist of:

- Written reports
- Laboratory reports
- Topic tests
- Exams

Pathways

- VCE Health and Human Development
- VCE Health and Physical Education

Health and Human Development

Description

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Areas of Study

Unit 1 – Understanding Health and Wellbeing

AOS 1: Health Perspectives and Influences

AOS 2: Health and Nutrition

AOS 3: Youth Health and Wellbeing

Unit 2 – Managing health and development

AOS 1: Developmental transitions

AOS 2: Health care in Australia

Learning Outcomes

Unit 1

Outcome 1: Student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Outcome 2: Student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3: Student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2

Outcome 1: Student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Outcome 2: Student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

The award of satisfactory completion for Unit 1 and 2 is based on students demonstrating achievement of the set outcomes specified for the unit. This consist of:

- Written reports
- Presentations
- Data Analysis
- Structured Questions
- Exams

Pathways

- VCE Health and Human Development
- VCE Health and Physical Education

Humanities

Geography

Description

Unit 1 - Investigates hazards, which can have significant social, economic and environmental impact, threatening global populations on many different scales. This investigation will consider how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Fieldwork will be conducted investigating the Black Saturday Bushfires in the Kinglake Region.

Unit 2 - investigates the social and economic phenomenon that is tourism; one of the fastest growing economic sectors in the world. This investigation will consider 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.

Fieldwork will be conducted investigating Melbourne's Sport and Entertainment Precinct.

Year 10 Geography is not required to complete Units 1 and 2 Geography.

Area of Study

Unit 1: Hazards and Disasters

Area of Study 1 - Characteristics of hazard

An examination of hazards and hazard events is undertaken before a detailed study of two specific hazards at a range of scales: Technological and Hydro- meteorological hazards will be investigated. Case studies will include a comparative investigation of the Chernobyl and Fukushima Nuclear Disasters and The Black Saturday Bushfires.

- **Outcome One:** On completion of this unit students should be able to analyse, describe and explain the nature of hazards and the impact of hazard events at a range of scales.

Area of Study 2 – Response to hazards and disasters

Students explore the nature and effectiveness of different measures, as well as action taken after hazards become harmful and destructive disasters.

- **Outcome Two:** On completion of this unit students should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 1 Hazards and Disasters Assessment

- Practical Activity: Understanding hazards and geographical concepts
- Structured Questions: Comparison of a technological hazard
- Fieldwork Report
- Semester Examination

Unit 2: Tourism

Area of Study 1 - Characteristics of tourism

Students will examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism will be examined. Two locations will be investigated, Vietnam and the Melbourne Sporting Precinct and Laneways. The latter will form the fieldwork site.

- **Outcome One:** On completion of this unit students should be able to analyse, describe and explain the nature of tourism at a range of scales

Area of Study 2 – Impacts of tourism

Students explore the environmental, economic and cultural impacts of different types of tourism. Further, they evaluate the effectiveness of measures taken to enhance tourism in this area and minimize impacts.

- **Outcome Two:** On completion of this unit students should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Unit 2 Tourism Assessment

- Tourism Data Analysis
- Investigation of a tourist issue in Vietnam
- Fieldwork Report
- Semester Examination

Pathways

- VCE Geography Unit 3 and 4

Twentieth Century History 1918-2000

Unit 1: Twentieth Century History 1918-1939

Description

This unit explores significant social and cultural change in the contrasting decades of the 1920s and 1930s. Students investigate ideology and conflict while dealing with Communism and Socialism as one of the dominant ideologies of the Inter- War period. Students investigate the rise of Socialism with a focus on Lenin and Stalin. Students will look at how new Fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

Major emphasis will be placed on the different strategies used by individuals and groups to gain freedom and equality. Students will explore how In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom under the reigns of both Lenin and Stalin.

Area Of Study

One: Ideology and conflict

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New Ideologies emerged to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In the USSR, Communism became the prevailing ideology.

- **Outcome One:** On completion of this unit students should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the role and effectiveness of the League of Nations.

Two: Social and cultural change

This study will focus on how the millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Lenin and Stalin ruled this country with such force that the lives of the people were affected for generations to come. As ever, regimes used certain writers, artists, musicians, choreographers and filmmakers to reflect and promote the way in which the leaders wished to run the country, yet there some who at great personal risk resisted political, economic and social change by showing the regime as it was in reality.

- **Outcome Two:** On completion of this unit students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture in the inter-war years

Unit 2: 20th Century History 1945-2000

Description

In this unit, students will investigate the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people. In particular, the students will relation study the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and consequences.

Students will also investigate the rise of terrorism and focus on terrorist groups such as the IRA. Social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement will also be part of this unit.

Area of Study

One: Competing Ideologies

Students will analyse the causes of the Cold War by exploring the key characteristics of the ideologies of Communism in the USSR and capitalism in the USA. They will investigate significant events and developments and the consequences for nations and people in the period 1945-1991.

- **Outcome One:** On completion of this unit students should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to the Vietnam War conflict.

Two: Challenge and Change

Students explore the significant causes of challenge to and change in existing political and social orders. Following on from this, they determine the actions and ideas of popular movements and individuals who contribute to change and finally, establish what impacts challenge and change have on nations and people. The students will undertake a study of both Terrorism and the Black Civil Rights Movement in the USA.

- **Outcome Two:** On completion of this unit students should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment for Units 1 and 2 include:

- Essay
- Analysis of Primary Sources
- Analysis of Historical Interpretations
- Research activity
- Semester Examination

Pathways

- Unit 3 and 4 History Revolutions
- Unit 3 and 4 Global Politics

Australian Global Politics

Description

VCE Australian Politics is the study of contemporary power at both national and international levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these, and responses to them.

Unit 1: Ideas, Actors and Power

Introduces students to the key ideas relating to the exercise of political power. This explores these ideas shape political systems and 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 Australian political parties, interest groups and the media.

Areas of Study

One: Power and Ideas

Students are introduced to the concept and significance of politics, power, authority and legitimacy. They explore the characteristics of the Australian political system and compare this to a non-democratic system.

- **Outcome One:** On completion of this unit students should be able to identify and explain key ideas relating to the exercise of political power and analyse and evaluate different approaches to governmental power by comparing Australian democracy and with a non-democratic political system.

Two: Politics, Actors and Power

Students explore the roles and functions of key political actors in the Australian system as well as the role and influence of political parties. The role of the media in reporting and interpreting Australian politics is considered and in particular the way in which the 24-hour news cycle influences political debate.

- **Outcome Two:** On completion of this unit students should be able to explain and analyse the roles and functions of political parties, interest groups and the media in Australian politics.

Unit 2: The Global Connections

This unit contains a 21st Century rather than an historical approach to global politics. It approaches globalisation from the perspective of the Students and introduces Students to forms of global participation and roles of global actors.

Areas of Study

One: Global links

Students consider how citizens and global actors in the 21st century interact and connect with the world. They investigate key political, economic and social links throughout the global community and explore and apply two key theories about global politics: realism and cosmopolitanism. Students will also investigate Australia's involvement in an issue affecting the global community and assess the response.

- **Outcome One:** On completion of this unit students should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

Two: Global cooperation and Conflict

Students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. They also consider examples of contemporary global conflict and instability.

- **Outcome Two:** On completion of this unit students should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment for Units 1 and 2 include:

- Essays
- Document analysis
- Research activities on political systems
- Oral presentations
- Semester Examination

Pathways

- Unit 3 & 4 Global Politics
- Unit 3 & 4 History : Revolutions

Legal Studies

Description

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Unit 1: Guilt and Liability

In this unit 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. Students 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. In doing so, 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.

Area of Study

One: Legal foundations

Students are provided with foundation knowledge of laws and the Australian legal system. They explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals

- **Outcome One:** On completion of this unit students should be able to describe the main sources and types of law, and assess the effectiveness of laws.

Two: The presumption of innocence

Students develop an understanding of key concepts in criminal law and types of crime, and investigate two two criminal offences in detail

- **Outcome Two:** On completion of this unit students should be able to explain the purposes and key concepts of criminal law and use legal meaning to argue the criminal culpability of an accused based on actual or hypothetical scenarios.

Three: Civil liability

Students develop an understanding of key concepts in civil law in detail. For each area of civil law investigated, the students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

- **Outcome Three:** On completion of this unit students should be able to explain the purposes and key concepts of civil law based on actual and /or hypothetical scenarios.

Unit 2: Sanctions, Remedies and Rights

This unit focuses the enforcement of criminal law and civil law, the methods and institutions that might be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Area of Study

One: Sanctions

Through an investigation of two criminal cases from the last four years, students explore the extent to which the principles of justice were or could ever be achieved.

- **Outcome One:** On completion of this unit students should be able to explain key concepts in the determination of a criminal case and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

Two: Remedies

In this area of study students develop an appreciation of key concepts in the resolution of a civil case including the methods used and the institutions available to resolve disputes and the purposes and types of remedies.

- **Outcome Two:** On completion of this unit students should be able to explain key concepts in the resolution of a civil dispute and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Three: Rights

In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. They also consider possible reforms to the ways rights are protected in Australia and develop their understanding of the role of an individual in taking a case to court.

- **Outcome Three:** On completion of this unit students should be able to evaluate the ways in which rights are protected in Australia and compare this with the approach by adopted by another country.

Assessment

Unit 1:

- Structured Questions and Topic Tests
- Open Book Case Studies
- Semester Examination

Unit 2:

- Structured Questions and Topic Tests
- Case Studies
- Class Presentations
- Semester Examination

Pathways

- Leads directly to Legal Studies 3 & 4 (although not a pre-requisite)
- Complements other Business subjects especially Economics as well as Politics

Languages

French & Italian

Description

Units 1 & 2 French and Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Areas of Study

Area of Study 1: Interpersonal Communication

Area of Study 2: Interpretive Communication

Area of Study 3: Presentational Communication

Learning Outcomes

Unit 1:

- Exchange meaning in a spoken interaction in French/Italian.
- Interpret information from two texts on the same subtopic presented in French/Italian and respond in writing in French/Italian and English.
- Present information, concepts and ideas in writing in French/Italian on the selected subtopic and for a specific audience and purpose.

Unit 2:

- Respond in writing in French/Italian to spoken, written or visual texts presented in French/Italian and English.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in French/Italian.
- Explain information, ideas and concepts orally in French/Italian to a specific audience about an aspect of culture within communities where French/Italian is spoken.

Assessment

Unit 1:

- Participate in a conversation, interview or role-play OR give a talk to the class about the selected subtopic, asking and answering questions.
- Write a descriptive summary of a film including information from a review of the film OR listen to a conversation and view a map to write directions OR read an article and listen to an announcement to write instructions.
- Create a written presentation which may include pictures: this may be supported by media such as Photo Story or PowerPoint OR write an imaginative children's story.
- Semester Examination.

Unit 2:

- Write a personal answer to an email OR write an informative blog in response to texts OR Respond in a written letter to a radio announcement or editorial.
- Describe in writing an experience seen from different perspectives OR write a reflective article on a cultural insight, such as the attitudes of French/Italian speaking people in Australia and elsewhere to traditional customs OR evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.
- Narrate a life story, event or incident that highlights an aspect of culture OR Tell the class a personal or reflective story about a cultural event OR Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation

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- Semester Examination

Pathways

Students intending to study one of French or Italian for Units 3 & 4 must have completed study in Units 1 & 2.

Mathematics

General Mathematics

Description

General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10. It provides a course of study for students who either intend to study Further Mathematics Units 3 and 4 or intend to study Mathematics at Units 1 and 2 only. The areas of study are all related to using Mathematics and its applications in students' personal, work and civic life and provide the fundamentals on which professional applications of Mathematics are built. Digital technologies, including the CAS calculator, are used extensively to enhance students' learning in each topic.

Areas of Study

- Arithmetic and number (Financial Mathematics).
- Statistics (Univariate and Bivariate Data)
- Algebra and structure (Linear Equations and Relations)
- Discrete Mathematics (Matrices)
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts as specified in the selected areas of study, and apply a range of related mathematical routines and procedures.
- Select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

Students will also complete tests and the end of unit examinations on the following topics:

- Measurement
- Algebra
- Linear graphs
- Financial Mathematics
- Univariate data
- Bivariate data
- Trigonometry
- Matrices
- Axes transformations

Pathways

- Units 3 and 4 Further Mathematics

Entry into Units 3 and 4 Further Mathematics is dependent on successfully completing Units 1 and 2 General Mathematics and teacher recommendation.

Mathematical Methods

Description

Mathematical Methods is a course designed for students who are able to apply more abstract ideas in Mathematics. It is a prerequisite course of study for students who intend to study Units 3 and 4 Mathematical Methods. Students will study techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology. Students are expected to be familiar with quadratic functions, algebra and graphs, and basic concepts of probability as well as being able to use relevant mental and by hand approaches. Digital technologies, including the CAS calculator, are used extensively to enhance students' learning in each topic.

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of Mathematics.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

Students will also complete tests and the end of unit examinations on the following topics:

- Quadratic functions
- Gallery of graphs
- Relations and functions
- Cubics and quartics
- Circular functions
- Rates of change and introductory calculus
- Applications of calculus
- Logarithms and exponentials
- Integration techniques
- Probability

Pathways

- Units 3 and 4 Mathematical Methods
- Units 3 and 4 Further Mathematics

Specialist Mathematics

Description

Specialist Mathematics is a challenging and interesting course designed for able students who wish to explore more abstract mathematical concepts. It is a prerequisite course of study for students who intend to study Units 3 and 4 Specialist Mathematics and also covers topics which will benefit students who intend to study Units 3 and 4 Mathematical Methods. Digital technologies, including the CAS calculator, are incorporated to enhance the learning of each topic.

Units 1 and 2 Mathematical Methods must be completed prior to or alongside Units 1 and 2 Specialist Mathematics.

Areas of Study

- Algebra and structure
- Arithmetic and number
- Discrete Mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of Mathematics,
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

Students will also complete tests and the end of unit examinations on the following topics:

- Algebra and real numbers
- Coordinate and circle geometry
- Sampling distributions and Trigonometric applications
- Complex numbers
- Vectors
- Sketching and interpreting graphs
- Advanced circular functions
- Kinematics
- Statics

Pathways

- Units 3 and 4 Specialist Mathematics (alongside Units 3 and 4 Mathematical Methods)
- Units 3 and 4 Mathematical Methods
- Units 3 and 4 Further Mathematics

Entry into Units 3 and 4 Specialist Mathematics is dependent on successfully completing Units 1 and 2 Mathematical Methods, Units 1 and 2 Mathematical Methods and teacher recommendation.

Science

Biology

Description

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. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: Organisms and their environment

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, and consider the advantages and disadvantages of these two types of reproduction. 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 autosomal dominant, autosomal recessive and sex-linked genetic conditions.

Areas of Study

- How do organisms function? - In this area of study Students examine the structure and functioning of cells.
- How do living systems sustain life? - In this area of study Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.
- Practical investigation - Survival requires control and regulation of factors within an individual and often outside the individual. In this area of study Students design and conduct a practical investigation into the survival of an individual or a species.
- How does reproduction maintain the continuity of life? - In this area of study Students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement.
- How is inheritance explained? - In this area of study Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.
- Investigation of an issue - The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions.

Learning Outcomes

- Investigate and explain how cellular structures and systems function to sustain life.
- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.
- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on a variety of assessment tasks designated for the unit. Assessment tasks for this unit include student note books, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response. For Outcome 3 a report of a student-designed or adapted using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Pathways

Unit 1 & 2 Biology leads directly to Unit 3 & 4 Biology. The prerequisites for entry into Unit 3 & 4 Biology are the satisfactory completion of Units 1/2 Biology. Entry for Units 3/4 where 1/2 not completed is not recommended.

Chemistry

Description

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

Unit 2: What makes water such a unique chemical?

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. Students investigate the relationship between the electronic configurations of non-metallic atoms and the resultant structures and properties of a range of molecular substances and covalent lattices. Students study a variety of organic compounds and how they are grouped into distinct chemical families. Students investigate useful materials that are made from non-metals, and relate their properties and uses to their structures. They explore the modification of polymers and the use of carbon-based nanoparticles for specific applications. Students apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

A **practical investigation** into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study

- Elements and the periodic table – investigating the historical development of, and the relationship between, the periodic table and atomic theory.
- Materials – developing ideas to explain the structure, properties and applications of metals, ionic and covalent compounds.
- Quantifying atoms and compounds – explaining how Avogadro's constant can be determined and then used to quantify atoms.
- Research Investigation – Students conduct and present findings of an independent investigation related to materials.
- Water – appreciating the special properties (chemical and physical) of water which make it so important to living things.
- Analysing water – investigating water quality by developing a knowledge of water behavior while conducting a practical investigation into an aspect of water quality.

Learning Outcomes

- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.
- Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

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- Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
 - Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on a variety of assessment tasks designated for the unit. Practical work is a central component of learning and assessment. Assessment tasks include: an extended experimental investigation; a summary report of practical activities; a response to stimulus material; analysis of first and/or second-hand data using structured questions. Assessment tasks for this unit include student note books, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response. For Outcome 3 a report of a student-designed or adapted investigation using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Pathways

Unit 1 & 2 Chemistry leads directly to Unit 3 & 4 Chemistry. The prerequisites for entry into Unit 3 & 4 Chemistry are the satisfactory completion of Units 1/2 Chemistry. Entry for Units 3/4 where 1/2 not completed is not recommended.

Physics

Description

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. Students undertake quantitative investigations involving at least one independent, continuous variable.

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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to 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

- How can thermal effects be explained? - In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.
- How do electric circuits work? - Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed.
- What is matter and how is it formed? - In this area of study students explore the nature of matter, and consider the origins of atoms, time and space.
- How can motion be described and explained? - In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion.
- Options - Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.

Learning Outcomes

- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.
- Investigate, analyse and mathematically model the motion of particles and bodies.
- Twelve options are available for selection in Area of Study 2. Each option will have an outcome, details of which can be found in the VCAA Physics Study Design

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on a variety of assessment tasks designated for the unit. Practical work is a central component of learning and assessment. Assessment tasks include: an extended experimental investigation; a summary report of practical activities; a response to stimulus material; analysis of first and/or second-hand data using structured questions. Assessment tasks for this unit include student note books, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response. For Outcome 3 a report of a student-designed or adapted investigation using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Pathways

Unit 1 & 2 Physics leads directly to Unit 3 & 4 Physics. The prerequisites for entry into Unit 3 & 4 Physics are the satisfactory completion of Units 1/2 Physics. Entry for Units 3/4 where 1/2 not completed is not recommended.

Psychology

Description

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. A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

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

- How does the brain function? - Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour.
- What influences psychological development? - The psychological development of an individual involves complex interactions between biological, psychological and social factors.
- Student-directed research investigation - In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Learning Outcomes

- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment

Practical work is a central component of learning and assessment. Assessment tasks include: an extended experimental investigation; a summary report of practical activities; a response to stimulus material; analysis of first and/or second-hand data using structured questions. Assessment tasks for this unit include student note books, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response. For Outcome 3 a report of a student-designed or adapted investigation using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Pathways

Unit 1 & 2 Psychology leads directly to Unit 3 & 4 Psychology. The prerequisites for entry into Unit 3 & 4 Psychology are the satisfactory completion of Units 1/2 Psychology. Entry for Units 3/4 where 1/2 not completed is possible and Students must meet pre-requisites outlined in the VCE Handbook.

Technology

Computing

Description

In VCE Computing (formally Information Technology) students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students examine the technical underpinnings of wireless and mobile networks and how the application of Computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Areas of Study & Learning Outcomes

- Students develop and apply a detailed understanding of data.
- Design a network with wireless capability that meets an identified need or opportunity.
- Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue.
- Use a programming language to design and develop software solutions.
- Use software tools to extract relevant data and create a data visualisation that meets a specified user's needs.
- Create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Assessment

Tasks are selected from the following:

- Using ICT tools and techniques, produce a solution in response to an identified need
- Visual presentations such as multimedia presentations
- Oral presentations supported by a visual presentation
- A written report using ICT
- A test
- An electronic learning journal

Pathways

- This course is typically chosen by students who wish to continue with the study of Computing in Units 3 & 4 (normally Software Development). Units 1 to 4 are designed to be equivalent of the final two years of secondary education.
- VCE Computing provides an excellent basis for further studies in the Arts, Engineering, Computer Science, Science, Resource Management, Information Systems and Business. Students of VCE Computing have gone on to careers in project management, E-Commerce, mechatronics, computer science, systems analysis and engineering.

Product Design & Technology

Description

In VCE Product Design and Technology Students assume the role of a designer, and in adopting this role they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products.

Areas of Study and Learning Outcomes

Unit 1: Sustainable Product Redevelopment

- Sustainable redevelopment of a product
- Producing and evaluating a re-designed product

Unit 2: Collaborative design

- Designing within a team
- Producing and evaluating within a team

Assessment

Assessment tasks for these units are selected from the following:

- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report.
- Product and records of production and modifications
- Multimedia presentation supported by speaker's notes
- Short written report that includes materials testing or trialing activities, industry visits and technical reports
- Oral report supported by notes and/or visual materials

Pathways

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Product Design and Technology prepares Students for careers in design and manufacturing through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply design processes, are growing in demand as industry projects become more complex and multidisciplinary.

Systems Engineering

Description

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the systems engineering process, which takes a project-management approach. It focuses on mechanical and electro technology engineered systems.

Areas of Study & Learning Outcomes

Unit 1: Fundamentals of Mechanical System, Producing and Evaluating Mechanical Systems

- Fundamentals of mechanical system design.
- Producing and evaluating mechanical systems.

Unit 2: Introduction to Electrotechnology Systems

- Fundamentals of electrotechnology system design.
- Producing and evaluating electrotechnology systems.

Assessment

Assessment tasks for this unit are selected from the following:

- Documentation of the Systems Engineering Process using one or more of the following:
 - multimedia presentation
 - folio
 - brochure
 - poster
 - report
- Production work
- Practical demonstrations
- Test
- Oral presentation

Pathways

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

CURRICULUM

VCE UNITS 3 & 4



Religion

Year 12 Seminar Program

Description

Seminar Days

The Year 12 Seminar Program is an integral part of Year 12 Religious Education it is a Program for the Faith Development and Formation of the students; in conjunction with the holistic development of their lives into manhood. The XII Seminar Program is an opportunity to develop, nurture and form the students' faith, as well as, prepare the students for the real world by providing an opportunity for personal growth. Seminar Days are run over four distinct days throughout Terms 1 to 3. Each day is a full day at a selected venue at (or outside) of school. Each day is a compulsory full school day, alternative to religious education classes. Invited specialist guest speakers present and break open topics that consider the needs and interests of the students. Prayer and small group discussion/ reflection sessions on the day's topics provide Year 12's space to integrate these topics on the day.

The aim of each Seminar Day is to empower students to

- Look critically at their own lives and world; and its meaning within the context of a Catholic and Lasallian perspective;
- Consider their own place in the world, their values and beliefs and how these will shape their actions and attitudes in the wider (post school) society;
- Enhance their sense of personal spirituality

Ministry Options (Community Engagement)

It is an expectation by the College that each Year 12 student complete a Ministry Option (Community Engagement) as part of the XII Religious Education Program. The Religious Education – Learning Area Team Leader and Seminar Leaders will distribute information to students regards the local community organizations selected for student engagement activities.

Requirements are that:

- A set number of hours of Ministry is required by each student
- Each student should aim to have their Ministry Option completed by the end of Term 3
- Records and Reflection activities need to be completed by each student
- Lasallian values and school expectations of diligence, punctuality and behavior also apply to all Ministry Option visits

Religion & Society

The Search for Meaning (Unit 3)

Description

Students study the beliefs held about the meaning, purpose and destiny of life. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality. Students undertake a general investigation of religious traditions, focusing on a particular example from one, or more than one, religious tradition for each area of study.

Areas of Study & Learning Outcomes

- **Outcome 1: Responding to the search for meaning**

The key skills students should obtain by the completion of Outcome 1 are:

- Identify the aspects of religion.
- Explain the purposes of religion.
- Explain religious beliefs and their role in the search for meaning.
- Analyse connections between religious beliefs.
- Interpret, synthesise and apply primary and secondary source material.

- **Outcome 2: Expressing meaning**

The key skills students should obtain by the completion of Outcome 2 are:

- Explain the role of the aspects other than beliefs in responding to the search for meaning.
- Explain the relationship of the aspects of religion to each other.
- Analyse the expression of religious beliefs through each of the other aspects of religion
- Examine how religious beliefs and their expression in each of the other aspects is intended to engender and nurture meaning
- Interpret, synthesise and apply primary and secondary source material.

- **Outcome 3: Significant life experience, religious beliefs and faith**

The key skills students should obtain by the completion of Outcome 3 are:

- Describe the relationship between a range of significant life experiences and religious beliefs.
- Describe a significant life experience of a member of a religious tradition or denomination.
- Explain and compare a member's level of adherence to, understanding of and faith in, relevant religious beliefs and their engagement with the related expressions prior to a significant life experience, during the experience and after the experience.
- Analyse the influence of the member's religious beliefs and related expressions on their interpretation of the significant life experience.
- Interpret, synthesise and apply primary and secondary source material.

Assessment

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Outcome 1

This outcome will contribute 30 marks out of 100 marks allocated to school-assessed coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 30 marks.

Outcome 2

This outcome will contribute 40 marks out of 100 marks allocated to school-assessed coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 40 marks.

Outcome 3

This outcome will contribute 30 marks out of the 100 marks allocated to school-assessed coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 30 marks.

Religion, Challenge and Change (Unit 4)

Description

In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Areas of Study & Learning Outcomes

- **Outcome 1: Challenge and response**

The key skills students should obtain by the completion of Outcome 1 are:

- Analyse challenges to religion generally.
- Explain stances adopted by religion generally in the face of challenges and why.
- Analyse and compare challenges to specific religious traditions or denominations.
- Analyse and compare stances and responses to challenges taken by a specific religious tradition or denomination.
- Interpret, synthesise and apply primary and secondary source material.

- **Outcome 2: Interaction of religion and society**

The key skills students should obtain by the completion of Outcome 2 are:

- Analyse a significant challenge faced by a religious tradition or denomination.
- Explain stances and supporting responses adopted by a religious tradition or denomination in relation to a challenge.
- Analyse the influence of stances and supporting responses on a challenge itself and on wider society.
- Interpret, synthesise and apply primary and secondary source material.

Assessment

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Outcome 1

This outcome will contribute 50 marks out of the 100 marks allocated to school-assessed coursework for Unit 4. It will be assessed by one or more tasks, which will contribute a total of 50 marks.

Outcome 2

This outcome will contribute 50 marks out of the 100 marks allocated to school-assessed coursework for Unit 4. It will be assessed by one or more tasks, which will contribute a total of 50 marks.

Pathways

Units 1 to 4 of the VCE Religion and Society study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, Students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; planning and organising; teamwork; problem solving; self-management; initiative and enterprise; technology; and learning.

The following lists provide a brief sampling of the kind of jobs and work environments you might find that leads on from successfully completing Unit 3 & 4 Religion and Society:

- Primary and secondary teaching
- Law, Ministry
- Nursing
- Police force
- Ambulance
- Politics
- Writer/editor
- Journalism
- Human services
- Lobbying groups
- Religious organisations
- Tertiary lecturing

The Arts

Drama

Description

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

Areas of Study

Unit 3:

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. They work collaboratively to devise, develop and present an ensemble performance. 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. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse and evaluate a professional drama performance.

Unit 4:

This unit focuses on the development and the presentation of devised solo performances. Students 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 and 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.

Learning Outcomes

- Use play-making techniques to devise and rehearse a solo and ensemble drama work.
- Perform a solo and/or ensemble devised drama work/s that features stories and characters.
- Create and perform a solo or ensemble drama work based on a stimulus.
- Document use of processes to create and develop stories and characters in drama.
- Write analyses of the drama works created and performed.
- Analyse the professional performance/s they have seen.

Assessment

Students need to satisfactorily complete all outcomes to pass each unit.

Pathway

The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Media

Description

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.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

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.

Learning Standards

Unit 3: Learning Outcomes

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

- Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
- Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- Develop and document a media production design in a selected media form for a specified audience.

Unit 4: Learning Outcomes

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

- Produce, refine and resolve a media product designed
- Discuss issues of agency and control in the relationship between the media and its audience

Pathways

Media studies graduates apply their skill set in a range of professional settings as diverse as business, science, education, health and the creative industries such as advertising, journalism, communications, public relations and marketing.

Music Performance

Description

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to work they are preparing for performance and endeavor to address the challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

- Performance
- Preparing for performance
- Music Language

Outcomes

- **Outcome 1:** Performance - on completion of this unit the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.
- **Outcome 2:** Preparing for performance – on completion of this unit the students should be able to demonstrate and discuss techniques relevant to performance of selected works.
- **Outcome 3:** Music language – on completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

- School Assessed Coursework (SACs): Unit 3 – 20%, Unit 4 – 10%
- End of year performance exam: Unit 4 – 50%
- End of year music language written exam: Unit 4 – 20%

Pathways

- Music performance and composition
- Music industry (technical, production, legal)
- Music therapy
- Music education

Studio Arts

Description

In Unit 3 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.

In unit 4 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

Unit 3

- Exploration proposal
- Studio process (Folio)
- Artists and studio practices

Unit 4

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

Assessment

Unit 3

SAT 1: Exploration Proposal (5%)

SAT 2: Studio Process (Folio) (25%)

SAC1: Interpreting art ideas and use of materials and techniques (5%)

Unit 4

SAT 3: Production and presentation of artworks (25%)

SAT 2: Evaluation (5%)

SAC2: Art industry contexts (5%)

EXAM (30%)

Pathways

- Commercial photography
- Curatorship
- Web design
- Architecture photography
- Freelance photography
- Industrial photography
- Commercial Art
- Illustration
- Graphic Arts/Design
- Curatorship
- Fashion design
- Architecture
- Advertising
- Animation/computer animation

Visual Communication Design

Description

Unit 3: Visual Communication Design Practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Areas of Study

Unit 3: Visual Communication Design Practice

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Outcome 1

On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Outcome 2

On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Outcome 3

On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual communication design development, evaluation and presentation

- Development, refinement and evaluation
- Final presentations

Outcome 1

On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Outcome 2

On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment

- School-assessed coursework for Unit 3 will contribute 25%
- School-assessed task 4 is also assessed by a school-assessed task, which will contribute 40%
- End-of-year examination, which will contribute 35%

Pathways

The study of Visual Communication Design can and does provide pathways to training and tertiary study in many design and design-related studies to many of our Students. These include graphic design, industrial/ product design, environmental/architectural design, web design, game/computer animation, marketing, fashion design, and communication design.

Commerce

Accounting

Description

Unit 3 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.

In Unit 4 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.

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

Areas of Study & Learning Outcomes

Unit 3: Financial accounting for a trading business

- **Recording and analysing financial data:** Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
- **Preparing and interpreting accounting reports:** Record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4: Recording, reporting, budgeting and decision-making

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

Assessment

School Assessed Course Work (50% of final study score)

The student's performance in each Unit Outcome will be assessed using one or more of the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based)

Pathways

- Accounting is a core study in most Business & Finance degrees and certificates
- Accounting skills are highly transferable both public and private sectors

Business Management

Description

In Unit 3, students explore the key processes and issues concerned with managing business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles and skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

In Unit 4 students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study & Learning Outcomes

Unit 3: Managing a Business

- Business Foundations: Ability to discuss the key characteristics of businesses and stakeholders and analyse the relationship between corporate culture, management styles and management skills.
- Managing employees: Ability to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Operations management: Ability to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

- Reviewing performance – the need for change: Ability to explain the way business change may come about, use key performance indicators to analyse performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Implementing change: Ability to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effects of the change on the stakeholders of the business.

Assessment

School Assessed Course Work (50% of final study score)

The student's performance on each Unit Outcome is assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis

Pathways

- Business Management is a core study in most Business degrees and certificates
- Management skills are highly supportive for small business operations

Economics

Description

Unit 3 focuses on the Australian economy as a contemporary market capitalist economy. This includes the price mechanism and its effects upon efficiency of resource allocation. The federal government has a range of macroeconomic goals which are studied.

In Unit 4 students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

Areas of Study & Learning Outcomes

Unit 3: Australia's economic prosperity

- An introduction to microeconomics: The market system and resource allocation. Ability to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.
- Domestic macroeconomic goals: Analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
- Australia and the world economy: Explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.

Unit 4: Managing the economy

- **Aggregate demand policies and domestic economic stability:** Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
- **Aggregate supply policies:** Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

Assessment

The student's performance on each Unit Outcome is assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis

Pathways

- Economics is a core study in most Business or Economics degrees and certificates
- Economic analytic skills are highly supportive for both public and private sector professions

English

Description

In Unit 3 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

In Unit 4 students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of study

- Unit 3: Reading and Creating Texts** - In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers can respond to texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response they explore issues of purpose and audience and make key choices about structure, conventions and language.
- Unit 3: Analysing Argument** - In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. Students compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments.
- Unit 4: Reading and Comparing Texts** - In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based.
- Unit 4: Presenting Argument** - In this area of study students focus on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience. They use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students identify approaches to positioning the audience that are appropriate to the issue. Students also consider how oral conventions may be used. Students reflect on their intentions in the writing process.

Learning Outcomes

- Unit 3:** On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Unit 3:** On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- Unit 4:** On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

- **Unit 4:** On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment

Unit 3

- Analytical essay
- Creative response and written statement of intention/explanation
- An analysis and comparison of two or more texts, including images that present a point of view

Unit 4

- Comparative response
- Point of view oral presentation and written statement of intention/explanation

Prerequisites

- Students must have completed one of the possible Unit 1 and 2 combinations from the English group, as outlined below, in order to be eligible to study Unit 3 English.

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Pathways

- Arts
- Journalism
- Teaching
- Proof-reader / Editor
- Author
- Public Relations
- Columnist
- Copywriter
- Broadcaster
- Critic
- Government services officer
- Librarian
- Marketing
- Press secretary
- Speech writer
- Singer/Song writer

Literature

Description

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.

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. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Areas of study

- Unit 3: Adaptations and transformations** - In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, Students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.
- Unit 3: Creative responses to texts** - In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explore. Students develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.
- Unit 4: Literary perspectives** - In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.
- Unit 4: Close analysis** - In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Learning Outcomes

Unit 3

- On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.
- On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response

Unit 4

- On completion of this unit Students should be able to produce an interpretation of a text using different literary perspectives to inform their view
- On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

Assessment

Unit 3

- Comparative analysis of the way in which form influences meaning
- Creative response with reflective commentary that establishes links to the original text

Unit 4

- A written interpretation of a text using different literary perspectives to inform your view
- A written interpretation of a text, supported by close textual analysis (for Text 1)
- A written interpretation of a text, supported by close textual analysis (for Text 2)

Prerequisites

- Students must have completed one of the possible Unit 1 and 2 combinations from the English group, as outlined below, in order to be eligible to study Unit 3 Literature.
- Students must have completed Unit 3 Literature prior to undertaking Unit 4.
- It is recommended that students considering Literature at Unit 3 and 4 will have a strong interest in reading and analysing texts for meaning.

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Pathways

- Arts
- Journalism
- Teaching
- Proof-reader / Editor
- Author
- Public relations
- Columnist
- Copywriter
- Broadcaster
- Critic
- Government services officer
- Librarian
- Marketing
- Press secretary
- Speech writer
- Singer/Song writer

Health & Physical Education

Physical Education

Description

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Areas of Study

Unit 3 – Physical activity participation and physiological performance

AOS 1: How are movement skills improved?

AOS 2: How does the body produce energy?

Unit 4 – Enhancing Performance

AOS 1: What are the foundations of an effective training program?

AOS 2: How is training implemented effectively to improve fitness?

Learning Outcomes

Unit 3

- On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
- On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4

- On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment

Percentage contributions to the study score in VCE Unit 3 & 4 Physical Education are as follows:

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

Pathways

- Physical Education teaching (primary/secondary)
- Personal training and fitness administrators
- Executives in fitness and leisure industries
- Sports administration in commercial sectors, management and sports associations
- Further study in exercise science and human movement

Health and Human Development

Description

The study of VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Areas of Study

Unit 3 – Australia's health in a globalized world

AOS 1: Understanding health and wellbeing

AOS 2: Promoting health and wellbeing

Unit 4 – Health and human development in a global context

AOS 1: Health and wellbeing in a global context

AOS 2: Health and the Sustainable Development Goals

Learning Outcomes

Unit 3

Outcome 1: Student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

Outcome 2: Student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4

Outcome 1: Student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Outcome 2: Student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment

Percentage contributions to the study score in VCE Unit 3 & 4 Health and Human Development are as follows:

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

Pathways

- Further formal study in areas such as health promotion, community health research and policy development
- Humanitarian aid work
- Allied health practices
- Education
- Health profession

Humanities

Geography

Description

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

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

Year 11 Geography is not required to complete Units 3 and 4 Geography.

Area of Study

Unit 3: Changing the Land

Focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world: Deforestation, desertification, and melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. Students use fieldwork to study the phenomenon at a local scale. They investigate the scale of change, the reasons for change and the impacts of change.

One - Land use change

Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.

- **Outcome One:** On completion of this unit the students should be able to analyse, describe and explain land use change and assess its impacts.

Two – Land cover change

Students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process. They also evaluate three different global responses.

- **Outcome Two:** On completion of this unit the students should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Area of Study

Unit 4: Human Populations: Trends and Issues

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

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

One – Population Dynamics

Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements. Students study forced and voluntary, and internal and external, population movements and how they can be long term or short term. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.

- **Outcome One:** On completion of this unit students should be able to analyse, describe and explain population dynamics on a global scale.

Two – Population Issues and Challenges

Students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate and compare the effectiveness of strategies in response to these issues and challenges.

- **Outcome Two:** On completion of this unit students should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Assessment

Unit 3

- Structured Questions
- Fieldwork Report
- Analysis of Geographic Data

Unit 4

- Analysis of Geographic Data
- Structured Questions

Pathways

Various Bachelor courses such as: Bachelor of Arts, Bachelor of Science, Bachelor of Environments, Bachelor of Environmental Science (see relevant Universities for details).

- Climatologist
- Architect
- Diplomat
- Environmental Impact Analyst
- Engineer
- Geologist
- Geomorphologist
- Hazardous Waste Planner
- Hydrologist
- Meteorologist
- Military Planner
- Natural Resource Manager
- Tourism Developer
- Urban/City Planner

History

Revolutions

Description

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. They consider the interplay of major ideas, events, individuals and popular movements in the lead up to the revolution.

The consequences have a profound effect on the political and social structures of the post-revolutionary society and the students consider how continuity and change were experienced by those who lived through revolutionary movements. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

The students will focus on the French Revolution in Unit Three and the Chinese Revolution in Unit Four.

Areas of Study

One: Causes of the Revolution

Students analyse the long term causes and short term triggers of the revolution and evaluate how significant ideas, events, individuals and popular movements contributed to the outbreak of revolution.

- **Outcome One:** On completion of this unit students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Two: Consequences of the Revolution

Students analyse how the consequences of the revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. The students also consider the challenges experienced by the New Society and how this sometimes resulted in a compromise of revolutionary ideologies as the leaders became more authoritarian.

- **Outcome Two:** On completion of this unit students should be able to analyse the consequence of the revolution and evaluate the extent of change brought to the society.

Assessment

- Analysis of historians' views
- Analysis of Historians' Interpretations
- Extended Response
- Historical Inquiry

Units 3 and 4 are taken as a sequence and achievement will be based on the following:

- Unit 3 school-based assessment 25%
- Unit 4 school-based assessment 25%
- End-year examination 50%

Pathways

VCE history is relevant to students who wish to pursue formal study at tertiary level as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

Global Politics

Description

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment.

It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Area of Study

Unit 3: Global Actors

In this unit students investigate the key global actors of contemporary global politics through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

One: Global actors

In this area of study students investigate the key global actors of contemporary politics. They analyse the aims, roles and power of such global actors and the way in which ONE Asia-Pacific state uses its power.

- **Outcome One:** On completion of this unit students should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.

Two: Power in the Asia - Pacific

In this area of study students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years.

- **Outcome Two:** On completion of this unit students should be able to analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national goals.

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

One: Ethical Issues and Debates

In this area of study students examine debates about TWO global ethical issues including human rights, people movement, development and arms control.

- **Outcome One:** On completion of this unit students should be able to analyse the debates relating to the chosen global ethical issues and evaluate the effectiveness of the global actors' responses to these issues.

Two: Global crises

In this area of study the students investigate the causes of TWO global crises including climate change, armed conflict, terrorism and economic instability.

Students discover that the causes of these crises may be cyclical and the responses at times exacerbate the original crises.

- **Outcome Two:** On completion of this unit students should be able to analyse TWO contemporary global crises and evaluate the effectiveness of global actor's responses to these.

Assessment

- Short answer responses
- Essays
- A case study
- An extended response

Assessment

- Short answer responses
- Essays
- A case study
- An extended response

Victorian Curriculum and Assessment Authority will supervise the assessment of all Students. The Students' level achievement will determined by:

- Unit 3 school-based assessment 25%
- Unit 4 school-based assessment 25%
- End-year examination 50%

Pathways

The study of politics prepares students for tertiary or vocational education and training study, as well as broadening students' knowledge and participation in key political issues.

Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students' level achievement will determined by:

- Unit 3 school-based assessment 25%
- Unit 4 school-based assessment 25%
- End-year examination 50%

Pathways

The study of politics prepares students for tertiary or vocational education and training study, as well as broadening students' knowledge and participation in key political issues.

Legal Studies

Description

In Unit 3 students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

In Unit 4 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 and investigate the relationship between the two in law-making.

Area of Study

Unit 3: Rights and Justice

In this unit students consider the various courts within the Victorian Court Hierarchy as well as other Victorian legal institutions and bodies available to assist with cases. Students explain matters such as the rights available to an accused and to victims in the criminal justice system. Students also investigate the extent to which the principles of justice are upheld in the justice system.

One: The Victorian criminal justice system

Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice. They review recent reforms and come to an understanding as to whether such reforms enhance the principles of justice.

- **Outcome One:** On completion of this unit students should be able to explain the rights of the accused and of victims, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice

Two: The Victorian civil justice system

Students consider the factors that affect the ability of the civil justice system to achieve the principles of justice. They review recent reforms and come to an understanding as to whether such reforms enhance the principles of justice in civil cases.

- **Outcome Two:** On completion of this unit students should be able to consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies.

Unit 4: The people and the Law

In this unit, the students will 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. The students also analyse the roles of the individual, the media and law reform bodies in influencing law reform.

One: The people and the Australian Constitution

In this area of study the students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Constitution acts as a check on parliament in law-making

- **Outcome One:** On completion of this unit students should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate ways in which the Australian Constitution acts as a check on parliament in law-making.

Two: The people, the parliament and the courts

In this area of study the students examine the relationship between the parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

- **Outcome Two:** On completion of this unit students should be able to discuss the factors that affect the ability of parliament to make law and respond to the need for law reform. Evaluate how individuals, the media and law reform bodies influence a change of law.

Assessment

School Assessed Course Work (50% of final study score).

Unit 3

- Case Studies
- Structured questions

Unit 4

- Structured questions
- Case Studies

Pathways

- Legal Studies provides an excellent base for degrees and certificates that involve any study of law.
- Legal Studies also links well with further studies in social sciences

Languages

French & Italian

Description

Students continue to study topics from the three general themes, and to acquire the linguistic resources to function effectively as a non-specialist within these themes, students are required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.

Areas of Study

Units 1 – 4 Common areas of study

The areas of study comprise topics chosen from the general themes of ‘The Individual’, ‘The Italian Speaking Communities’ and ‘The Changing World’.

The text types, kinds of writing, vocabulary and grammar are linked to each other and the themes and topics. Together, they add to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Learning Outcomes

Unit 3

- Express ideas through the production of original texts
- Analyse and use information from spoken texts
- Exchange information, opinions and experiences

Unit 4

- Analyse and use information from written texts
- Respond critically to spoken and written texts, which reflect aspects of the language and culture of speaking communities

Assessment

Unit 3

- Personal or imaginative written piece
- A response to specific questions, messages or instructions
- Role play

Unit 4

- A response to specific questions, messages or instructions, extracting and using information requested
- A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review
- A three to four minute interview on an issue related to the texts studied

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students level achievement will be determined by:-

- | | |
|--|-------|
| • Unit 3 school assessed coursework (SACs) | 25.0% |
| • Unit 4 school assessed coursework (SACs) | 25.0% |
| • Examinations | |
| o Oral component | 12.5% |
| o Written component | 37.5% |

Pathways

Students must undertake Unit 3 prior to undertaking Unit 4

Future Study/Career Choices

Knowledge of one or more languages can be useful in a wide range of careers. For some occupations, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other professions a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after. Possible employment opportunities include interpreting, foreign affairs, social services, international finance/law, the arts, commerce, technology, science, education, tourism and hospitality.

Mathematics

Further Mathematics

Description

Further Mathematics is a course designed for students who may need to use applications of Mathematics in future employment, study or personal life. It consists of a compulsory core area of study 'Data analysis' and 'Recursion and Financial modelling' and two chosen Application Modules; 'Measurement and Geometry' and 'Matrices'. Digital technologies, including the CAS calculator, are used extensively to enhance students' learning in each topic.

Areas of study

- Data analysis
- Recursion and financial modelling
- Matrices
- Measurement and Geometry

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Select and apply mathematical concepts, models and techniques from the areas of study in a range of contexts of increasing complexity.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

The student's level of achievement in Units 3 and 4 will be determined by school-assessed coursework tasks and two one and a half hour end-of-year examinations as follows:

- | | |
|-------------------------------------|----------------------|
| • Unit 3 School-assessed coursework | (20% of final grade) |
| • Unit 4 School-assessed coursework | (14% of final grade) |
| • Exam 1 (Multiple Choice) | (33% of final grade) |
| • Exam 2 (Short Answer) | (33% of final grade) |

All assessment is carried out with the use of a CAS calculator and a bound reference book.

Pathways

- TAFE & University
- Engineering
- Teaching
- Business and Commerce
- Computer Sciences
- Information Technology
- Health Science and Sciences

Mathematical Methods

Description

Mathematical Methods is a course designed for students who are able to apply more abstract ideas in Mathematics and may need Mathematical Methods for future career or study options. Students will study techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology.

Digital technologies, including the CAS calculator, are used extensively to enhance students' learning in each topic. Students should also be familiar with relevant mental and by hand approaches in simple cases.

Satisfactory completion of Units 1 and 2 Mathematical Methods is a prerequisite for this course.

Areas of Study

- Functions and graphs
- Calculus
- Algebra
- Probability and statistics

Learning Outcomes

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

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of Mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework tasks and two end-of-year examinations as follows:

- | | |
|--------------------------------------|----------------------|
| • Unit 3 School-assessed coursework | (17% of final grade) |
| • Unit 4 School-assessed coursework | (17% of final grade) |
| • Exam 1 (1 hour Technology Free) | (22% of final grade) |
| • Exam 2 (2 hours Technology Active) | (44% of final grade) |

Exam 1 assesses students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology. Exam 2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems using technology.

Pathways

- TAFE & University
- Engineering
- Teaching
- Business and Commerce
- Computer Sciences
- Information Technology
- Sciences
- Statistics
- Medicine and Biomedicine

Specialist Mathematics

Description

Specialist Mathematics is a challenging and interesting course designed for able students who wish to explore more abstract mathematical concepts. The course integrates already learnt concepts of calculus into other fields of Mathematics giving Specialist Mathematics a more practical orientation than Mathematical Methods. Students will study techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, both with and without the use of technology. Students are encouraged to use digital technologies, including the CAS calculator, to enhance their learning.

Satisfactory completion of Units 1 and 2 Mathematical Methods and Units 1 and 2 Specialist Mathematics is a required prerequisite for this course.

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
- Apply mathematical processes with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of Mathematics,
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework tasks and two end-of-year examinations as follows:

- Unit 3 School-assessed coursework (17% of final grade)
- Unit 4 School-assessed coursework (17% of final grade)
- Exam 1 (1 hour Technology Free) (22% of final grade)
- Exam 2 (2 hours Technology Active) (44% of final grade)

Exam 1 assesses students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology. Exam 2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems using technology.

Pathways

- TAFE & University
- Engineering
- Teaching
- Business and Commerce
- Computer Sciences
- Information Technology
- Sciences
- Statistics

Science

Biology

Description

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider 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 specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study

- **How do cellular processes work?** In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it.
- **How do cells communicate?** In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response.
- **How are species related?** In this area of study students focus on changes to genetic material over time and the evidence for biological evolution.
- **How do humans impact on biological processes?** In this area of study students examine the impact of human culture and technological applications on biological processes.

- **Practical investigation.** A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork.

Learning Outcomes

- Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
- Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.
- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The student's level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score
- School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score
- The end of year Unit 3 and 4 Examination will contribute 60 per cent to the study score

Pathways

Students who study the Biological Sciences generally move into university courses based in the Life Sciences. Life Scientists examine the anatomy, physiology and biochemistry of humans, animals, plants and other living organisms to better understand how living organisms function and interact with each other and the environment in which they live. These studies can lead to job titles like:

- Life Scientist
- Anatomist or Physiologist
- Biochemist
- Biotechnologist
- Botanist
- Marine Biologist
- Microbiologist
- Zoologist
- Education

For more details see the Australian Government's, Job Outlook website:
<http://joboutlook.gov.au/pages/default.aspx>

Chemistry

Description

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 consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: Chemistry at work

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 consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

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. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Areas of Study

- **What are the options for energy production?** In this area of study Students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
- **How can the yield of a chemical product be optimised?** In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.
- **How can the diversity of carbon compounds be explained and categorised?** In this area of study students explore why such a vast range of carbon compounds is possible.
- **What is the chemistry of food?** Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective.
- Practical investigation. A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4.

Learning Outcomes

- Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
- Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.
- Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
- Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The student's level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
- The end of year Unit 3 and 4 Examination will contribute 60 per cent to the study score.

Pathways

Students who study the Chemical Sciences generally move into university courses based in the Chemical Sciences, including Food and Wine Scientists and Chemical and Materials Engineers. There is also a strong connection to the Life Sciences through the area of biochemistry. These fields would involve tasks like: the development and monitoring of chemical processes and production; the development of new and improved existing food products; the design and preparation of chemical processes; the operation of commercial-scale chemical plants and the investigation of the properties of metals, ceramics, polymers and other materials for commercial applications. The biochemical area would see scientists working to better understand how living organisms function and interact with each other and the environment in which they live.

These studies can lead to job titles like:

- Chemical Engineer
- Materials Engineer
- Chemist
- Food Technologist
- Wine Maker
- Biochemist
- Biotechnologist
- Education

For more details see the Australian Government's, Job Outlook website:

<http://joboutlook.gov.au/pages/default.aspx>

Physics

Description

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.

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. A wave model is also used to explain the behaviour of matter which enables Students to consider the relationship between light and matter. 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.

Areas of Study

- **How do things move without contact?** In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic.
- **How are fields used to move electrical energy?** The production, distribution and use of electricity has had a major impact on human lifestyles.
- **How fast can things go?** In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion.
- **How can waves explain the behaviour of light?** In this area of study students use evidence from experiments to explore wave concepts in a variety of applications.
- **How are light and matter similar?** In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.
- **Practical investigation.** A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

Learning Outcomes

- Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.
- Apply wave concepts to analyse, interpret and explain the behaviour of light.
- Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

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- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The student's level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score
- School-assessed Coursework for Unit 4 will contribute 19 per cent to the study score
- The end of year Unit 3 and 4 Examination will contribute 60 per cent to the study score

Pathways

Students who study Physics generally move into university courses based in the Physical Sciences. These scientists can move into a vast array of scientific fields and perform tasks that include: tests and experiments; providing technical support to assist with research; perform jobs in earth sciences, life sciences, and physical sciences. Physicists can be found in nearly every job sector, including the coolest and most farfetched careers imaginable.

These studies can lead to job titles like:

- Physicist
- Natural and Physical Science Professionals
- Metallurgist
- Meteorologist
- Earth Science Technician
- Life Science Technician
- Science Technicians
- Education

For more details see the Australian Government's, Job Outlook website:

<http://joboutlook.gov.au/pages/default.aspx>

Psychology

Description

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.

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.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Areas of Study

- **How does the nervous system enable psychological functioning?** In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli.
- **How do people learn and remember?** Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment.
- **What influences mental wellbeing?** In this area of study, students examine what it means to be mentally healthy.
- **How do levels of consciousness affect mental processes and behaviour?** Differences in levels of awareness of sensations, thoughts and surroundings influence individuals' interactions with their environment and with other people.
- **Practical investigation.** The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines

Learning Outcomes

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.
- Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

-
- Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
 - Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The student's level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
- The end of year Unit 3 and 4 Examination will contribute 60 per cent to the study score.

Pathways

Students who study the Psychology generally move into university courses based in the Psychological Sciences. Psychologists investigate, assess and provide treatment and counselling to foster optimal personal, social, educational and occupational adjustment and development. Psychiatrists diagnose, assess, treat and prevent human mental, emotional and behavioural disorders. There are also a diverse range of jobs that make use of the specialised skills a psychologist has learnt during their degree.

These studies can lead to job titles like:

- Psychiatrist
- Clinical, educational or organisational psychologist
- Psychotherapist
- Human services (direct care, administration): Examples – psychotherapy, advocacy, grant writing
- Research – like market research, experimental psychology
- Education
- Human resources

For more details see the Australian Government's, Job Outlook website:

<http://joboutlook.gov.au/pages/default.aspx>

Technology

Informatics

Description

VCE Informatics (formally IT Applications) focuses on data, information and information systems. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way.

Areas of Study

- Organisations and data management.
- Data analytics: drawing conclusions.
- Data analytics: presenting the findings.
- Information management.

Assessment

In VCE Informatics students' level of achievement will be determined by school assessed coursework, school assessed tasks and an end-of-year examination.

Percentage contributions to the study score are as follows:

- | | |
|------------------------------|-----|
| • School assessed coursework | 20% |
| • School assessed tasks | 30% |
| • End-of-year examination | 50% |

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Pathways

VCE Informatics provides an excellent basis for further studies in the arts, engineering, computer science, science, resource management, information systems and business. Students of VCE Computing have gone on to careers in project management, E-Commerce, mechatronics, computer science, systems analysis and engineering.

Product Design & Technology

Description

Students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. In the initial stage of the product design process a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Students commence the application of the product design process for a product in Unit 3, using materials, tools, equipment and machines. They record and monitor the production processes and modifications to the production plan and product which will be completed and evaluated in Unit 4.

Areas of Study & Learning Outcomes

Unit 3: Applying the Product design process

- Designing for end user/s
- Product development in industry
- Designing for others

Unit 4: Product development and evaluation

- Product analysis and comparison
- Product manufacture
- Product evaluation

Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Product Design and Technology students' level of achievement will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination.

Percentage contributions to the study score in VCE Product Design and Technology are as follows:

- | | |
|---|-----|
| • Unit 3 and 4 school-assessed coursework | 20% |
| • School-assessed task | 50% |
| • End-of-year examination | 30% |

Pathways

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Product Design and Technology prepares students for careers in design and manufacturing through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Study and pathways from certificate to PhD include Bachelor of Design (Industrial Design), Bachelor of Design (Interior Architecture) and Bachelor of Engineering (Product Design Engineering).

Software Development

Description

Software development focuses on the skills to create solutions using Python. Students use a programming language to create working software modules. The second focus is on how the information needs of individuals and organisations are met through the creation of software solutions in a networked environment.

Areas of Study

- Using software design and development to create modules using Python. Students examine software design representations and interpret these when applying specific functions of a programming language.
- Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.
- Student learn computational thinking skills by transforming their detailed designs into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities in conjunction with project planning.
- Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Learning Standards

- Interpret designs and apply a range of functions and techniques using a programming language.
- Analyse and document a preferred solution design and formulate a project plan.
- Apply stages of the problem-solving methodology to create a solution using Python and use project planning.
- Analyse and explain the dependencies between two information systems and evaluate security measures.

Assessment

- Create a software solution to meet specific needs 10%
- A written report in response to a case study 10%
- School Assessed Task 30%
- End of year examination 50%

Pathways

Computer Science, Information Systems, Business, Systems Engineering, Robotics, Linguistics, Logistics, Database Management and Software Development, Careers in Digital Technologies based in areas such as Information Architecture, Web Design, Business Analysis and Project Management.

Systems Engineering

Description

Students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. In addition to designing and planning operational, mechanical-electrotechnology integrated and controlled systems they also learn about the technologies used to harness energy sources to provide power for engineered systems.

Areas of Study & Learning Outcomes

Unit 3: Integrated systems engineering and energy

- Controlled and integrated systems engineering design
- Clean and renewable energy technologies

Unit 4: Systems control and new and emerging technologies

- Producing, testing and evaluating integrated technological systems
- New and emerging technologies

Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Systems Engineering students' level of achievement will be determined by school-assessed coursework, a School-assessed Task and an end-of-year examination.

Percentage contributions to the study score in VCE Systems Engineering are as follows:

- | | |
|--|-----|
| • Unit 3 school-assessed coursework | 10% |
| • Unit 4 school-assessed coursework | 10% |
| • Unit 3 and Unit 4 school-assessed task | 50% |
| • End-of-year examination | 30% |

Pathways

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Study and pathways from Certificate to PhD courses include various Engineering courses from:

- Architectural and building engineering
- Civil engineering
- Electrical and electronic engineering
- Mechanical engineering

CURRICULUM VCAL/VET



VCAL

The Victorian Certificate of Applied Learning (VCAL) is an alternative to the VCE and is a hands-on option for Years 11 and 12 Students at De La Salle College. Unlike VCE, VCAL does not provide Students with an ATAR score which is commonly used by Students to access university programs. Students who do VCAL are likely to be interested in going on to training at TAFE Institutes, doing an apprenticeship, traineeship or getting a job after completing school. Once Students have completed their VCAL, they will have the knowledge and skills that are useful for the preparation for a trade or industry certificate.

At De La Salle College a student's VCAL program is based on a fulltime enrolment and includes their participation in VCAL classroom learning, VET and Structured Workplace Learning (SWL) and School Based Apprenticeships (SBAT). A student's VCAL learning program must include each of the four strands – Literacy and Numeracy, Personal Development, Work Related and Industry Specific (generally VET). A student is awarded a VCAL Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student's learning program. VCAL Students must select one VET Study to satisfy the VCAL requirements. The College offers some internal VET Studies (see VET Studies in this handbook) as well as a vast array of VET Study choices offered externally through TAFE Colleges. Year 11 VCAL subjects include:

Intermediate VCAL – Year 11

Literacy

Description

The Intermediate Literacy unit will enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness. At the end of the Intermediate Reading and Writing unit students will be able to read, comprehend and write a range of texts within a variety of contexts. In the Intermediate Oral Communication unit students will learn how the communication process focuses firstly on the purpose of the communication and the intended audience, and develop an understanding of how language use will vary with audience and purpose. At the end of Intermediate Oral Communication unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

Areas of Study

- Literacy skills intermediate reading and writing
- Literacy skills intermediate oral communication

Learning Outcomes

- Writing for Self Expression: Write a recount, narrative or expressive text.
- Writing for Practical Purposes: Write an instructional or transactional text.
- Writing for Knowledge: Write a report, explanatory or expository text.
- Writing for Public Debate: Write a persuasive, argumentative or discursive text.
- Reading for Self Expression: Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
- Reading for Practical Purposes: Demonstrate that meaning has been gained from reading an instructional or transactional text.
- Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.
- Reading for Public Debate: Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.
- Oracy for Self Expression: Use and respond to spoken language to communicate to others story and life experience.
- Oracy for Knowledge: Use and respond to spoken language in informative talks.
- Oracy for Practical Purposes: Use and respond to spoken language in instructions and transactions.

Assessment

To be credited with Intermediate VCAL Literacy units, students must demonstrate competence in all learning outcomes. The tasks accompanying the learning outcomes above indicate the types of assessment that will be required of students in order to satisfactorily complete learning outcomes. Learning outcomes are grouped together for assessment with more than one learning outcome assessed in any assessment task/activity.

Pathways

Senior VCAL

Numeracy

Description

The Intermediate Numeracy Unit provides students with an introduction to mathematical ideas which can be applied in the work place and as an introduction to further study. Topics incorporate the practical application of concepts, and they involve some computer and graphics calculator technology. Students are able to apply mathematical skills in a range of applied settings during class time, often in an integrated manner.

Areas of Study

- Data analysis
- Geometry and trigonometry
- Number patterns and applications
- Business related Mathematics

Learning Outcomes

- Numerical Skills and Processes
- Financial Literacy
- Planning and Organising
- Measurement, Representation and Design

Learning Outcomes

- Assignments
- Skills work
- Folio of summary notes
- Projects
- Short written response
- Problem-solving tasks
- Modelling tasks

Pathways

Senior VCAL

Personal Development

Description

The Intermediate VCAL Religious Education unit is integrated into the other VCAL subjects, in particular the Personal Development Skills Strand. By following the principles of the VCAL program and integrating these goals and content throughout all subjects, teachers aim to encourage Students to relate to their faith as a part of their everyday life as they prepare to leave the school environment and enter further training and work. Typically students work on social justice projects which are underpinned by the principle teachings of the Lasallian ethos.

Areas of Study

- Demonstrate an awareness of social diversity within a complex project
- Demonstrate leadership skills for group and team work
- Plan and organise to completion a complex project in an autonomous manner
- Use decision-making skills in a group or team context
- Apply strategies to improve communication

Learning Outcomes

- Plan and organise a complex project or activity
- Describe leadership skills and responsibilities
- Plan and organise a complex community project or activity

Assessment

- Report on an area of social need in the community
- Develop a project which will benefit the needs of a community

Pathways

Senior VCAL

Work Related Skills

Description

The Intermediate Work Related Skills Unit provides students with the basic skills for work preparation, in particular with a focus on Occupational Health and Safety requirements of the work place. Typically students learn how to recognise health and safety issues, understand the legislation around these issues, and how to apply this knowledge in an applied manner.

Learning Outcomes

- Learn about conditions and entitlements of a specific industry
- Obtain and communicate information in response to a work-related OHS issue
- Develop knowledge and understanding of OHS in a work-related context
- Identify workplace safety hazards
- Work in a team to follow safe work procedures within a work-related activity
- Use information and communications technology and other technology in relation to a work related activity

Assessment

- Complete work logbook
- Conduct OH & S audits

Pathways

Senior VCAL

Senior VCAL – Year 12

Literacy

Description

The Senior VCAL Literacy unit should enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts. In the Senior Oral Communication unit students will learn how the communication process focuses firstly on the purpose of the communication and the intended audience, and develop an understanding of how language use will vary with audience and purpose. At the end of Senior Oral Communication unit will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Areas of Study

- Literacy skills intermediate reading and writing
- Literacy skills intermediate oral communication

Learning Outcomes

- Writing for Self Expression: Write a recount, narrative or expressive text.
- Writing for Self Expression: Write a complex recount, narrative or expressive text.
- Writing for Practical Purposes: Write a complex instructional or transactional text.
- Writing for Knowledge: Write a complex report, explanatory or expository text.
- Writing for Public Debate: Write a complex persuasive, argumentative or discursive text.
- Reading for Self Expression: Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
- Reading for Practical Purposes: Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
- Reading for Knowledge: Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.
- Reading for Public Debate: Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.
- Oracy for Self Expression: Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.
- Oracy for Knowledge: Use and respond to spoken language in sustained informative presentations in different contexts.
- Oracy for Practical Purposes: Use and respond to spoken language in sustained and complex transactions in different contexts.
- Oracy for Exploring Issues and Problem Solving: Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

Assessment

To be credited with Senior VCAL Literacy units, students must demonstrate competence in all learning outcomes. The tasks accompanying the learning outcomes above indicate the types of assessment that will be required of students in order to satisfactorily complete learning outcomes.

Pathways

- Trade apprenticeships
- Vocational Education and Training (VET) qualifications

Numeracy

Description

The Senior VCAL Numeracy Unit provides students with a range of mathematical skills in preparation for apprenticeships or further vocational study. Each topic is chosen to provide a further development of the mathematical ideas studied in the Intermediate VCAL Numeracy course, which can be applied in the work place and with a view to further study. Topics incorporate the practical application of concepts, and they involve some computer and graphics calculator technology.

Areas of Study

- Data analysis
- Geometry, spatial relations and trigonometry
- Number patterns and applications
- Measurement applications
- Business related Mathematics

Learning Outcomes

- Design a Numeracy-based Project Plan in a Familiar Industry Area
- Apply Numeracy Skills in an Industry Context
- Use Appropriate Software Tools and Devices to Represent Data
- Communicate the Results of the Project

Learning Outcomes

- Assignments
- Skills work
- Folio of summary notes
- Projects
- Short written response
- Problem-solving tasks
- Modelling tasks

Pathways

- Apprenticeships
- Further Vocational Education & Training

Personal Development

Description

The Senior VCAL Religious Education unit is integrated into the other VCAL subjects, in particular the Personal Development Skills Strand. By following the principles of the VCAL program and integrating these goals and content throughout all subjects, teachers aim to encourage students to relate to their faith as a part of their everyday life as they prepare to leave the school environment and enter further training and work. Typically students work on social justice projects which are underpinned by the principle teachings of the Lasallian ethos.

Areas of Study

- Demonstrate an awareness of social diversity within a complex project
- Demonstrate leadership skills for group and team work
- Plan and organise to completion a complex project in an autonomous manner
- Use decision-making skills in a group or team context
- Apply strategies to improve communication

Learning Outcomes

- Plan and organise a complex project or activity
- Describe leadership skills and responsibilities
- Plan and organise a complex community project or activity

Assessment

- Report on an area of social need in the community
- Develop a project which will benefit the needs of a community

Pathways

- Apprenticeships
- Further Vocational Education

VET – Year 11

Certificate II Building & Construction

(Partial completion: Carpentry)

Description

The VCE VET Building and Construction provides students with the knowledge and skills to achieve competencies which will enhance their employment prospects within the building industry. The program offers partial completion of a pre-apprenticeship course. The Carpentry stream focuses on providing the skills necessary to safely and competently operate various tools and equipment relevant to the building industry and gain industry recognised credentials.

Areas of Study

Carpentry

Learning Outcomes

- CPCCOHS1001A Work Safely in the Construction Industry
- VU20955 Workplace safety and site induction
- HLTFA211A Provide first aid.
- VU20958 Prepare for work in the construction industry
- VU20959 Communication skills for the construction industry
- VU20960 Introduction to scaffolding and working platforms
- VU20961 Leveling
- VU20962 Quality principles for the construction industry
- VU20963 Safe handling of plant and selected portable power tools
- VU20971 Carpentry hand tools

Assessment

Students are required to satisfactorily complete a series of designated tasks linked to specific Outcomes and must be deemed Competent in each area to receive block credits for Units 1 & 2.

Pathways

This course is a prerequisite for students who wish to take Building and Construction in Year 12. On completion of Units 1-4, further training in this qualification is required for completion of the pre-apprenticeship certificate for the building and construction industry. Typically, students go onto a full apprenticeship and then as a qualified tradesperson, this qualification also provides a pathway into para-professional careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.

Certificate III – Sport & Recreation (Fitness Focus)

Description

The VCE/VET Sport and Recreation program provided by De La Salle College and auspiced by IVET provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the area of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions.

Areas of Study

Sport, Fitness and Recreation

Learning Outcomes

- BSBWOR301: Organize personal work priorities and development
- HLTAID003: Provide first aid
- SISXCAI003: Conduct non-instructional sport, fitness and recreation sessions
- SISXEMR001: Respond to emergency situations
- HLTWHS001: Participate in work health & safety
- SISXCCS001: Provide quality service.
- ICTWEB201: Use social media tools for collaboration and engagement
- SISXIND006: Conduct sport, fitness and recreation events
- SISSSOF101: Develop and update officiating knowledge

Assessment

- Students are required to satisfactorily complete a series of designated tasks linked to specific Outcomes and must be deemed Competent in each area.
- Exam

Pathways

Students must undertake Units 1 & 2 as a prerequisite for Sport & Recreation in Year 12.

With additional vocational training and experience, potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead to employment opportunities into positions such as sports development manager, sports scientist or sports marketing manager.

VET – Year 12

Certificate II Building & Construction

(Partial completion: Carpentry)

Description

The aim of VCE VET Certificate 12 in Building and Construction aims to provide participants with the knowledge and skills to achieve competencies which will enhance their employment prospects within the building industry: The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. The Carpentry units focus on providing the skills necessary to safely and competently operate various tools and equipment relevant to the building industry and to enable participants to gain industry recognised credentials.

Areas of Study

Carpentry

Learning Outcomes

- VU20956 Building structures
- CPCCCM1015A Carry out measurements and calculations
- VU22015 Interpret and apply basic plans and drawings
- VU20973 Basic setting out
- VU22024 Construct basic sub-floor
- VU20975 Wall framing
- VU22026 Construct a basic roof frame
- VU20977 External cladding

Assessment

- Students are required to satisfactorily complete tasks linked to specific Outcomes. They must be deemed Competent in each area to receive block credits for Units 3&4
- For VCE programs a 10% increment is available for students, who successfully complete all Outcomes and this will contribute directly to the ATAR.
- On successful completion students will be awarded a nationally recognised certificate in partial completion of Certificate 11 in Building and Construction (Carpentry Pre- apprenticeship)

Pathways

Further training in this qualification is required for completion of the pre-apprenticeship certificate, which can lead into an apprenticeship in the building and construction industry. As a qualified tradesperson, this qualification also provides a pathway into para professional careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.

Certificate III – Screen and Media (Year 2)

Description

This qualification reflects the role of a skilled operator in the film, television, radio or digital media industries who applies a broad range of competencies in a varied work context, using some discretion and judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Areas of Study

Information Technology

Learning Outcomes

- CUFANM301A 2D digital animations
- CUFWRT301A Write content for a range of media
- BSBDES302A Explore and apply the creative design process to 2D forms
- CUFDIG302A Author interactive sequences
- CUFDIG301A Prepare video assets
- CUFDIG304A Create visual design components

Assessment

Students must complete the first 7 modules to achieve a “Satisfactory Completion” for the equivalent VCE Units 1 & 2. Competency is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes. In Units 3 & 4 the VCAA study score contributes directly to the ATAR.

Pathways

This course is a prerequisite for students who wish to take Interactive Digital Media at a tertiary level. Upon completion of Units 3-4 students will be issued with a qualification recognized Australia wide. Further studies at Degree level or TAFE are available in Animation, Multimedia, Design and ICT.

Certificate III – Sport & Recreation (Fitness Focus)

Description

The VCE/VET Sport and Recreation program provided by De La Salle College and auspiced by IVET provides Students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the area of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions.

Areas of Study

Sport, Fitness and Recreation

Learning Outcomes

- SISSSCO101: Develop and update knowledge of coaching practices
- BSBWHS303: Participate in WHS hazard identification, risk assessment and risk control
- SISXCAI006: Facilitate groups
- SISXCAI004: Plan and conduct programs
- SISSSPT303A: Conduct basic warm up and cool down programs
- SISXRES002: Educate user groups

Assessment

The breakdown of the contribution of grades that will contribute to an end study score is as follows:

- Coursework (scored assessment task types) 66% of final grade
- 2 Portfolio's
- Work Performance (Off-site camp and the facilitation of junior Physical Education classes).

In order to receive a study score it is necessary for Students to be assessed as competent for **ALL** Units' outcomes. In the event of a student receiving a NYC (Not Yet Competent) for a unit or task, the assessment can be conducted again but the student will receive the minimum score for that task (5/25).

- End of year examination 34% of final grade.

Pathways

Higher education pathways can lead to employment opportunities into positions such as sports development manager, sports scientist or sports marketing manager.