



**KEILOR DOWNS  
COLLEGE**

*A High Performing School*  
A Co-educational School 7-12

# VCE & VCAL COURSE SELECTION GUIDE 2022

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\* Please note: Subjects that do not run in Year 11, will not be offered as Year 12 subjects the following year.

Please note in 2021 certain electives had a charge allocated to them, and a charge will also apply in 2022. The cost for these subjects in 2021 were:

- Food Studies - \$130
- Systems Engineering - \$20
- Maths - \$14 (Mathspace)
- Music - \$60 (Auralia)
- The following subjects also required a subscription to Edrolo: Accounting, Biology, Business Management, Chemistry, EAL, English, Food Studies, Health & Human Development, History, Legal Studies, Physical Education, Physics, and Psychology.

(This fee may vary in 2022).

## WELCOME TO THE SENIOR YEARS OF STUDY

This guide contains all the information you need to have to choose your course for the next two years. It outlines all our VCE/VET and VCAL offerings.

Our Senior Years curriculum is designed to allow you:

- Breadth and depth of study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To plan a course that allows you to follow your Pathways plan.

### Flexibility in the Senior Years:

In the Senior Years, according to your pathway choices and your academic ability, you will find yourself able to make many more choices than ever before. Not only can you choose from a wide variety of studies within your year level, but you can also choose to:

- Select a VCE Units 3 & 4 study while you are in Year 11.
- Choose to take 2 or 3 years to successfully complete your VCE.
- Study VET subjects as part of your VCE.
- Undertake the VCAL.

*It may be useful to refer to this version of the course selection guide for future reference.*

### Choosing a Program:

To assist you in choosing the course that will bring you the most enjoyment and success, we have provided you with:

- **Detailed descriptions** of all Senior Years courses.
- **Pathways diagrams** for each Key Learning Area (KLA) that show you how your choices will help you plan your future directions.
- **Pathways Counsellors**- you have been allocated a Pathways Counsellor who will assist you in your course decisions. You will meet with your counsellor before the official counselling day to discuss your course.

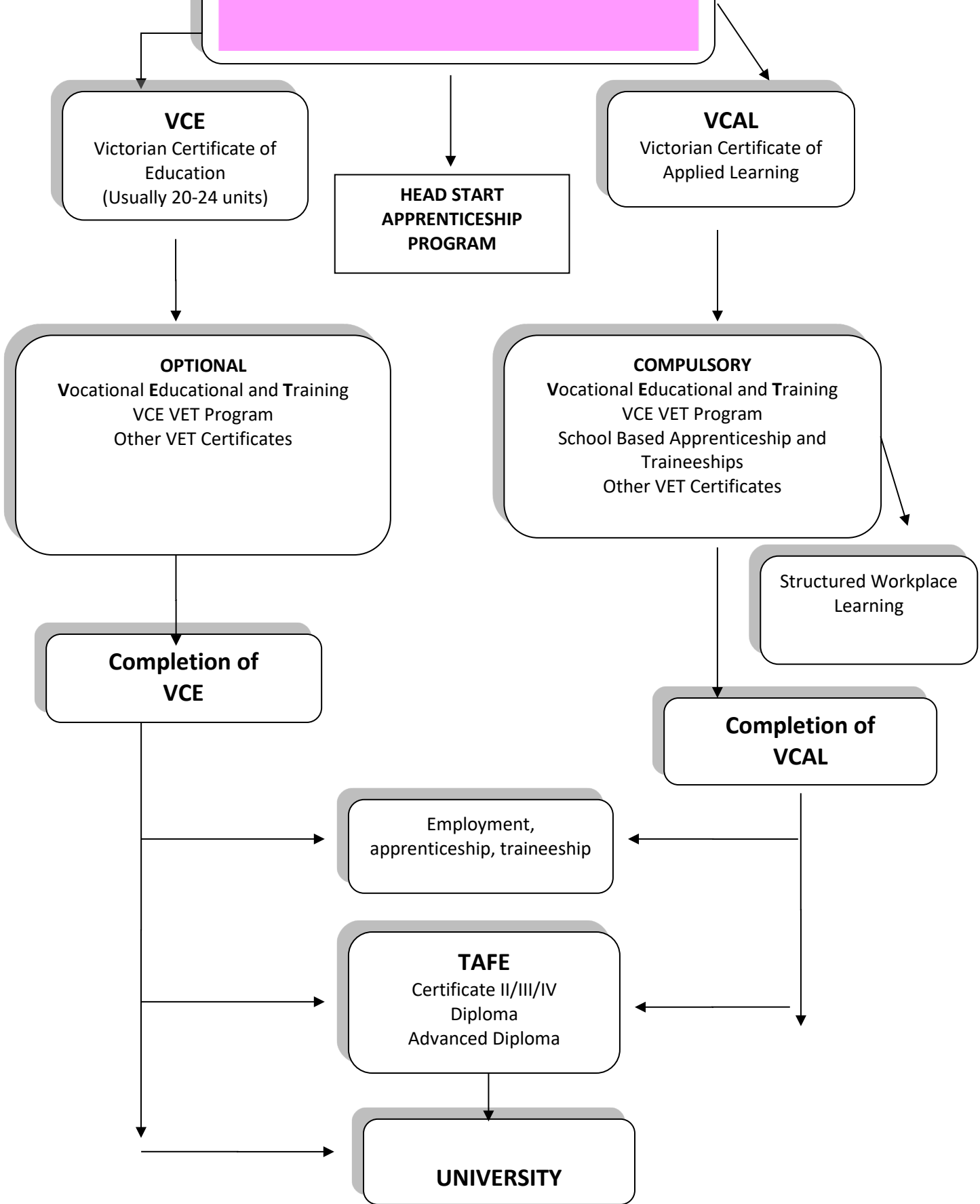
### Recommendations from staff:

All staff will make recommendations for VCE studies. You will need to seek advice from your classroom teachers or the Faculty Leader (KLA leader), who will advise you about the best studies for you to undertake.

### Confirming your Course:

After course counselling takes place, your course will be carefully checked. A few students may need to be re-counselled if there are problems with their course. Your course will be confirmed in writing during Term 4.

**SENIOR SCHOOL PATHWAYS**



## HEAD START PROGRAM

**Head Start** is a very new program that was launched in the middle of 2019 and is just getting started.

It will allow students to start their Apprenticeship whilst they are still at school and spend more time in the workplace than School Based Apprenticeships. Students will be expected to attend a minimum of two days at school per week.

Not every trade qualifies but if you are in VCAL or are happy to do a non-ATAR VCE please see Mr Knights for details or pay a visit to the Head Start office at KDC in the Careers Hub.

# SUBJECTS OFFERED

## Units Offered

		1	2	3	4
EN	ENGLISH	■	■	■	■
EAL	ENGLISH AS AN ADDITIONAL LANGUAGE	■	■	■	■
EL	ENGLISH LANGUAGE	■	■	■	■
LI	LITERATURE	■	■	■	■
HH	HEALTH & HUMAN DEVELOPMENT	■	■	■	■
PE	PHYSICAL EDUCATION	■	■	■	■
CRS	SIS30115 CERTIFICATE III IN SPORT AND RECREATION	■	■	■	■
AC	ACCOUNTING	■	■→	■	■
BM	BUSINESS MANAGEMENT	■	■	■	■
GP	AUSTRALIAN GLOBAL POLITICS – GP – LEADS TO YR 12 GLOBAL POLITICS	■	■	■	■
HI	HISTORY (20TH CENTURY) – Leads to HISTORY REVOLUTIONS	■	■		
HI	HISTORY REVOLUTIONS			■	■
LS	LEGAL STUDIES	■	■	■	■
SO	SOCIOLOGY	■	■	■	■
IT	LOTE - ITALIAN	■→	■→	■	■
JA	LOTE - JAPANESE	■→	■→	■	■
GF	MATHEMATICS - GENERAL MATHS FURTHER	■	■		
FM	MATHEMATICS - FURTHER MATHEMATICS			■	■
MM	MATHEMATICS - MATHEMATICAL METHODS	■	■→	■	■
SM	MATHEMATICS - SPECIALIST MATHS	■	■→	■	■
BI	BIOLOGY	■→	■→	■	■
CH	CHEMISTRY	■→	■→	■	■
PH	PHYSICS	■	■→	■	■
PS	PSYCHOLOGY	■	■→	■	■
FS	FOOD STUDIES	■	■	■	■
SE	SYSTEMS ENGINEERING	■	■	■	■
CBC	22238VIC CERTIFICATE II IN BUILDING & CONSTRUCTION (CARPENTRY)	■	■	■	■
CKO	SIT20316 CERTIFICATE II IN HOSPITALITY & SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS	■	■	■	■
ACO	APPLIED COMPUTING	■	■		
DAT	DATA ANALYTICS			■	■
DR	DRAMA	■	■		
MU	MUSIC PERFORMANCE	■	■	■	■
CMI	CUA30915 CERTIFICATE III IN MUSIC INDUSTRY: MUSIC PERFORMANCE	■	■	■	■
CMI	CUA20615 CERTIFICATE II TO CERTIFICATE III IN MUSIC: SOUND PRODUCTION	■	■	■	■
ME	MEDIA	■	■	■	■
SA	STUDIO ARTS	■	■	■	■
VC	VISUAL COMMUNICATION DESIGN	■	■	■	■

➔ It is strongly recommended that you complete this unit before commencing the following one.  
All Units 3 & 4 studies must be taken as a sequence.

↘ = Leads to .....

## VCAL

## Units Offered

	Foundation Units		Intermediate Units		Senior Units	
	1	2	1	2	1	2
LITERACY	■	■	■	■	■	■
NUMERACY	■	■	■	■	■	■
PERSONAL DEVELOPMENT SKILLS	■	■	■	■	■	■
WORK RELATED SKILLS	■	■	■	■	■	■

## WHAT IS VET?

Vocational Education and Training can be completed either as a part of VCE or as the compulsory study for all students undertaking VCAL. It helps students explore possible career pathways in a practical and hands-on setting while gaining a valuable insight into their chosen industry. Some VET subjects require compulsory work placement as part of their course.

### Features of VET

- VET is a two-year program combining studies with accredited education and training which allows students to complete a nationally recognised qualification.
- Provides students with an opportunity to go directly into employment or receive credit towards further study at a TAFE.
- VET allows for the development of Industry specific and workplace skills.
- Students may undertake structured workplace learning to demonstrate their acquired skills and knowledge in an industry setting.

### How does VET work?

A VET unit is delivered to students via a Registered Training Organisation (RTO), this could be at the student's school or another school nearby that forms part of the cluster.

### Contribution to VCE

1. Some VET programs are considered a VCE subject and count towards the 16 units necessary to successfully complete VCE.
2. VET subjects contribute to the ATAR score through either scored assessment or as 10% of a 5<sup>th</sup> or 6<sup>th</sup> subject. In some circumstances there will be no contribution towards an ATAR when units are at the 1 and 2 level only or the students do not complete all the required units of competency.

### CONTRIBUTION TO VCAL

- VET is a compulsory subject for all students completing their VCAL.

### VET Fees

VET fees are paid directly to the General Office at Keilor Downs unless otherwise specified by the TAFE Organisation. VET fees cover trainers, TAFE auspicing and relevant resources as specified by the TAFE organisation. The charge is set by the Brimbank VET cluster and will be notified to families in term 4.

A **\$100** deposit is required when selecting a VET subject with the balance to be paid at the front office by the end of February 2022.

**A comprehensive list of all VET offerings in the Brimbank Cluster is available in the Brimbank Cluster VETIS student handbook.**

**Please note that all students undertaking a VET, regardless of their RTO, must complete a structured workplace form prior to commencing. This is available from the workplace coordinator at Keilor Downs College.**

Once you have decided on which VET you are applying for you need to complete TWO separate applications. This is the case for both Units 1 & 2 and Units 3 & 4 of a VET certificate. You need to include your VET selection as part of your subjects through your online subject selection for KDC. The link is from your school email account.

The second application is to register your VET selection through the Brimbank VET Cluster (BVC) at [www.bvc.vic.edu.au](http://www.bvc.vic.edu.au) and select register. You will also need to apply for a USI (Unique Student Identifier). Assistance will be at your Course Selection Day. The web link is [www.usi.gov.au](http://www.usi.gov.au).



## WHAT IS VCAL?

VCAL is the Victorian Certificate of Applied Learning and is a Senior Secondary Qualification that provides a hands-on and more flexible approach to education in later years. It is designed to meet the needs of students who wish to develop skills relevant for the workforce.

### The Structure of VCAL

The certificate requires students to complete the following four compulsory strands:

- Literacy Skills
- Numeracy Skills
- Personal Development Skills
- Work Related Skills

The following is a summary of some key skills and knowledge students will develop during the VCAL course over two years. Year 11 students will work towards an Intermediate Certificate and in the past, Year 12 Students worked towards a Senior Certificate.

### Literacy

This course will enable students to develop the following communication skills and knowledge of reading, writing and oracy to:

- Read and write a range of texts based on everyday subject matter which includes some unfamiliar aspects or material.
- Read, comprehend and write a range of texts in a variety of contexts.
- Read and write complex tasks.
- Produce texts to include a range of abstract concepts or technical details.
- Identify views shaping a text and the devices used to present these views.
- Identify how language varies depending on social context and purpose of the interaction.

### Numeracy

This course will enable students to develop the following skills and knowledge to:

1. Use every-day numeracy to make sense of their daily personal and public lives using mathematics including measurement, shape, numbers and graphs.
2. Apply numeracy for practical purposes in design, construction and measurement of objects in the physical world.
3. Gain a greater understanding of numeracy for personal organisation including time management, money and the location of destinations.

### Work Related Skills

- Students will need to complete 80 hours (Year 11) of Structured Workplace Learning in their chosen industry.
- Develop an in-depth understanding of Occupational Health and Safety issues faced in a variety of industries.

## Personal Development Skills

During the course students will undertake integrated projects with a community focus allowing students to develop skills, knowledge and behaviours that enable them to;

- Improve their capacity to work in teams
- Build their leadership skills and qualities
- Improve self-confidence

### A Possible Model for Year 11 VCAL 2022:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Work Related Skills	VET COURSE OR STRUCTURED WORKPLACE LEARNING	Literacy	VET COURSE OR STRUCTURED WORKPLACE LEARNING	Personal Development Skills
2	Work Related Skills		Literacy		Personal Development Skills
3	Literacy		Numeracy		Numeracy
4	Numeracy		Numeracy		Numeracy
5	Spare		Personal Development Skills		Literacy
6	Spare		Personal Development Skills		Literacy

### CHANGES TO VCAL IN 2023:

In 2022, there will be no changes to the existing VCAL certificate. Students can enrol in a Foundation, Intermediate or Senior VCAL Certificate for the VCE.

In 2023, all Year 11 and 12 students will be enrolled in one of three arrangements:

1. The VCE
  2. The Vocational Specialisation within the VCE (most similar to VCAL which will include VET & work placement)
  3. The Foundation Pathways certificate.
- This means that for students who start their Intermediate VCAL in 2022, they will transition into the Vocational Specialisation in 2023 with full Intermediate credits and will complete Senior VCAL subjects in 2023 as part of the transition to the new certificate.
  - For students who partially complete Foundation VCAL in 2022, they will transition into the Foundation Pathways Certificate with credit for their completed studies.
  - For students who complete Foundation VCAL in 2022, they will be eligible to transition into the Vocational Specialisation in 2023.
  - For students who complete VCE in 2022 and wish to switch to 'VCAL' in 2023, they will enrol in the new curriculum Units 1 and 2 designed for the VCE Vocational Specialisation, or in the Foundation Pathways Certificate.

2022		2023	CERTIFICATION
VCE		VCE	VCE
SENIOR VCAL	CREDIT FOR COMPLETED UNITS	VCE VOCATIONAL SPECIALISATION:	VCE VOCATIONAL SPECIALISATION
INTERMEDIATE VCAL		<ul style="list-style-type: none"> <li>• YR 12 SENIOR VCAL SUBJECTS</li> <li>• YR 11 VCE VOCATIONAL SPECIALISATION SUBJECTS</li> </ul>	
FOUNDATION VCAL		FOUNDATION PATHWAYS CERTIFICATE	FOUNDATION PATHWAYS CERTIFICATE

## VCE CURRICULUM

### The Victorian Certificate of Education (VCE)

- VCE subjects are called studies.
- Each study runs for 1 semester, for 5 periods per week.
- All studies have a sequence of units- Units 1, 2, 3 & 4.
- To successfully complete a unit, you will need to complete a range of tasks, which include classwork, homework, SACs (school assessed coursework), tests and examinations.

### VCE REQUIREMENTS

To be awarded your VCE, you must satisfactorily complete **at least sixteen** units of study. These units must include:

- 3 units from the English group of studies. (*This must include Units 3 & 4 English*)
- 3 other sequences of Units 3 & 4.

### OTHER RULES TO FOLLOW:

#### English

The 3 units you need to be awarded your VCE can be selected from:

- English OR EAL Units 1, 2, 3 & 4
- English Language Units 1, 2, 3 & 4
- Literature Units 1, 2, 3 & 4.

### VET STUDIES

- These are real VCE studies, and count towards your VCE.
- They may attract an ATAR score. Study score if they are scored subjects.
- You can choose up to 8 VET units, including 2 Unit 3 and 4 sequences.
- A VET subject that is unscored will attract a 10% increment based on your 4<sup>th</sup> highest subject.

### TECHNOLOGY STUDIES

You will only be given credit for one sequence of studies under the headings of Product Design and Technology. Therefore, you cannot do more than one of Metal or Wood.

### PREREQUISITES

You can undertake any VCE study from units 1 to 3 you wish without having any previous experience in the study.

- However, **it is highly recommended** that you undertake studies that you have some skill and previous experience with.
- Some studies make very strong recommendations about previous experience, especially at Units 3 and 4. Take careful note of this - your chances of success are much lower if you undertake some studies without previous experience.

### REPEATING UNITS

You can repeat VCE studies without incurring any penalty.

#### Choosing your course

- In Year 11, most students will complete 12 units of study (6 units per semester).
- One or more of these can be units 3 & 4 studies.
- In Year 12, most students will complete 10 units of study (5 per semester).
- All Year 12 students must complete a minimum of 4 studies at KDC in Year 12.

# **ENGLISH**

# **OPTIONS**

**What’s it all about?**

The focus of VCE English is on the reading and viewing of a range of texts, film and multimedia, particularly narrative and persuasive texts, to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.



**What will I learn?**

<b>Reading &amp; Creating Texts – Creative Response</b>	<b>Reading &amp; Creating Texts – Analytical Interpretation</b>
How meaning is created in a text through the exploration and analysis of how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader in conjunction with how the meaning of a text is affected by the contexts in which it is created and read.	
<b>Reading &amp; Comparing Texts – Comparative Text Analysis</b>	<b>Analysing and Presenting Argument – Argument Analysis &amp; POV oral presentation</b>
<ul style="list-style-type: none"> <li>• The ways in which different texts provide different perspectives on ideas, issues and themes.</li> <li>• the choices made by authors to convey perspectives, such as structure, conventions and language, including relevant metalanguage.</li> </ul>	<ul style="list-style-type: none"> <li>• The ways authors construct arguments and features of written, spoken and multimodal texts to position audiences to impact and position audiences to share a point of view.</li> <li>• The conventions of discussion and debate and features of analytical and comparative responses to texts.</li> <li>• Oral presentation - to develop a viewpoint on an issue, prepare argument and its supporting evidence, to engage and position the target audience to share their point of view.</li> </ul>

**What types of things will I do?**

**Learning tasks may include:** Comparative analytical response to texts, written text that presents an argument or viewpoint, Comparative argument analysis of written and visual language used to attempt to persuade the audience to share the point of view on an issue currently debated in the media, Point of View oral presentation of a current media issue.

**What skills will I require to complete this subject?**

- Ability to identify, analyse and discuss ideas, themes and issues in set texts.
- Ability to develop written structured extended responses.
- Effective communication skills (written and oral).
- Ability to explore and support ideas, points of view and issues orally, and listening to others.

**What can this subject lead to?**

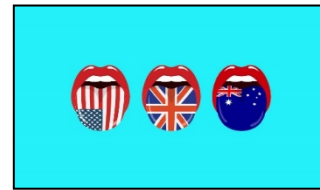
POSSIBLE PATHWAY	
YEAR 12	ENGLISH, LITERATURE, ENGLISH LANGUAGE

**Why choose this subject?**

English is a compulsory subject, but you can choose between the three strands, subject to recommendations. You should choose the one that interests you most.

**What’s it all about?**

VCE English Language is the study of sociolinguistics. It explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we live in.



**What will I learn?**

- Metalinguage (Language used to talk about the way we use language).
- How to analyse language use.
- The history of English and how it became a global language.
- How different people and groups speak English in different ways.
- How the ideas of language and identity are linked.

<b>Semester One – Unit 1</b>	<b>Semester Two – Unit 2</b>
Language and communication <ul style="list-style-type: none"> <li>- The nature and function of language</li> <li>- Language acquisition</li> </ul>	Language change <ul style="list-style-type: none"> <li>- English across time</li> <li>- Englishes in contact</li> </ul>
<b>Semester One – Unit 3</b>	<b>Semester Two – Unit 4</b>
Language variation and social purpose <ul style="list-style-type: none"> <li>- Informal language</li> <li>- Formal language</li> </ul>	Language variation and identity <ul style="list-style-type: none"> <li>- Language variation in Australian societies</li> <li>- Individual and group identities</li> </ul>

**What types of things will I do?**

**Learning tasks may include:**

- Short answer tests
- Extended responses
- Analytical essays
- Discourse analyses
- Case studies
- Investigative reports
- Oral presentations

Click here for an explanation on the difference between English & English Language:  
<https://kdcviceduau.sharepoint.com/sites/Year10PathwaysCourseCounselling2020/Cla ss%20Materials/Why%20Choose%20English %20Language.mp4>

**What skills will I require to complete this subject?**

- The ability to learn and apply new content and metalanguage.
- The ability to closely read and analyse information.
- The ability to think about language in new ways.

**What can this subject lead to?**

POSSIBLE PATHWAY	
YEAR 10	ENGLISH
YEAR 11	ENGLISH LANGUAGE
YEAR 12	ENGLISH LANGUAGE

**Why choose this subject?**

If you have an analytical mind, you will love English Language. The subject is an alternative to English. While it is true that EL is a great option for mathematically minded students, it is also a great subject for any student who is naturally analytical, and who is interested in asking the WHY questions. N.B. In English Language, there are short texts only - students are not required to read complete novels, plays or view whole films. However, there is a large amount of reading involved and a high level of comprehension is required.

**What’s it all about?**

The focus of VCE EAL is on the reading and viewing of a range of texts, film and multimedia, particularly narrative and persuasive texts, to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. Students will also develop and refine their listening skills.



**What will I learn?**

Creative Writing and Text Study	Comparison Text Study
How meaning is created in a text through the exploration and analysis of how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader in conjunction with how the meaning of a text is affected by the contexts in which it is created and read. Comparing the ways in which different texts provide different perspectives on ideas, issues and themes.	
Oral Communication	Analysing and Presenting Argument
<ul style="list-style-type: none"> <li>Understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners.</li> <li>This understanding includes the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker’s views and attitudes and how these affect the structure and language of the spoken text.</li> </ul>	<ul style="list-style-type: none"> <li>The ways authors construct arguments and features of written, spoken and multimodal texts to position audiences to impact and position audiences to share a point of view.</li> <li>The conventions of discussion and debate and features of analytical and comparative responses to texts.</li> <li>Oral presentation - to develop a viewpoint on an issue, prepare argument and its supporting evidence, to engage and position the target audience to share their point of view.</li> </ul>

**What types of things will I do?**

**Learning tasks may include:**

Comparative analytical response to texts, written text that presents an argument or viewpoint, Comparative argument analysis of written and visual language used to attempt to persuade the audience to share the point of view on an issue currently debated in the media, Point of View oral presentation of a current media issue. Listening tasks that assess comprehension and knowledge of how oral language is used to create meaning.

**What skills will I require to complete this subject?**

- Ability to identify, analyse and discuss ideas, themes and issues in set texts.
- Ability to develop written structured extended responses.
- Effective communication skills (written and oral).
- Ability to explore and support ideas, points of view and issues orally, and listening to others.

**What can this subject lead to?**

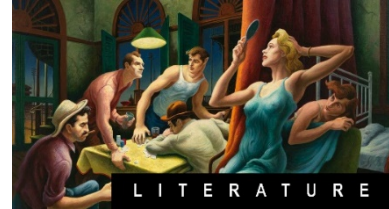
POSSIBLE PATHWAY (depending on eligibility)	
YEAR 10	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 11	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 12	ENGLISH AS AN ADDITIONAL LANGUAGE

**Why choose this subject?**

EAL is an alternative to VCE English for all students who meet the following eligibility requirements: *To qualify for EAL in VCE a student must have no more than 7 years with English as their main language of instruction or have less than 7 years’ residency in a predominately English-speaking country (at the time of completion of Year 12).*

**What's it all about?**

Literature study has a focus on the enjoyment gained through the close reading of a variety of literary texts including novels, plays, short stories, films, poetry and non-fiction. Students have lively discussions about the meanings of texts to confirm their own interpretations and challenge or affirm their own values and beliefs about humanity.

**What will I learn?**

<b>Semester One – Unit 1</b>	<b>Semester Two – Unit 2</b>
<b>Approaches to Literature</b> <ul style="list-style-type: none"> <li>• Reading practices.</li> <li>• Ideas and concerns in texts.</li> </ul>	<b>Contexts and Connections</b> <ul style="list-style-type: none"> <li>• The texts, the reader and their contexts.</li> <li>• Exploring connections between texts.</li> </ul>
<b>Semester One – Unit 3</b>	<b>Semester Two – Unit 4</b>
<b>Form and Transformation</b> <ul style="list-style-type: none"> <li>• Adaptations and Transformations.</li> <li>• Creative approaches to texts.</li> </ul>	<b>Interpreting texts</b> <ul style="list-style-type: none"> <li>• Literary Perspectives.</li> <li>• Close Analysis.</li> </ul>

**What types of things will I do?****Learning tasks may include:**

- Close reading and viewing of texts.
- Discussions and presentations.
- Exploration of texts through focus questions.
- Guided research.
- Analytical and creative written responses.

**What skills will I require to complete this subject?**

- Strong ability to closely read a text to gain meaning.
- Ability to explore and support ideas, develop an interpretation and apply understanding of literary criticism.
- Ability to articulate clear views about a text both verbally and in writing.
- Ability to write structured, coherent critical responses.

**What can this subject lead to?**

POSSIBLE PATHWAY	
YEAR 10	ENGLISH (RECOMMENDATION REQUIRED), ADVANCED ENGLISH
YEAR 11	LITERATURE
YEAR 12	LITERATURE

**Why choose this subject?**

If recommended for Literature, you should choose to do so if you love reading the deeper, philosophical texts that explore humanity and society. Literature offers an enjoyable experience in studying a variety of classic and modern texts considered a part of the Literary Canon. Such texts include novellas, novels, short stories, plays, poems and film adaptations. Furthermore, you will develop your writing skills in a meaningful way.

**Please note: Year 11 Literature cannot be chosen as a VCE Access Subject. Students must complete a Year 10 English subject first.**



**ENGLISH PATHWAYS**

Option	Year 10	Year 11	Year 12
1	English (Sci-fi OR Crime) OR Advanced English	English 1 & 2	English 3 & 4
2	English (Sci-fi OR Crime) OR Advanced English	Literature 1 & 2	Literature 3&4 AND/OR English 3 & 4
3	English (Sci-fi OR Crime) OR Advanced English	English Language 1 & 2	English Language 3&4 AND/OR English 3 & 4
4	English (Sci-fi OR Crime) OR Advanced English	Any combination of 1 or more of English 1 & 2 AND/OR English Language 1 & 2 AND/OR Literature 1 & 2	English 3 & 4 AND English Language 3 & 4 OR Literature 3 & 4 OR just any ONE 3 & 4: English/Literature/English Language
5	English OR Literacy (Pre-CAL)	VCAL Literacy	VCAL Literacy
6	EAL	EAL 1 & 2 (Dependent on eligibility)	EAL 3 & 4 (Dependent on eligibility)

**PLEASE NOTE:**

Literature Units 1 & 2 and/or English Language 1 & 2 will be included in the units from the English group of studies which can contribute towards the English requirement for the award of VCE.

English Requirements will continue to be three units from the English group, with at least two units at Unit 3 and Unit 4 level.

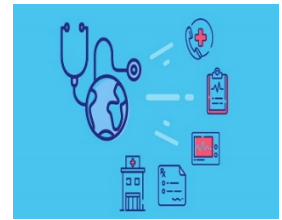
Students may not obtain credit for both English Units 3 & 4, and English (EAL) Units 3 & 4.

**HEALTH &**

**PE OPTIONS**

**What’s it all about?**

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. 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.



**What will I learn?**

<p><b>UNIT 1: Understanding Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understanding the dimensions of health and wellbeing.</li> <li>• Analysing the impact of nutrition on youth health and wellbeing.</li> <li>• Examining the health issues impacting on Australia’s youth.</li> </ul>	<p><b>UNIT 2: Managing Health and Development</b></p> <ul style="list-style-type: none"> <li>• Understanding the dimensions of development.</li> <li>• Developmental transitions from youth to adulthood.</li> <li>• Describing the aspects of Australia’s healthcare system.</li> </ul>
<p><b>UNIT 3: Australia’s Health in a Globalised World</b></p> <ul style="list-style-type: none"> <li>• Analysing the health status of population groups within Australia.</li> <li>• Describing improvements in health status in Australia from 1900 to today.</li> <li>• Evaluating the role of health promotion in improving the health of Australians.</li> </ul>	<p><b>UNIT 4: Health and Human Development in a Global Context</b></p> <ul style="list-style-type: none"> <li>• Evaluating data to describe similarities and differences in health status between Australia and low-income countries.</li> <li>• Discussing key features of the World Health Organisation’s ‘Sustainable Development Goals’.</li> <li>• Evaluating the effectiveness of programs designed to address the Sustainable Development Goals.</li> </ul>

**What types of things will I do?**

Research investigations, class discussions, analysing case studies, researching new health technologies, analyse data on the health of Australia and the World.

**SACs may include:** Structured short answer and extended response questions, data analysis, case studies, exam.

**What skills will I require to complete this subject?**

Effective summarising and note taking, ability to analyse data, evaluation of programs to improve health, ability to form short-answer and extended response questions.

**What can this subject lead to?**

Careers in Health Science, Nursing, Midwifery, Allied Health, Nutrition, Public Health

POSSIBLE PATHWAY	
YEAR 11	Health and Human Development
YEAR 12	Health and Human Development

**Why choose this subject?**

Choose this subject if you are interested in learning about the factors that influence health, and investigating how to improve individual, national and global health.

**What’s it all about?**

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students participate in practical activities to examine the core concepts that underpin movement and influence performance and participation in physical activity, sport and exercise.



**What will I learn?**

Units 1 & 2	Units 3 & 4
<b>Unit 1 – The Human Body in Motion</b>	<b>Unit 3 – Movement Skills &amp; Energy for Physical Activity</b>
<ul style="list-style-type: none"> <li>• Understanding how the musculoskeletal system produces movement.</li> <li>• Understanding how the cardiorespiratory system functions at rest and during physical activity.</li> <li>• Evaluating the social, cultural and environmental enablers and barriers to participation in movement.</li> <li>• Investigating the legal and illegal use of substances from an ethical and biophysical perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing movement skills to improve performance.</li> <li>• Application of feedback to improve performance.</li> <li>• Application of a variety of biomechanical principles to improve performance.</li> <li>• Examine the role of the cardiovascular, muscular and respiratory systems to produce and supply the body with energy and oxygen during exercise.</li> <li>• Application of energy system interplay during physical activity.</li> </ul>
<b>Unit 2 – Physical Activity, Sport &amp; Society</b>	<b>Unit 4 – Training to Improve Performance</b>
<ul style="list-style-type: none"> <li>• Understanding the concept of physical activity and sedentary behaviour.</li> <li>• Examining participation in physical activity amongst different population groups.</li> <li>• Examining the different types of physical activity participation in physical activity.</li> <li>• Investigating how participation in physical activity can vary across a lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing data of physical activity to determine the fitness levels of an athlete.</li> <li>• Application of appropriate fitness tests and ensuring it is valid and reliable.</li> <li>• Implement, apply &amp; evaluate training principles and training methods to improve performance.</li> <li>• Understand the chronic adaptations that occur because of exercise.</li> </ul>

**What types of things will I do?** Practical labs, data analysis, reflective folios, case study analysis, structured questions, written reports, oral presentations, visual presentations & class discussions.

**SACs may include:** Data analysis, practical labs, case study analysis, structured questions & reflective folio.

**What skills will I require to complete this subject?** The ability to read and interpret data, develop written extended responses using data and the ability to answer questions holistically. Students will be required to apply the key knowledge and skills to practical sessions.

**What can this subject lead to?** Exercise Science, Sports science, Physiotherapy, Coaching, Sports Psychology, Teaching, Strength and Conditioning Coaching, Personal training & Sports Management.

POSSIBLE PATHWAY	
YEAR 11	Health, VET Sport & Recreation, Biology
YEAR 12	VET Sport & Recreation, Physics, Biology

**Why choose this subject?** Choose this subject if you are interested in learning about how the body systems work together to create movement, why people participate in physical activity, how to improve an athlete’s skill and fitness levels.

**What’s it all about?**

This scored program aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium /dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations. This course has a strong focus on the practical aspects of the Recreation industry. The program is delivered within the school and students have the opportunity to utilise the facilities at the school.



**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>• Provide first aid.</li> <li>• Respond to emergency situations.</li> <li>• Participate in workplace health and safety.</li> <li>• Organise personal work priorities and development.</li> <li>• Conduct non-instructional sport, fitness or rec sessions.</li> <li>• Use social media tools for collaboration and engagement.</li> <li>• Provide quality service.</li> <li>• Book Athlete Travel and Accommodation (elective unit).</li> <li>• Participate in Conditioning for Sport (elective unit).</li> </ul>	
UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• Participate in WHS hazard identification, risk assessment &amp; risk control.</li> <li>• Plan and conduct programs.</li> <li>• Facilitate groups.</li> <li>• Educate user groups.</li> <li>• Conduct sport coaching sessions with foundation level participants.</li> </ul>	

**What types of things will I do?** The Keilor Downs Sport & Recreation VET program will incorporate a broad range of physical activities such as circuit training, resistance training, soccer and basketball.

**SACs may include:** Students participate in a range of theoretical activities including the completion of online work modules. Students also complete regular practical activities to demonstrate practical competencies including application of first aid, legal and ethical coaching practices, planning and delivery of structured sports lessons.

**What skills will I require to complete this subject?** Interest in fitness and coaching, Basic fitness skills, Ability to complete both practical and regular theory work, Commitment to a two-year program.

**What can this subject lead to?**

Certificate III in Sport & Recreation provides a pathway for students who wish to pursue a range of occupations in the industry e.g., Admin in a recreation setting, Coaching, Fitness Instruction & Personal training (must complete Cert. III Fitness, then Cert IV Personal Training).

POSSIBLE PATHWAY	
YEAR 11	VET CERTIFICATE III IN SPORT & RECREATION
YEAR 12	VET CERTIFICATE III IN SPORT & RECREATION
POST YEAR 12	Cert. III Fitness, then Cert IV Personal Training

**Why choose this subject?**

Choose this subject if you are interested in working with people, participate in coaching, fitness instruction and personal training.

## HEALTH AND PHYSICAL EDUCATION PATHWAYS

OPTIONS	YEAR 10	YEAR 11	YEAR 12
1	Health AND/OR Explore Your World	Health and Human Development 1 & 2	Health and Human Development 3 & 4
2	Advanced PE AND/OR Outdoor and Environmental Studies	Physical Education 1 & 2	Physical Education 3 & 4
3	Sports Leadership AND/OR Sport and Recreation AND/OR Applied Soccer	VET Cert III in Sport & Recreation (General Sport Focus) Units1 & 2	VET Cert III in Sport & Recreation (General Sport Focus) Units 3 & 4

### PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Health and Physical Education subjects.

Be aware that enrolment into VCE Health and Physical Education subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Health and Physical Education and the appropriate Year 10 Health and Physical Education subject.

**HUMANITIES**

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**OPTIONS**

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**What’s it all about?**

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).



**What will I learn?**

<p><b>UNIT 1: The role of accounting in business</b></p> <ul style="list-style-type: none"> <li>• establishment of a business and the role of accounting in the determination of business success or failure</li> <li>• record financial data and prepare reports for service businesses.</li> <li>• ethical considerations faced by business owners.</li> </ul>	<p><b>UNIT 2: Accounting and decision making for a trading business.</b></p> <ul style="list-style-type: none"> <li>• accounting process for sole proprietors operating a trading business.</li> <li>• analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.</li> <li>• ethical considerations faced in accounting by a trading business.</li> </ul>
<p><b>UNIT 3: Financial Accounting for a trading business</b></p> <ul style="list-style-type: none"> <li>• financial accounting for a trading business owned by a sole proprietor and accounting as an information system.</li> <li>• double entry system of recording financial data and using the accrual basis of accounting.</li> </ul>	<p><b>UNIT 4: Recording, reporting. Budgeting and decision making</b></p> <ul style="list-style-type: none"> <li>• extended understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods</li> <li>• analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.</li> </ul>

**What types of things will I do?** Analyse and discuss financial reports of businesses, case studies relating to ethical behaviours, investigation of starting a business, analysing and class discussions on financial indicators and their relationships using graphs, charts and tables.

**SACs may include:** assessments tasks for each outcome which can be a mix of ICT and written extended responses. There will also be a research investigation as well as the end of semester exams for Unit 1&2.

**What skills will I require to complete this subject?**

Logical and mathematical reasoning, effective note taking and summarizing, keeping up to date with current business issues, ability to discuss multiple viewpoints, writing skills needed for extended responses.

**What can this subject lead to?**

Any career in the field of finance from accountants, managers, business analysts, statisticians, portfolio managers, researchers and bankers. All forms of teaching from university to secondary school education and variety of government department jobs eg. Australian Tax Office, Department of Foreign services and Trade, ABS.

POSSIBLE PATHWAY	
YEAR 11	Accounting, Business Management, Economics, Small Business Management
YEAR 12	Accounting, Business Management, Economics, Portfolio Management, International Trade, Law, Insurance and Claim Management, Teaching, Enterprise Resource Planning (ERP) and SAP consulting

**Why choose this subject?** If you have an ability for logical and mathematical reasoning (not MATHS) AND plan on being an entrepreneur and need fundamental business and accounting knowledge.



**What’s it all about?**

This study examines the various types of business organisations that operate within Australia and the ways in which people manage them. Students will study different sized firms, from the very small owner/manager type to the large corporation.



**What will I learn?**

<p><b>UNIT 1- Planning a Business</b></p>	<p><b>UNIT 2 – Establishing a Business</b></p>
<ul style="list-style-type: none"> <li>• Investigating how business ideas are created and how conditions can be fostered for new business ideas to emerge.</li> <li>• Examining a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.</li> <li>• Exploring some of the issues that need to be considered before a business can be established.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.</li> <li>• Examining the legal requirements that must be satisfied to establish a business.</li> <li>• Investigating the essential features of effective marketing and considering the best way to meet the needs of the business in terms of staffing and financial record keeping.</li> <li>• Analysing various management practices in this area by applying this knowledge to business case studies.</li> </ul>
<p><b>UNIT 3 - Managing a Business</b></p>	<p><b>UNIT 4 – Transforming a Business</b></p>
<ul style="list-style-type: none"> <li>• Examining the different types of businesses and their respective objectives.</li> <li>• Considering corporate culture, management styles, management skills and the relationship between each of these.</li> <li>• Investigating strategies to manage both staff and business operations to meet objectives.</li> <li>• Understanding the complexity and challenge of managing businesses and using business case studies to compare theoretical perspectives with current practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.</li> <li>• Studying 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.</li> <li>• Investigating the importance of leadership in change management.</li> <li>• Analysing business case studies to evaluate business practice against theory.</li> </ul>

**What types of things will I do?** School based business, research projects, reports, case studies, tests, examinations

**SACs may include:** Research reports, case study, structured questions, simulated business activity, and an exam.

**What skills will I require to complete this subject?** Sound literacy skills, and an interest in reading a variety of business-related news articles outside of class time, effective summarising and note-taking, developing written structured extended responses using evidence from research and case studies.

**What can this subject lead to?** Small Business Owner, Business Manager, Accounting, Business Administration, Banking and Finance, Human Resource Management, Marketing and Sales, Legal Studies, Teaching.

POSSIBLE PATHWAY	
YEAR 11	Business Management, Accounting, Legal Studies
YEAR 12	Business Management, Accounting, Legal Studies

**Why choose this subject?** Choose this subject if you have an interest in business, current issues and events, a willingness to undertake practical research, and a willingness to participate in class discussion and sharing of ideas.

**What’s it all about?**

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. It is building understanding around how citizens of the 21st century are linked, politically, socially and economically. Students investigate how peoples’ lives are affected by globalisation and whether citizens and states have global responsibilities. Students consider how the 21<sup>st</sup> century world is shaped by the global community’s ability to co-operate and manage conflict.



**What will I learn?**

<p><b>UNIT 1 – Ideas, Actors and Power</b></p> <ul style="list-style-type: none"> <li>• Examine the role of power and how this shapes political systems.</li> <li>• Understand how power is distributed in a democratic society such as Australia in comparison to that of a non-democratic society such as China.</li> <li>• Investigate the role and influence of social and political movements as methods of organising political ideas and explore key political issues of people movement, human rights and terrorism.</li> </ul>	<p><b>UNIT 2 - Global Connections</b></p> <ul style="list-style-type: none"> <li>• Analyse the social, economic and political impact of globalisation through the Syrian conflict.</li> <li>• Examine contemporary case studies through film, researching human rights abuse and evaluating how effective a state’s participation is in the global community.</li> <li>• Investigate and explain the nature of global issues such as the rise of terrorism and human trafficking.</li> </ul>
<p><b>UNIT 3 – Global Actors</b></p> <ul style="list-style-type: none"> <li>• Examine and evaluate the role and aims of global actors such as Syria, Australia and China</li> <li>• Examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs) such as the UN, non-state actors, and one Transnational Corporation (TNC)</li> <li>• Investigate how countries such as China use various forms of power to achieve their national interests. These forms of power include military, economic, diplomatic and cultural.</li> </ul>	<p><b>UNIT 4 – Global Challenges</b></p> <ul style="list-style-type: none"> <li>• Explore the causes of the global challenges of the 21<sup>st</sup> Century and consider ways to solve them.</li> <li>• Investigate contemporary areas such as terrorist movements, and conflicts in Libya and Syria.</li> <li>• Analyse international law in relation to human rights abuse.</li> <li>• Evaluate the effectiveness of responses both at a national and international, to global conflict and terrorism.</li> </ul>

**What types of things will I do?** Analyse visual materials (cartoons, websites, posters, songs, tables, graphs, and film), oral presentation, written research report, web-based presentation, case study class discussion, group activities, short written responses, essays and extended responses, debate and role plays.

**SACs may include:** A combination of power point or interactive presentation, case studies, an essay, short-answer questions, extended-response questions and an exam.

**What skills will I require to complete this subject?** Reading, effective notetaking and summarising, use contemporary examples to support arguments, use a variety of source materials to analyse examples and support explanations, identify the different perspectives using evidence from research.

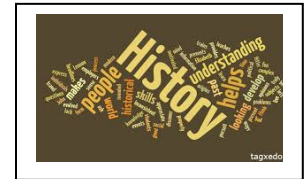
**What can this subject lead to?** This subject can lead to careers such as journalism, marketing, policy development, tourism, immigration, in organisations such as Amnesty International, the United Nations, the Red Cross, community and social work, and within government roles. The courses this subject can lead to include Bachelor of Arts, Bachelor of International Relations, Bachelor of Laws/Bachelor of Arts, Bachelor of Social Sciences and Bachelor of Criminology.

POSSIBLE PATHWAY	
YEAR 11	Australian & Global Politics, Legal Studies, Sociology
YEAR 12	Global Politics, Legal Studies, Sociology

**Why choose this subject?** Choose this subject if you are interested in understanding your world, enjoy learning about human rights, and exploring how power is distributed and challenged in political circles.

**What’s it all about?**

History for VCE is about emerging ideologies at the beginning of the 20<sup>th</sup> century and the impact of the Cold War and the developments and consequences on nations and peoples. In VCE Revolutions, students investigate the significant historical causes and consequences of revolution. Students will investigate political and social change, transformation and progress in a post-revolutionary society. They will also consider the challenges presented by revolutionary ideals and the extreme measures of violence, oppression and terror.



**What will I learn?**

<p><b>UNIT 1: Modern History - Change and Conflict</b></p> <ul style="list-style-type: none"> <li>• Social, political, economic and cultural change in the later part of the 19th Century and the first half of the 20th Century.</li> <li>• Emergence of new political ideologies prior to World War II.</li> <li>• Continuity and change in the lives of everyday people in the first half of the 20th Century.</li> <li>• Art, music, and cultural change brought on by social upheaval.</li> </ul>	<p><b>UNIT 2: Modern History – The Changing World Order</b></p> <ul style="list-style-type: none"> <li>• Understanding the causes of the Cold War and its impact on Soviet - US relations.</li> <li>• Exploration of proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War such as East &amp; West Germany, the Korean War and Vietnam War.</li> <li>• The ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups during the second half of the 20th century and first decade of the 21st century.</li> </ul>
<p><b>UNIT 3: French Revolution</b></p> <ul style="list-style-type: none"> <li>• Examine a range of triggers that can lead to revolution.</li> <li>• Understand how the ideas of the Enlightenment, the role of individuals, and popular movements played a significant role in challenging the existing order.</li> <li>• Explore the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals.</li> <li>• Explore political divisions over the aims of the revolution.</li> <li>• Explore the diverse revolutionary experiences of social groups.</li> </ul>	<p><b>UNIT 4: American Revolution</b></p> <ul style="list-style-type: none"> <li>• Understand the triggers that caused the Revolutionary War.</li> <li>• Examine how the Sons of Liberty ignited a spark for independence.</li> <li>• Analyse the challenges the new regime faced in attempting to consolidate its power.</li> <li>• Examine the role of significant individuals that influenced and changed society.</li> <li>• Explore the diverse revolutionary experiences of social groups.</li> </ul>

**What types of things will I do?** Research global events and issues, analysing images, documentaries, propaganda, class discussions, providing arguments for and against an issue by locating appropriate evidence.

**SACs may include:** primary source analysis, historical inquiry, tests, research assignments and exams.

**What skills will I require to complete this subject?** Reading, note taking, ability to interpret and analyse information from a variety of sources.

**What can this subject lead to?** Law, Geographer, Historian, Research Analyst, Teacher, Archaeologist.

POSSIBLE PATHWAY	
YEAR 11	History, Australian Politics, Legal Studies, Sociology
YEAR 12	Revolutions, Global Politics, Sociology

**Why choose this subject?** Choose this subject if you are interested in learning about the past. The impact that the 20<sup>th</sup> century had on the world and how revolution affects the way in which we live today.

**What's it all about?**

Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Students examine the processes of law-making, dispute resolution and the administration of justice in Australia. They develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

**What will I learn?**

UNIT 1 – Guilt and Liability	UNIT 2 – Sanctions, Remedies, and Rights
<ul style="list-style-type: none"> <li>• Need for laws.</li> <li>• Types of crimes, rights, and responsibilities.</li> <li>• Law-making in parliament and courts.</li> </ul>	<ul style="list-style-type: none"> <li>• How disputes are resolved.</li> <li>• Investigation of case studies.</li> <li>• Protection of rights in Australia.</li> </ul>
UNIT 3 – Rights and Justice	UNIT 4 – The People and the Law
<ul style="list-style-type: none"> <li>• Law making in parliament and the courts.</li> <li>• Comparison Australian parliament with another jurisdiction.</li> <li>• Methods influencing changing laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between law-making bodies, citizens, and the Constitution.</li> <li>• Structures protecting the people.</li> <li>• Significance of the High Court.</li> </ul>

**What types of things will I do?**

Research investigations, discussions on contemporary issues and cases, analyse case studies, video clips, readings, evaluating the strengths and weaknesses of methods, institutions and structures.

**SACs may include:** A combination of reports, short answer questions, essays, case studies, a test, a folio of exercises, a classroom presentation and an exam.

**What skills will I require to complete this subject?**

The skills you will require are research, analysis, problem solving, decision making, reasoning, and critical thinking.

**What can this subject lead to?**

Youth/Community/Social work, careers with police/law enforcement agencies, careers in legal aid and representation, Arts/Social Sciences/Criminal Justice University courses.

POSSIBLE PATHWAY	
YEAR 11	Sociology, Legal Studies, Australian Politics, History
YEAR 12	Sociology, Legal Studies, Global Politics

**Why choose this subject?**

Choose this subject if you are interested in learning about the rights and responsibilities of people, the governing powers which shape the society we live in, and enjoy relating your studies to contemporary, real-life scenarios.

**What’s it all about?**

Sociology is the study of society. It focuses on the link between human behaviour and different social groups that influence that behaviour. The focus of sociology is examining different groups of people and attempting to explain their behaviour through multiple points of view. Sociology also uses research methods to identify trends and patterns in society and identifying some of the causes and impacts of changes to these patterns over time.



**What will I learn?**

<b>UNIT 1: Youth &amp; Family</b>	<b>UNIT 2: Deviance &amp; Crime</b>
<ul style="list-style-type: none"> <li>• Understanding why the category of youth is viewed negatively in society.</li> <li>• Examining the factors that make the experiences of youth quite diverse.</li> <li>• Understanding how the structure of the family has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how and why certain behaviours are considered deviant in different societies.</li> <li>• Examining the factors that lead to deviant and criminal behaviours.</li> <li>• Evaluating the effectiveness of punishment in reducing deviant behaviours</li> </ul>
<b>UNIT 3: Indigenous culture &amp; Ethnicity</b>	<b>UNIT 4: Community &amp; Social Movements</b>
<ul style="list-style-type: none"> <li>• Examining a range of factors that influence the way that Indigenous Australians are viewed and understood.</li> <li>• Explaining misconceptions about culture and race</li> <li>• Understanding the factors that contribute to an ethnic group’s sense of belonging in multicultural Australia.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating the influence of different factors on the experiences of people in a local community</li> <li>• Examining how the concept of community has changed over time.</li> <li>• Analysing the purpose of social movements and their use of power to achieve social change.</li> </ul>

**What types of things will I do?**

Research investigations and interviews, analysing articles, images, documentaries, tables and graphs, class discussions, providing arguments for and against and issue by locating appropriate evidence.

**SACs may include:** tests, representation analysis, research reports, extended responses and an exam.

**What skills will I require to complete this subject?**

Reading a variety of texts outside of class time, effective summarising and note-taking, ability to discuss issues from multiple viewpoints and develop written structured extended responses using evidence from research and interviews.

**What can this subject lead to?**

Youth/Community/Social work, careers in research/statistics, careers with police/law enforcement agencies, migrant resource centres, teaching, Arts/Social Sciences/Criminal Justice University courses.

POSSIBLE PATHWAY	
YEAR 11	Sociology, Legal Studies, Australian Politics, History
YEAR 12	Sociology, Legal Studies, Global Politics

**Why choose this subject?**

Choose this subject if you are interested in learning about the attitudes, values and behaviours of different groups in society and enjoy research.

**HUMANITIES PATHWAYS:**

Option	Year 10	Year 11	Year 12
1	ACCOUNTING/BUSINESS MANAGEMENT	ACCOUNTING 1 & 2 AND/OR BUSINESS MANAGEMENT 1 & 2	ACCOUNTING 3 & 4 AND/OR BUSINESS MANAGEMENT 3 & 4
2	GLOBAL POLITICS	AUSTRALIAN & GLOBAL POLITICS 1 & 2 AND/OR HISTORY 1 & 2	GLOBAL POLITICS 1 & 2 AND/OR HISTORY REVOLUTIONS 3 & 4
3	HISTORY (20 <sup>TH</sup> CENTURY)	HISTORY 1 & 2 AND/OR AUSTRALIAN & GLOBAL POLITICS 1 & 2	HISTORY REVOLUTIONS 3 & 4 AND/OR GLOBAL POLITICS 3 & 4
4	LEGAL STUDIES	LEGAL STUDIES 1 & 2 AND/OR SOCIOLOGY 1 & 2	LEGAL STUDIES 3 & 4 AND/OR SOCIOLOGY 3 & 4
5	SOCIOLOGY	SOCIOLOGY 1 & 2 AND/OR LEGAL STUDIES 1 & 2	SOCIOLOGY 3 & 4 AND/OR LEGAL STUDIES 3 & 4

**PLEASE NOTE:**

These pathways are simply recommendations.

Year 10 students have access to any Humanities subject.

Be aware that enrolment into VCE Humanities subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Humanities and the appropriate Year 10 Humanities subject.

# LOTE OPTIONS

**What’s it all about?**

In the Year 11 and 12 course you will have an exciting range of experiences and make new friends. You will communicate with other students in Italian and with our Italian teachers. You will also learn about topics that revolve around the themes of The Individual, Italian speaking communities and the World around us.



**What will I learn?**

<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• Exchange meaning in a spoken interaction in Italian.</li> <li>• Interpret information from two texts on the same subtopic presented in Italian and respond in writing in Italian and in English.</li> <li>• Present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose</li> </ul>	<p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• Respond in writing in Italian to spoken, written or visual texts presented in Italian.</li> <li>• Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.</li> <li>• Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.</li> </ul>
<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• Participate in a spoken exchange in Italian to resolve a personal issue.</li> <li>• Interpret information from texts and write responses in Italian.</li> <li>• Express ideas in a personal, informative or imaginative piece of writing in Italian.</li> </ul>	<p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• Share information, ideas and opinions in a spoken exchange in Italian.</li> <li>• Analyse information from written, spoken and viewed texts for use in a written response in Italian.</li> <li>• Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.</li> </ul>

**What types of things will I do?** Cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Italian films and television programs, listening to Italian music, listening activities, writing tasks.

**SACs may include:** Role plays, class presentations, listening, viewing, reading and responding tasks, writing tasks (e.g. diary entries, emails, letters, reviews, blogs etc.) for different purposes (e.g. personal, imaginative, informative, evaluative, and persuasive)

**What skills will I require to complete this subject?** Create original texts in Italian, link and sequence information and ideas, identify, interpret and evaluate key concepts from written, spoken or audio-visual texts, develop strategies for self-correction by referencing their developing understanding of grammar and context, communication of thoughts and opinions both orally and in written form.

**What can this subject lead to?** Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration role, Fashion design.

POSSIBLE PATHWAY	
YEAR 11	Year 12 Italian
YEAR 12	Degrees, diplomas and careers as seen above.

**Why choose this subject?** Choose this subject if you are interested in travel, learning about other languages and cultures, learning specifically about Italian culture e.g., Music, art, architecture, design, fashion, cuisines, teaching Italian, communicating with Italian friends and relatives, planning to study/work/live in Italy.



**What’s it all about?**

In the Year 11 and 12 course you will have an exciting range of experiences and make new friends. You will communicate with other students in Japanese and with our Japanese teachers. You will also learn about topics that revolve around the themes of The Individual, Japanese speaking communities and the World around us.



**What will I learn?**

<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• Exchange meaning in a spoken interaction in Japanese.</li> <li>• Interpret information from two texts on the same subtopic presented in Japanese and respond in writing in Japanese and in English.</li> <li>• Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose</li> </ul>	<p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• Respond in writing in Japanese to spoken, written or visual texts presented in Japanese.</li> <li>• Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.</li> <li>• Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.</li> </ul>
<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• Participate in a spoken exchange in Japanese to resolve a personal issue.</li> <li>• Interpret information from texts and write responses in Japanese.</li> <li>• Express ideas in a personal, informative or imaginative piece of writing in Japanese.</li> </ul>	<p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• Share information, ideas and opinions in a spoken exchange in Japanese.</li> <li>• Analyse information from written, spoken and viewed texts for use in a written response in Japanese.</li> <li>• Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.</li> </ul>

**What types of things will I do?** Cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Japanese films and television programs, listening to Japanese music, listening activities, writing tasks.

**SACs may include:** Role plays, class presentations, listening, viewing, reading and responding tasks, writing tasks (e.g., diary entries, emails, letters, reviews, blogs etc.) for different purposes (e.g., personal, imaginative, informative, evaluative, persuasive)

**What skills will I require to complete this subject?** Create original texts in Japanese, link and sequence information and ideas, identify, interpret and evaluate key concepts from written, spoken or audio-visual texts, develop strategies for self-correction by referencing their developing understanding of grammar and context, communication of thoughts and opinions both orally and in written form.

**What can this subject lead to?** Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration role, Animation (Anime)

POSSIBLE PATHWAY	
YEAR 11	Year 12 Japanese
YEAR12	Degrees, diplomas and careers as seen above.

**Why choose this subject?** Choose this subject if you are interested in travel, learning about other languages and cultures, learning specifically about Japanese culture e.g., Music, art, architecture, design, fashion, cuisines, teaching Japanese, communicating with Japanese friends and relatives, planning to study/work/live in Japan.

## LOTE PATHWAYS

Option	Year 10	Year11	Year 12
1	Italian	Italian 1 & 2	Italian 3 & 4
2	Japanese	Japanese 1 & 2	Japanese 3 & 4

### PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to a VCE LOTE subject (either Italian or Japanese).

LOTE is sequential, a student cannot undertake Year 12 Italian or Japanese without having done Year 11.

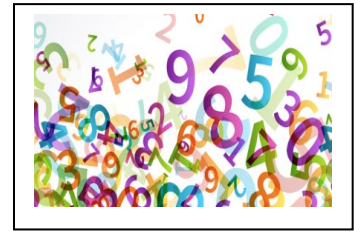
Be aware that enrolment into VCE LOTE subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 LOTE and the appropriate Year 10 LOTE subject.

# MATHS

# OPTIONS

**What's it all about?**

Students will apply mathematical concepts and acquire and develop skills in carrying out mathematical rules and techniques. These skills will then be employed in solving a range of real-life applications. This subject is for students who have reasonable understanding of Mathematics and aim to study Unit 3 & 4 Further Mathematics.

**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>• Linear Relations &amp; Equations</li> <li>• Linear Graphs &amp; Models</li> <li>• Inequalities &amp; Linear Programming</li> <li>• Matrices</li> <li>• Shape &amp; Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating &amp; Comparing Data Distributions</li> <li>• Investigating Relations between two Numerical variables</li> <li>• Number Patterns &amp; Recursion</li> <li>• Graphs &amp; Networks</li> <li>• Trigonometry</li> </ul>

**What types of things will I do?**

Set class work including Chapter exercises, modelling activities, timed tasks, tests and SACs and exams.

**SACs may include:** Modelling tasks and open-ended questions.

**What skills will I require to complete this subject?**

You require a knowledge of mathematical reasoning skills in analysing and interpreting data and understanding linear graphs and their applications. Competent use of the CAS calculator is required.

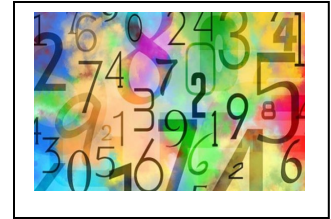
**What can this subject lead to?**

POSSIBLE PATHWAY	
YEAR 11	General Further Mathematics
YEAR 12	Further Mathematics

**Why choose this subject?**

Choose this subject if you are interested in learning about how to analyse data, predict outcomes, model real life situations algebraically and use mathematics in the financial world.

Students will apply mathematical concepts and acquire and develop skills in carrying out mathematical rules and techniques. These skills will then be employed in solving a range of real-life applications. This subject is for students who have a reasonable understanding of Mathematics.



Further Mathematics can be taken on its own or with Mathematical Methods Units 3 and 4. Students undertaking this subject should have successfully completed any Unit 1 & 2 VCE Mathematics subject.

**What will I learn?**

UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Recursion &amp; Financial Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs &amp; relations</li> <li>• Networks &amp; Decision Mathematics</li> </ul>

**What types of things will I do?**

Set class work including Chapter exercises, modelling activities, timed tasks, tests and SACs and exams.

**SACs may include:** Analysis/modelling tasks and open-ended questions.

**What skills will I require to complete this subject?**

You require a knowledge of Algebra, Statistics, Recursion and Networks as well as a higher order thinking/mathematical reasoning skill.

**What can this subject lead to?**

Further study at university or TAFE

POSSIBLE PATHWAY	
YEAR 11	General Further Maths
YEAR 12	Further Maths

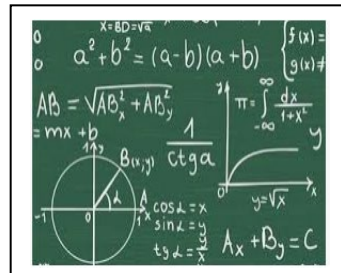
**Why choose this subject?**

Choose this subject if you are interested in learning about how to analyse data, predict outcomes, model real life situations algebraically and use mathematics in the financial world.

**What's it all about?**

Mathematical Methods Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Students taking this subject should have a strong mathematical understanding and have successfully completed either Advanced Mathematics or General Mathematical Methods. Students will be expected to be proficient in the use of the CAS calculator.



**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>Algebra</li> <li>Functions &amp; Graphs</li> <li>Calculus (rates of change)</li> <li>Probability &amp; Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> <li>Functions &amp; Graphs</li> <li>Calculus (differential calculus)</li> <li>Probability &amp; Statistics</li> </ul>

**What types of things will I do?**

Set class work including Chapter exercises, summary and review notes, application tasks, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

**SACs may include:** topic tests, application tasks, modelling/problem solving tasks, Technology and Technology free exams.

**What skills will I require to complete this subject?**

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs and differentiation with and without the use of technology.

**What can this subject lead to?**

Further studies at university in areas such as engineering, mathematics and science.

Possible pathways in Year 12
<ul style="list-style-type: none"> <li>Mathematical Methods Units 3&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>Mathematical Methods Units 3&amp;4 and Specialist Units 3&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>Maths Methods Units 3&amp;4 and Further Maths Units 3&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>Further Maths Units 3&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>Maths Methods Units 3&amp;4, Specialist Maths Units 3&amp;4 and Further Maths Units 3&amp;4</li> </ul>

**Why choose this subject?**

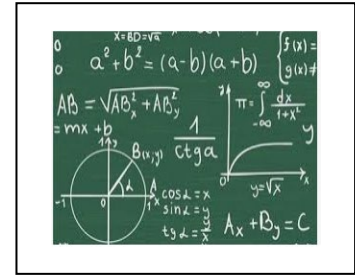
**Mathematical Methods** is for students who have a strong interest or aptitude in mathematics. This subject is a prerequisite or strongly recommended for many courses involving mathematics, sciences, economics/commerce and medicine.

**What’s it all about?**

Mathematical Methods Units 3 and 4 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Algebra manipulation is vital in much of the content as is proficiency in the use of the CAS calculator.

Mathematical Methods Units 3 and 4 develop and extend the material contained in Mathematical Methods Units 1 and 2, and familiarity with this material is assumed.



**What will I learn?**

UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>Algebra</li> <li>Functions &amp; Graphs</li> <li>Calculus</li> </ul>	<ul style="list-style-type: none"> <li>Calculus</li> <li>Probability &amp; Statistics</li> </ul>

**What types of things will I do?**

Set class work including Chapter exercises, summary and review notes, application tasks, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

**SACs include:**

One Application task in Unit 3 and two Modelling/Problem solving tasks in Unit 4.

**What skills will I require to complete this subject?**

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology

**What can this subject lead to?**

Further studies at university in areas such as Engineering, Mathematics and Science.

**Why choose this subject?**

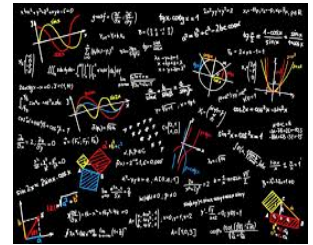
**Mathematical Methods** is for students who have a strong interest or aptitude in mathematics. This subject is a prerequisite or strongly recommended for many courses involving mathematics, sciences, economics/commerce and medicine.

**What's it all about?**

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

**Students who study Specialist Mathematics Units 1&2 must also study Mathematical Methods Units 1 and 2, or have completed Mathematical Methods Units 1&2 previously.**

Students are expected to have excelled in either General Maths Methods or Advanced Maths in year 10.

**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>• Geometry and Proof</li> <li>• Trigonometry</li> <li>• Complex Numbers</li> <li>• Number systems and recursion</li> <li>• Graphs of non-linear relations</li> </ul>	<ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Vectors</li> <li>• Sampling and Statistics</li> <li>• Calculus</li> </ul>

**What types of things will I do?**

Set class work including Chapter exercises, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

**What skills will I require to complete this subject?**

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

**What can this subject lead to?**

Possible pathways in Year 12
<ul style="list-style-type: none"> <li>• Maths Methods Units 3&amp;4 and Specialist Maths Units 3&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>• Maths Methods Units 3&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>• Maths Methods Units 3&amp;4 and Further Maths Units 2&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>• Further Maths Units 2&amp;4</li> </ul>
<ul style="list-style-type: none"> <li>• Maths Methods Units 3&amp;4, Specialist Maths Units 3&amp;4 and Further Maths Units 2&amp;4</li> </ul>

**Why choose this subject?**

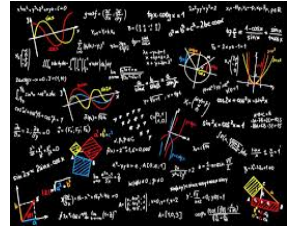
**Specialist Maths** is recommended for students planning to undertake further study in **mathematics** – or those who have a strong interest or aptitude in mathematics. Specialist Maths students will find many university mathematics and science courses much easier than other students. It is particularly helpful if choosing a career in Engineering and Mathematical Sciences.



**What's it all about?**

Specialist Mathematics Units 3 and 4 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

**Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4.** Students undertaking this subject should have successfully completed Unit 1 & 2 Mathematical Methods (or equivalent) and 'Number systems and recursion' and Geometry in the plane and proof from the Specialist Mathematics 1 & 2 units.

**What will I learn?**

UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• Vectors</li> <li>• Algebra</li> <li>• Calculus- Differential and Integral</li> </ul>	<ul style="list-style-type: none"> <li>• Calculus- Difference Equations Kinematics</li> <li>• Mechanics</li> <li>• Vector Calculus</li> <li>• Probability and Statistics</li> </ul>

**What types of things will I do?**

Set class work including Chapter exercises, modelling activities, tests, SACs and a Technology-free Exam and Technology Exam.

**SACs include:** One Application Task in Unit 3 and two Modelling/Problem solving Tasks in Unit 4.

**What skills will I require to complete this subject?**

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, Calculus and inference with and without the use of technology.

**What can this subject lead to?**

Further study at university such as Engineering, Mathematical Sciences, Actuary Studies

**Why choose this subject?**

**Specialist Maths** is recommended for students planning to undertake further study in **mathematics** – or those who have a strong interest or aptitude in **mathematics**. **Specialist Maths** students will find many university **mathematics** and science courses much easier than other students. It is particularly helpful if choosing a career in Engineering and Mathematical Sciences.

## MATHEMATICS PATHWAYS

Option	Year 10	Year 11	Year 12
1	General Mathematics Further General Mathematical Methods or Advanced Mathematics	General Mathematics Further 1&2	Further Mathematics 3&4
2	General Mathematical Methods or Advanced Mathematics	Mathematical Methods 1&2	Mathematical Methods 3&4
3	General Mathematical Methods or Advanced Mathematics	Mathematical Methods 1&2 & Specialist Mathematics 1&2	Mathematical Methods 3&4 & Specialist Mathematics 3&4
4	General Mathematics Further	General Mathematics Further 1&2	Further Mathematics 3&4
6	Numeracy: or General Mathematics Further	VCAL Intermediate  Numeracy	VCAL Senior  Numeracy

### PLEASE NOTE:

These pathways are simply recommendations.

Be aware that enrolment into VCE Maths subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Maths and the appropriate Year 10 Maths subject.

Semester 2 Year 10 Maths:

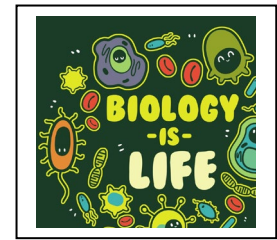
- General Maths – Further
- General Mathematical Methods
- Advanced Mathematics
- Numeracy

# SCIENCE

# OPTIONS

**What’s it all about?**

Biology is the study of living things, their relationships with each other and their interactions with the non-living environment. Biology enables students to understand and appreciate the challenges that all living things face for survival. Modern biological studies draw from the more specific science fields such as biochemistry, neuroscience, behavioural science and ecology. Units 1 to 4 explore ethical understanding, key science skills and critical and creative thinking.



**What will I learn?**

<p><b>UNIT 1</b></p> <p><b>How do organisms regulate their functions?</b></p> <ul style="list-style-type: none"> <li>Cellular structure and function.</li> <li>The cell cycle and cell growth, death and differentiation.</li> <li>How do plant and animal systems function?</li> <li>The function and regulation of systems.</li> <li>How do scientific investigations develop understanding of how organisms regulate their function?</li> </ul>	<p><b>UNIT 2</b></p> <p><b>How does inheritance impact diversity?</b></p> <ul style="list-style-type: none"> <li>How is inheritance explained?</li> <li>Explaining inheritance from chromosomes to genomes, patterns of inheritance,</li> <li>Explaining reproductive strategies, adaptations and diversity</li> <li>How do humans use science to explore and communicate contemporary bioethical issues?</li> </ul>
<p><b>UNIT 3</b></p> <p><b>How do cells maintain life?</b></p> <ul style="list-style-type: none"> <li>Investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism.</li> <li>Examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.</li> </ul>	<p><b>UNIT 4</b></p> <p><b>How does life change and respond to challenges?</b></p> <ul style="list-style-type: none"> <li>Consider the continual change and challenges to which life on Earth has been subjected. Examine change in life forms, investigate the relatedness between.</li> <li>Explore the evidence of evolution and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule.</li> <li>A student investigation related to biological change and/or continuity is undertaken.</li> </ul>

**What types of things will I do?** Practical investigations, discussions, questions, problem-solving, text reading and group activities.

**SACs may include:** Reports on practical activities, analysis tasks, and tests.

**What skills will I require to complete this subject?** Listening, reading texts, investigating and inquiring, applying biological information, analysing issues and communicating biological understanding, both orally and written.

**What can this subject lead to?**

POSSIBLE PATHWAY	
YEAR 11	Transition to Year 12 biology
YEAR 12	Medicine, Bio medical Sciences, Environmental Science, Marine Science

**Why choose this subject?** Choose this subject if you are interested in exploring the structure and functions of organisms and how they interact in the environment. Explore what is the future for life on Earth.

**What's it all about?**

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. This subject provides students with the background knowledge to pursue studies in many scientific areas. It develops applications in industry and everyday life, including consumer and environmental chemistry, medical and biological applications and energy use in society.

**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>• Chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices.</li> <li>• Relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms.</li> <li>• Introduced to quantitative concepts in chemistry.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.</li> <li>• Investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.</li> <li>• Stoichiometry and analytical techniques and instrumental procedures analysis.</li> </ul>
UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• Compare and evaluate different chemical energy resources and investigate the combustion of fuels.</li> <li>• The purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions.</li> <li>• Factors that influence their reaction rates and extent. Apply equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Process data from instrumental analyses to confirm or deduce organic structures.</li> <li>• Perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.</li> <li>• Predict the products of reaction pathways and design pathways to produce compounds from given starting materials.</li> <li>• Investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.</li> </ul>

**What types of things will I do?** Problem solving, modelling and laboratory investigations.

**SACs may include:** Topic tests, written practical reports, coursework/ end of unit written exam and an extended practical investigation.

**What skills will I require to complete this subject?**

Self-directed learning, an ability to solve complex numerical problems and have well developed literacy skills including an ability to summarize and synthesize notes.

**What can this subject lead to?**

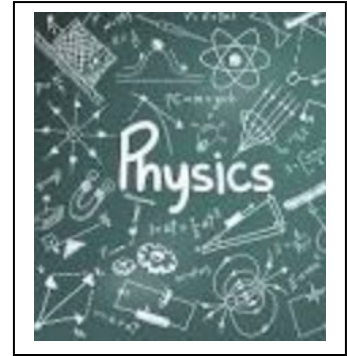
POSSIBLE PATHWAY	
YEAR 11	Transition to Year 12 Chemistry
YEAR 12	Biomedicine, Environmental Science

**Why choose this subject?**

Choose this subject if you are interested in learning more about the properties of chemicals and how we use their properties in our day-to-day lives. If you want to understand more about the science behind climate change. Chemistry also connects other sciences incorporating aspects of biology, physics, geology and environmental science.

**What’s it all about?**

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.



**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>• How can thermal effects be explained?</li> <li>• How do electric circuits work?</li> <li>• What is matter and how it is formed?</li> </ul>	<ul style="list-style-type: none"> <li>• How can motion be described and explained?</li> <li>• Options</li> <li>• Practical Investigation</li> </ul>
UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• How do things move without contact?</li> <li>• How are fields used to move electrical energy?</li> <li>• How fast can things go?</li> </ul>	<ul style="list-style-type: none"> <li>• How can waves explain the behaviour of light?</li> <li>• How are light and matter similar?</li> <li>• Practical investigation</li> </ul>

**What types of things will I do?**

**SACs may include:** annotations of at least two practical activities from a practical logbook, a report of a student investigation, a report of a physics phenomenon, data analysis task, media analysis/response, design, building, testing and evaluation of a device or physical model , a proposed solution to a scientific or technological problem, a response to structured questions, a reflective learning journal or blog related to selected , activities or in response to an issue, a test (short answer and extended response)

**What skills will I require to complete this subject?**

Reading, effective summarizing and note-taking, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses, using evidence from research and interviews, mathematical skills especially algebraic and graphical analysis of data, good knowledge and use of scientific calculators.

**What can this subject lead to?**

POSSIBLE PATHWAY	
YEAR 11	Lab worker, Marine engineer, Marine surveyor, Engineering surveyor, Army soldier, Air Force officer, Sound technician
YEAR 12	Aerospace engineer, Air Force Officer, Engineers, Architect, Biophysicist, Scientist, Industrial designer, Medical Imaging technology, Nuclear Medicine, Radiation therapist.

**Why choose this subject?**

Choose this subject if you seek to understand and explain the physical world, examine models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

**What’s it all about?**

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. The study explores the connection between the brain and behaviour by focusing on the relationship between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.



**What will I learn?**

<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• How does the brain function?                     <ul style="list-style-type: none"> <li>○ Role of the brain in mental processes and behaviour</li> <li>○ Brain plasticity and brain damage</li> </ul> </li> <li>• What influences psychological development?                     <ul style="list-style-type: none"> <li>○ The complexity of psychological development</li> <li>○ Atypical psychological development</li> </ul> </li> </ul>	<p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• What influences a person’s perception of the world?                     <ul style="list-style-type: none"> <li>○ Sensation and perception</li> <li>○ Distortions of perception</li> </ul> </li> <li>• How are people influenced to behave in particular ways?                     <ul style="list-style-type: none"> <li>○ Social cognition</li> <li>○ Social influences on behaviour</li> </ul> </li> </ul>
<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• How does the nervous system enable psychological functioning?                     <ul style="list-style-type: none"> <li>○ Nervous system functioning</li> <li>○ Stress as an example of a psychobiological process</li> </ul> </li> <li>• How do people learn and remember?                     <ul style="list-style-type: none"> <li>○ Neural basis of learning and memory</li> <li>○ Models to explain learning.</li> <li>○ Process of memory</li> <li>○ Reliability of memory</li> </ul> </li> </ul>	<p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• How do levels of consciousness affect mental processes and behaviour?                     <ul style="list-style-type: none"> <li>○ Nature of consciousness</li> <li>○ Importance of sleep</li> <li>○ Effects of sleep disturbances and possible treatments</li> </ul> </li> <li>• What influences mental wellbeing?                     <ul style="list-style-type: none"> <li>○ Maintenance of mental health</li> <li>○ Factors that contribute to mental health disorders &amp; phobias</li> </ul> </li> </ul>

**What types of things will I do?**

Media & data analysis, problem solving, extended responses, class discussion, structured questions, reflective journal, applying scientific concepts to scenarios, practical activities & experiments, tests.

**SACs may include:** Student-directed research investigation, Student-directed practical investigation, multiple choice & structured response tests, scientific poster, analysis of research.

**What skills will I require to complete this subject?**

Reading, effective note taking and summarising of key concepts, ability to apply psychological concepts to real life scenarios, ability to interpret data from surveys, tables and graphs.

**What can this subject lead to?**

Careers in psychology, social work, youth work, research & statistics, behavioural sciences, law, education, human resources.

POSSIBLE PATHWAY	
YEAR 11	Transition to year 12 Psychology
YEAR 12	Psychology

**Why choose this subject?**

Choose this subject if you are interested in how and why people behave in the ways that they do, from biological, psychological and socio-cultural viewpoints.

## SCIENCE PATHWAYS

OPTIONS	YEAR 10	YEAR 11	YEAR 12
1	INTRODUCTION TO BIOLOGY	BIOLOGY 1&2	BIOLOGY 3 & 4
2	INTRODUCTION TO CHEMISTRY	CHEMISTRY 1&2	CHEMISTRY 3 & 4
3	INTRODUCTION TO PSYCHOLOGY	PSYCHOLOGY 1&2	PSYCHOLOGY 3 & 4
4	INTRODUCTION TO PHYSICS	PHYSICS 1&2	PHYSICS 3 & 4
	FORENSIC & CONSUMER SCIENCE	NO DIRECT LINK TO ANY VCE SUBJECTS	

### PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Science subjects.

Be aware that enrolment into VCE Science subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Science and the appropriate Year 10 Science subject.



**DESIGN**  
**TECHNOLOGY**  
**OPTIONS**

**What's it all about?**

Food Studies is the study of past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. Students research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

**What will I learn?**

<p><b>UNIT 1: Food Origins</b></p> <ul style="list-style-type: none"> <li>Investigate the origins and roles of food through time and across the world.</li> <li>Understand how humanity has historically sourced food, from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.</li> <li>Examine the history and culture of Indigenous food in Australia prior to European settlement.</li> <li>Understand a range of factors that influence food patterns and cuisines that are part of Australia's culinary identity today.</li> </ul>	<p><b>UNIT 2: Food in Australia</b></p> <ul style="list-style-type: none"> <li>Investigate commercial food production industries in contemporary Australia.</li> <li>Understand the significance of food industries to the Australian economy.</li> <li>Examine food production in small-scale domestic settings.</li> <li>Evaluate both commercial and small-scale domestic food products.</li> <li>Apply food skills to entrepreneurial projects to move products from small-scale to a commercial context.</li> </ul>
<p><b>UNIT 3: Food in Daily life</b></p> <ul style="list-style-type: none"> <li>Investigate the physiology of eating and appreciating food, and the microbiology of digestion.</li> <li>Investigate the functional properties of food and the changes that occur during food preparation.</li> <li>Analyse the scientific rationale behind the Australian Dietary Guidelines and an understanding of the diverse nutrient requirements.</li> <li>Investigate the social and emotional role of food and its impact on food choices and dietary patterns.</li> </ul>	<p><b>UNIT 4: Food Issues, Challenges and features</b></p> <ul style="list-style-type: none"> <li>Investigate the impact of farming practices and the use of technology on the environment, ethics and ecology.</li> <li>Examine the challenges of food security, safety, and wastage and the management of water and land.</li> <li>Investigate a current issue in the food system and consider solutions to support sustainable futures.</li> <li>Examine the variety of food information contexts.</li> <li>Analyse food beliefs, food trends, fad or diets.</li> </ul>

**What types of things will I do?** Conduct research, analyse food information sources, acquire skills in food preparation for different situations and practical activities (experiments, demonstrations, product, sensory and dietary analysis, food sampling and taste testing).

**SACs may include:** Practical activities, research reports, media analysis, case study analysis, demonstrations, extended responses and an exam.

**What skills will I require to complete this subject?** Accessing and analysing resources outside of class time, develop written structured extended responses. Read and produce a recipe and to perform basic food preparation skills.

**What can this subject lead to?**

Opportunities in food technology, food manufacturing and hospitality, health centres and hospitals.

POSSIBLE PATHWAY	
YEAR 11	Food Studies, Food Science and Technology
YEAR 12	Food Studies, Food Science and Technology, Nutrition and Dietetics

**Why choose this subject?**

Choose this subject to know the science behind cooking, how food and diet can keep you healthy. It is for students who want to help others make wise food choices and develop skills to support if you're planning on studying health and nutrition and pursuing a hospitality course.

**What’s it all about?**

Systems Engineering Technological systems play an increasingly significant role in the human world. It incorporates all areas of STEM. Students will learn to use existing systems and combine them with their own designs to build a model that performs their new design function. For example, a light activated switch to run a lit-up coffee table or a motorized window winder. The subject develops thinking skills to come up with designs, for example, 3D printing artificial body parts, solar powered machines etc.



**What will I learn?**

Unit 1: Mechanical systems	Unit 2: Electro-technological systems
<ul style="list-style-type: none"> <li>• Theory of Physics and Machine Engineering.</li> <li>• How to implement the Systems Engineering Process to create a Design Folio and produce a Mechanical System.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory of Electrical Systems, components and their properties.</li> <li>• Building circuits to perform a function.</li> <li>• Coding and wiring Arduino microcontrollers.</li> </ul>
Unit 3: Integrated and controlled systems	Unit 4: Systems control
<ul style="list-style-type: none"> <li>• Follow the SYSTEMS ENGINEERING PROCESS to Design and produce a folio/model.</li> <li>• Learn about Clean Renewable Energies and our reliance on fossil fuels.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete production and testing of an operational electro- mechanical control system</li> <li>• Learn about New and Emerging Technologies.</li> </ul>

**What types of things will I do?**

- Create an innovative Design Folio, apply calculations and produce their own model.
- Build an operational system E.g. an automatic pet feeder, a light up heat sensing jacket.
- Learn about renewable Energies and New and Emerging technologies.

**SACs may include:**

- Design folio and teacher observation of Practical model builds from a written instruction.
- Written Power-point presentations on research topics.

**What skills will I require to complete this subject?**

- Independent study and note-taking skills to research material outside of class time.
- An inquiring mind with an interest in machines and technology.
- Good listening and safety skills are required in a workshop.
- Ability to build things with your hands and enjoy applying theory to practice.

**What can this subject lead to?**

A range of fields such as engineering, manufacturing, automation, mechatronics, inventor, entrepreneur, computer programmer, electrician, mechanic and energy management.

POSSIBLE PATHWAY	
YEAR 11	Systems Engineering, ICT
YEAR 12	Systems Engineering, ICT

**Why choose this subject?**

If you like designing, drawing, tinkering, making and learning how machines work, this subject will interest you. It also encourages research, problem solving and STEM to invent your own System.

**What’s it all about?**

This is a two-year program that provides students with the skills and knowledge to lead to employment within the building industry. Upon completion students will be awarded a statement for the units of competency that contribute to 22338VIC Certificate II Building and Construction. The course may also contribute marks to the VCE study score. (Increments for unscored VCE VET program will be calculated at 10% of the lowest study score of the primary four subjects.)



**What will I learn? The units of competency each year are:**

Units 1& 2	Units 3&4
<ul style="list-style-type: none"> <li>• Work Effectively and sustainably in the construction industry</li> <li>• Conduct workplace communication</li> <li>• Carry out measurements and calculations.</li> <li>• Apply OHS requirements, policies and procedures in the construction industry.</li> <li>• Prepare to work safely in the construction industry.</li> <li>• Identify and handle carpentry tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic levelling procedures.</li> <li>• Interpret and apply basic plans and drawings.</li> <li>• Perform basic setting out.</li> <li>• Construct a basic sub floor.</li> <li>• Construct basic wall frames.</li> <li>• Construct a basic roof frame.</li> <li>• Install basic external cladding.</li> </ul>

**What types of things will I do?**

Students will participate in a range of online theoretical activities and complete regular practical tasks. These practical tasks involve working inside and outside in a simulated construction workplace environment. Students will learn and apply skills required for building a house, such as constructing walls and roof frames.

**Competency assessment may include:** observations, online theory tasks activities.

**What skills will I require to complete this subject?**

An ability and willingness to work inside and outside, using machinery and hand tools.  
 And ability to do practical as well as regular theory work, including basic maths and problem-solving skills.  
 Commitment to a two-year program

**What can this subject lead to?**

This course will give you a statement of attainment for the units of competency that contribute to the 22338VIC Certificate II Building and Construction. Students may continue to study Building and Construction units via TAFE and apprenticeships.

**Why choose this subject?**

Choose this subject if you want a career in the building industry and/or are interested in working with wood, using hand tools and construction.

**What’s it all about?**

This is a VCE scored assessment subject and a VET subject. Students will develop cookery skills and knowledge and will enhance their employment prospects and access to a range of potential career paths within the hospitality industry.

Upon completion of this two-year course students will be awarded SIT20316 Certificate II Hospitality (Kitchen Operations).

Students need to purchase a chef uniform and complete 40 hours of structured workplace learning in a restaurant kitchen.



**What will I learn? The units of competency each year are:**

Units 1& 2	Units 3&4
<ul style="list-style-type: none"> <li>• Work effectively with others.</li> <li>• Prepare simple dishes.</li> <li>• Source and use information on the hospitality industry.</li> <li>• Use hygienic practices for safety.</li> <li>• Maintain the quality of perishable items.</li> <li>• Participate in safe work practices.</li> <li>• Use food preparation equipment.</li> <li>• Produce dishes using basic methods of cookery.</li> <li>• Clean kitchen premises and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Produce appetisers and salads.</li> <li>• Produce stocks, sauces and soups.</li> <li>• Produce vegetables, fruit, eggs and farinaceous dishes.</li> <li>• Use cookery skills effectively.</li> <li>• Prepare poultry dishes.</li> </ul>

**What types of things will I do?**

Students will complete regular practical activities including a range of catering functions for the school community. A range of theory activities are also undertaken including tests, visual diaries, research and recipe reports.

**SACs may include:** tests, observations, recipe reports, research tasks, visual diaries and an exam at Year 12.

**What skills will I require to complete this subject?**

Basic cookery skills and an interest in preparing and presenting a range of food items.  
 The ability to work hygienically and safely with a range of foods and hospitality cooking equipment.  
 Commitment to a two-year program.

**What can this subject lead to?**

This is a two-year subject that will give you a certificate II Hospitality – Kitchen Operations. This can lead to work in the Hospitality industry either part time or as a full-time career. It can also lead to further study in the industry, such as becoming a chef or an events manager through a TAFE course.

**Why choose this subject?**

Choose this subject if you are interested in advanced cookery, catering, becoming a chef and/or want to work in the hospitality industry either part time or as a full-time career.

**DESIGN TECHNOLOGY PATHWAYS:**

	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
1	Product Design & Technology – Wood  <b>and/or</b>  Introduction to Building and Construction	VET Certificate II Building and Construction 1 & 2	VET Certificate II Building and Construction 3 & 4
2	Food Technology	Food Studies 1 & 2	Food Studies 3 & 4
3	Systems Engineering	Systems Engineering 1 & 2	Systems Engineering 3 & 4
4	Hospitality	VET Certificate II Hospitality & Kitchen Operations 1 & 2	VET Certificate II Hospitality & Kitchen Operations 3 & 4

**PLEASE NOTE:**

These pathways are simply recommendations.

Year 10 students have access to all VCE Technology subjects.

Be aware that enrolment into VCE Technology subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Technology and the appropriate Year 10 Technology subject.

**DIGITAL**  
**TECHNOLOGY**  
**OPTIONS**

**What’s it all about?**

Students focus on the strategies and techniques for creating digital solutions to meet specific needs and to manage threats to data, information and software security. Students apply the problem-solving methodology to identify and extract data using software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.



**What will I learn?**

<p><b>UNIT 1: Applied Computing</b></p> <ul style="list-style-type: none"> <li>• Introduction to the stages of the problem-solving methodology.</li> <li>• Focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations.</li> <li>• Use programming languages to develop software solutions.</li> </ul>	<p><b>UNIT 2: Applied Computing</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively, using all areas of the problem-solving methodology, to create a solution (product or prototype) in an area of interest.</li> <li>• Introduction to cybersecurity, investigate networks and the threats, vulnerabilities and risks to data and information.</li> <li>• Propose strategies to protect data accessed using a network.</li> </ul>
<p><b>UNIT 3: Data Analytics</b></p> <ul style="list-style-type: none"> <li>• Develop data visualisations</li> <li>• Use appropriate data to present findings</li> <li>• Plan a project based on a research question</li> <li>• Design infographics or data visualisations</li> </ul>	<p><b>UNIT 4: Data Analytics</b></p> <ul style="list-style-type: none"> <li>• Create a web page</li> <li>• Project manage using software tools</li> <li>• Select and apply design tools.</li> </ul>

**What types of things will I do?**

Use database software, programming languages, spreadsheet software and data visualisation software. Create an innovative solution using software tools such as programming language, spreadsheet software, web authoring software, presentation software, and tools for planning a project. Write written reports, complete case studies and structured questions.

**SACs may include:** tests, SAT design folio, data visualisations, case studies, multimedia presentations and an exam.

**What skills will I require to complete this subject?**

Basic computer skills to start and the ability to work through a process to solve problems. The ability to learn and apply all stages of the problem-solving methodology. Ability to collaborate with others to analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.

**What can this subject lead to?**

Further study and work in the IT industry, such as web page developer, computer systems engineer, games developer, information securities analyst, database administrator, software engineer

POSSIBLE PATHWAY	
YEAR 11	Applied Computing
YEAR 12	Data Analytics

**Why choose this subject?**

Choose this subject if you would like to work with computers and are interested in learning about software and using it to analyse data and create digital solutions.



**DIGITAL TECHNOLOGY PATHWAYS:**

<b>Option</b>	<b>Year 10</b>	<b>Year11</b>	<b>Year 12</b>
1	Advanced Computer Applications <b>and/or</b> Coding <b>and/or</b> Web Development & Design	Applied Computing 1 & 2	Data Analytics 3 & 4
2	Advanced Computer Applications <b>and/or</b> Coding <b>and/or</b> Web Development & Design	VET Certificate II In IT (1-2) <b>(Not offered at KDC)</b>	VET Certificate II In IT (3-4) <b>(Not offered at KDC)</b>

**PLEASE NOTE:**

These pathways are simply recommendations.

Year 10 students have access to all VCE Technology subjects.

Be aware that enrolment into VCE Technology subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Technology and the appropriate Year 10 Technology subject.

# **PERFORMING**

# **ARTS OPTIONS**

**What’s it all about?**

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and storytelling, contemporary drama practice and the work of significant drama practitioners.



**What will I learn?**

<p>UNIT 1</p> <ul style="list-style-type: none"> <li>• Performance styles from a range of social, historical and cultural contexts.</li> <li>• Drama traditions of ritual and storytelling</li> <li>• Creation, presentation and analysis of a performance.</li> <li>• Apply play-making techniques to shape and give meaning to performance.</li> <li>• Manipulate expressive and performance skills.</li> </ul>	<p>UNIT 2</p> <ul style="list-style-type: none"> <li>• Aspects of Australian identity evident in contemporary drama practice.</li> <li>• Documentation of the processes involved in constructing a devised performance.</li> <li>• Creation, presentation and analysis of a performance</li> <li>• Creation of performance using stimulus material.</li> <li>• Examine selected performance styles.</li> <li>• Conventions of transformation of character, time and place, the application of symbols.</li> </ul>
<p>UNIT 3</p> <ul style="list-style-type: none"> <li>• Students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work.</li> <li>• Explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts.</li> <li>• Work collaboratively to devise, develop and present an ensemble performance.</li> </ul>	<p>UNIT 4</p> <ul style="list-style-type: none"> <li>• development and the presentation of devised solo performances</li> <li>• contemporary practice and works that are eclectic in nature</li> <li>• skills in extracting dramatic potential from stimulus material</li> <li>• application of symbol and transformation of character, time and place</li> <li>• dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.</li> </ul>

**What types of things will I do?** Creation, performance and analysis of solos, ensembles and professional performances; reading, writing, teamwork, character building, use of stagecraft.

**SACs may include:** Written analysis and evaluation, creation and performance of ensembles and solos.

**What skills will I require to complete this subject?** Acting skills, analysis and evaluation skills, creativity, imagination, teamwork, ability to respond to a variety of stimuli, reading, effective summarizing and note-taking, and communication.

**What can this subject lead to?** Actor, dancer, musical theatre performer, dance, music or drama therapist, theatre director, screen/play writer, stage manager, arts administration, lighting/sound designer, costume designer, makeup artist, set/prop designer, broadcasting presenter, teacher, higher education lecturer, agent, film maker, producer.

POSSIBLE PATHWAY	
YEAR 11	Drama, English, Humanities, Literature, Media, Psychology, Sociology,
YEAR 12	Drama, English, Humanities, Literature, Media, Psychology, Sociology,

**Why choose this subject?** Choose this subject if you are interested in acting, creating and viewing plays, exploring history, reviewing performance. If you are interested in gaining employment in the above professions.

**What’s it all about?**

In this subject, students primary focus is on further development of group and solo performance skills, while building ability in musical theory, aural recognition and transcription of scales, chords rhythms and melodies, listening analysis of recorded works in a variety of genres, composition and the development of technical works and study to further improve performance outcomes.



**What will I learn?**

<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• Repertoire selection</li> <li>• Solo Performance</li> <li>• Group Performance</li> <li>• Rehearsal skills and practice techniques</li> <li>• Preparing for Performance</li> <li>• Music Language - analysis, theory &amp; aural skills</li> </ul>	<p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• Repertoire selection                             <ul style="list-style-type: none"> <li>• Solo Performance</li> <li>• Group Performance</li> <li>• Rehearsal skills and practice techniques</li> <li>• Preparing for Performance</li> <li>• Music Language - analysis, theory &amp; aural skills</li> <li>• Composition / song writing</li> </ul> </li> </ul>
<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• Repertoire selection</li> <li>• Solo Performance</li> <li>• Group Performance</li> <li>• Rehearsal skills and practice techniques</li> <li>• Preparing for Performance</li> <li>• Music Language - analysis, theory &amp; aural skills</li> </ul>	<p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• Repertoire selection                             <ul style="list-style-type: none"> <li>• Solo Performance</li> <li>• Group Performance</li> <li>• Rehearsal skills and practice techniques</li> <li>• Preparing for Performance</li> <li>• Music Language - analysis, theory &amp; aural skills</li> </ul> </li> </ul>

**What types of things will I do?**

Building performance and musicianship skills. Students present performances of selected group and solo music works in line with relevant syllabus. Emphasis on relevant technical work, sight reading, improvisation and theory, aural and listening skills.

**SACs may include:** Performances, theory/aural/analysis exam, technical works development and presentation, composition/song writing.

**What skills will I require to complete this subject?**

Proficiency on a chosen instrument to the level of the VCE syllabus pieces. Ability in music listening analysis, theory and aural recognition.

**What can this subject lead to?**

Music Performance, Composition, Teaching

POSSIBLE PATHWAY	
YEAR 11	Music Performance, VET Music
YEAR 12	Music Performance, VET Music

**Why choose this subject?**

Music, performance, music techniques, improvisation, composition, understanding music – analysis, theory, aural.

## PERFORMING ARTS PATHWAYS

Option	Year 10	Year 11	Year 12
1	Drama	Drama 1 & 2	Drama 3 & 4
2	Music	Music Performance 1 & 2	Music Performance 3 & 4
3	Music Industry & Sound Production	VET Certificate III in Music Sound Production Specialisation (not offered at KDC) OR VET Certificate III in MUSIC INDUSTRY - MUSIC PERFORMANCE SPECIALISATION (Not offered at KDC)	VET Certificate III in Music Sound Production (not offered at KDC) OR VET Certificate III in MUSIC INDUSTRY - MUSIC PERFORMANCE (Not offered at KDC)

### PLEASE NOTE:

These pathways are simply recommendations.

Year 10 students have access to all VCE Performing Arts subjects.

Be aware that enrolment into VCE Performing Arts subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Performing Arts and the appropriate Year 10 Performing Arts subject.

# **VISUAL ARTS**

# **OPTIONS**

**What’s it all about?**

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Students critically analyse media representations and produce media products for specific audiences and contexts.



**What will I learn?**

<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms.</li> <li>• Explore media codes and conventions and the construction of meaning in media products.</li> <li>• Analyse representations, narrative and media codes and conventions.</li> </ul>	<p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• Further develop an understanding of the concept of narrative in media products and forms in different contexts.</li> <li>• Analyse the influence of developments in media technologies on individuals and society.</li> <li>• Undertake production activities to design and create narratives.</li> </ul>
<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• Analyse the use of media codes and conventions to structure meaning.</li> <li>• Design the production of a media product for a specified audience.</li> <li>• Develop written and visual documentation to support the production and post-production of a media product in Unit 4.</li> </ul>	<p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• Produce the media production design plan into a refined Media product.</li> <li>• Focus on the production and post-production stages of the media.</li> <li>• Explore the relationship between the media and audiences.</li> <li>• Explore the capacity of the media to be used by governments, institutions and audiences.</li> </ul>

**What types of things will I do?**

Complete coursework in class and from the textbook; analyse of Media representations; identify and practice specialised roles; group/independent work, production exercises and various research tasks.

**School Assessed Coursework and School Assessed Task will include:**

Short and extended written responses: independent and collaborative Media production in specialist production roles; evaluation of Media Production Process; Media product design plan and refined product (SAT).

**What skills will I require to complete this subject?** Reading and critically responding to prompts analysing Media representations; Research subjects and contexts represented in the Media; Practice technical skills including camera techniques to create Media products.

**What can this subject lead to?**

POSSIBLE PATHWAY	
YEAR 11	Unit 3 & 4 Media
YEAR 12	Further study and training (TAFE & University) including Advertising, Design, Journalism, Media TV, Film, Video Game Production, Media Analysis, Business, Education and Academic Research.

**Why choose this subject?**

Choose this subject if you are interested in news & current affairs, film & TV, politics, literature, philosophy, popular culture, technology and critical thinking.

**What's it all about?**

Studio Arts aims to firstly build and extend skills with art materials and techniques (for example painting, drawing, printmaking, and mixed media), with artworks having clear connection to various sources. In the second semester you then produce a small studio process folio in preparation for Year 12 approach to full sized folio and making of artworks. Theory work explores artists practice and ideas, as well as impacts of copyright and appropriation in artist's work. Year 12 includes more in-depth research with consideration of gallery practices.

**What will I learn?**

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>• <b>Researching and recording ideas</b> (using sources of information to come up with original ideas to affect student artworks)</li> <li>• <b>Studio practice</b> - planning and experimentation to lead to final artworks.</li> <li>• <b>Interpreting art ideas and use of materials and techniques</b> - artists study and artwork analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploration of studio practice and development of artworks</b> - full application of studio process to produce several artworks – mock folio.</li> <li>• <b>Ideas and styles in artworks</b> - copyright, appropriation and analysis of elements and principles in others artwork.</li> </ul>
UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>• <b>Exploration proposal</b> - statement of intent, summarising ideas and approach for folio.</li> <li>• <b>Studio process</b> - documentation of trials and development of artwork plans.</li> <li>• <b>Artists and studio practices</b> - artist's studies used for SAC and end of year exam.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Production and presentation of artworks</b> - final student artworks productions.</li> <li>• <b>Evaluation</b> – Summary statement explaining final artworks and improvements from planning.</li> <li>• <b>Art industry contexts</b> – gallery visits and analysis of the production of exhibition and presentation of artworks, exploring conservation and preservation.</li> </ul>

**What types of things will I do?**

To begin with practical work may start with smaller workshops and short-term artwork production. This is intended to teach students how the different parts of planning documentation need to be done. Later, folio work is far more independent, and guidance focuses more on criteria and management of the coursework.

**SACs may include:** research, short and extended answer response, visual diary planning, and artworks.

**What skills will I require to complete this subject?**

Having good personal organization and time management is key for Studio Arts courses. Being able to articulate and discuss ideas in detail is supportive of both theory and practical work. Attention to detail and observation are also helpful.

**What can this subject lead to?**

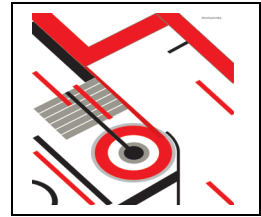
POSSIBLE PATHWAY	
YEAR 11	Unit 3 and 4 Studio Arts and Visual Communication Design Apprenticeship/Internships for trade related design industries like sign writing. Visual Arts related TAFE courses.
YEAR 12	Visual Arts, Fine Arts, Creative Arts courses connected to ceramics, painting, drawing, printmaking, digital art; Animation, Graphic Design, Fashion, Visual Merchandising, Textiles Design, Jewellery Design and Manufacture etc.

**Why choose this subject?** Making creative projects, self-expression, symbolism, challenging yourself, music, performance, literature and history.



**What’s it all about?**

VCD explores skills and understanding in Industrial, Communication and Environmental Design. This includes manual and digital drawing with technical tools and freehand illustration. You will develop skills with the Adobe Design suite and Sketch-Up to deliver design catering to a brief. Theory covers analysis of existing design and professional practice.



**What will I learn?**

<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• Freehand drawing – for planning and presentation of Illustration SAC.</li> <li>• Technical drawing – orthogonal, isometric, perspective for Industrial SAC.</li> <li>• Elements &amp; Principles application to meet a Brief.</li> <li>• Social, Cultural and Technological impacts on design over history through research.</li> </ul>	<p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• Technical drawing and design process with Environmental focus (manual and digital).</li> <li>• Image and Type with Communication Design conventions for audience and purpose.</li> <li>• Full design process and presentation as a mock folio with Industrial Design focus.</li> </ul>
<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• Application of all Design Fields through practice and analysis tasks combined for SAC.</li> <li>• Professional Practice analysis and written response SAC.</li> <li>• SAT Folio Part 1 – Brief, Research and Idea Generation. Student driven field choice and design process.</li> </ul>	<p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• SAT Folio Part 2 – Development, Refinement, Evaluation – continued process including all drawing systems, media, aesthetics to mock-up of final designs.</li> <li>• SAT Folio Part 3 – Design Presentations – final production of listed items from original Brief.</li> <li>• Exam</li> </ul>

**What types of things will I do?** Design using instrumental drawing. Drawing using freehand methods. Illustrating to a brief, using the design process. Written analysis of historical and cultural aspects in design. Analysis of Elements and Principles within designs. Design final presentations using a range of manual and digital methods.

**SACs may include:** Design Process documentation and Final Design Presentations. Manual and Digital drawing. Timed written responses and/or oral presentations of design analysis, infographics.

**What skills will I require to complete this subject?** An openness to developing digital and manual drawing skills. Personal organisation and time management are very important due to the time-consuming nature of the work. Attention to detail and tracking of submission requirements is also very important.

**What can this subject lead to?** *Communication design* – graphic design, information design, digital and web design, gaming and animation design, advertising, print publication/book illustration and typographic design, package/surface design, logo design and brand identity; *Environmental design* – architectural design, interior design, landscape design, set design and exhibition/display design; *Industrial design* – product design and furniture design.

POSSIBLE PATHWAY	
YEAR 11	Visual Communication Design
YEAR 12	Visual Communication Design or Studio Art

**Why choose this subject?** You are interested in designing, drawing, creative and analytical thinking and interested in exploring design in contemporary life and refining final designs for presentation. Genuine interest in any design and curiosity in how or why things work is also handy.

**VISUAL ARTS PATHWAYS:**

<b>YEAR 10</b>	<b>YEAR 11</b>	<b>YEAR 12</b>
MEDIA	MEDIA	MEDIA
2D ART OR VISUAL COMMUNICATION DESIGN	STUDIO ART	STUDIO ART
2D ART OR VISUAL COMMUNICATION DESIGN	VISUAL COMMUNICATION DESIGN	VISUAL COMMUNICATION DESIGN

**PLEASE NOTE:**

These pathways are simply recommendations.

Year 10 students have access to all VCE Arts subjects.

Be aware that enrolment into VCE Arts subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Arts and the appropriate Year 10 Arts subject.