TRINITY COLLEGE COLAC

CURRICULUM HANDBOOK FOR 2017

VISION

Trinity College is a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment.
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"Ask, and you will receive; seek, and you will find; knock, and the door will be opened to you. For everyone who asks will receive, and anyone who seeks will find, and the door will be opened to those who knock."

Matthew 7: 7-8
Dear Trinity College families

We trust that this Curriculum Handbook will assist students in planning for their subject options. We realise that having to make choices about subject units may, at times, be quite daunting for our students. Please be assured that our Trinity College staff will support students through their decision-making process.

Our Trinity College timetable is designed to offer our students the best subject choices possible. This means that subjects which run in the future will be determined by student demand as well as the viability of such demand at our College.

After receiving this Handbook, students are advised to carefully read the relevant sections about unit requirements for their year level. These pages detail the unit descriptions as well as listing possible combinations of subjects. Students should discuss this process with their families and their teachers to clarify any queries they may have about their choices.

Families can assist students with these discussions as it is acknowledged that, at this stage, students may not have a clear idea about which career pathway to follow after completing their schooling. It is advisable that students investigate as many options as possible so that they make an informed decision about their future career.

When choosing a study course, students should ask themselves the following questions:

- **Content**: What is studied in this subject? Refer to the description of the units in this Handbook.
- **Interest**: Will I like this subject?
- **Ability**: Will I manage this combination of subjects?
- **Future**: Will this combination of subjects lead me to a job that I may find appealing? Are there any subjects that may be prerequisites for university courses in which I am interested?

When investigating which subjects to select, students should:

- **Read** this book thoroughly: use the year level grids in the handbook to examine possible preferences.
- **Ask** relevant questions: conduct research, consult websites (universities, VCAA and VTAC)
- **Be open** to advice: discuss options with family, with teachers and with professionals.

**PROCEDURE**

Students will attend Information Sessions as listed below to receive additional information about the subject selection process. Further information will also be detailed in the College newsletter, thus families are encouraged to regularly read this important means of communication between the College, parents and students.

Students will receive an email explaining how to lodge their subject selections online. After completing their online selections, students will be expected to print a copy of their final subject preferences. A parent/guardian will need to sign this sheet and this final copy must be submitted to the College.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th July 2016</td>
<td>Distribution of Curriculum Handbook to current students in Years 9 - 11</td>
</tr>
<tr>
<td>20th July 2016</td>
<td>Senior Pathways Night (for parents and students in Years 9 and 10)</td>
</tr>
<tr>
<td>21st July 2016</td>
<td>Subject Selection Session for Year 11 students (period 5)</td>
</tr>
<tr>
<td>21st July 2016</td>
<td>Subject Information sessions for students in Years 9 and 10</td>
</tr>
<tr>
<td>25th July to 5th August 2016</td>
<td>Year 10 subject interviews at allotted times. Year 9 and 11 interviews upon request</td>
</tr>
<tr>
<td>8th August 2016 (midnight)</td>
<td>DUE DATE: Online subject preferences close for current Year 9, 10, 11 students</td>
</tr>
<tr>
<td>11th August 2016</td>
<td>• Distribution of Curriculum Handbook to current students in Years 7 and 8</td>
</tr>
<tr>
<td></td>
<td>• Subject Information Sessions for current students in Years 7 and 8</td>
</tr>
<tr>
<td>29th August 2016 (midnight)</td>
<td>DUE DATE: Online subject preferences close for current Year 7 and 8 students</td>
</tr>
</tbody>
</table>

At Trinity College, we remain committed to assisting all students in their pursuit of academic excellence and relevant future pathways.

Mrs Cheryl Pefanis,
Deputy Principal.
The curriculum at Trinity College is divided into eleven learning areas. Within each of these learning areas, there are various subjects as listed below and described in more detail throughout this book.

Religious Education

The Religious Education of students at Trinity College is developed through being part of a community whose life, values and aims are centred upon the inspiration taken from the Gospel of Jesus Christ and the teachings of the Church.

The central aim of the Religious Education Programme is to foster in students the following four aspects of human life:

- awareness of SELF
- awareness of OTHERS
- awareness of THE WORLD
- awareness of THE FAITH COMMUNITY

The programme seeks to teach the content of the Catholic faith in a way which contributes to understanding and provides opportunities for students to respond in faith. Through immersion of students in the life of the school they can experience the values of a Christian community and will also be given the opportunity for participation in prayer and worship. The programme develops religious literacy, incorporating an appreciation, understanding and desire to know more of the Catholic/Christian tradition, including the symbols and rituals of the community.

The content of the Religious Education Programme at Trinity College:

- is based on the sources of our faith;
- is faithful to the teachings and practices of the Catholic Church;
- reflects the Core Values, Mission, and Vision of the school;
- is sequential and allows for a deepening of understanding, knowledge and experience.

The Religious Education of students at Trinity College uses, as its primary framework for course structure, the Awakenings Programme as recommended by the Catholic Education Office Ballarat. This programme draws from and incorporates the many rich developments in Religious Education over recent decades, providing opportunities and understanding relevant to the individual student, taking into account the needs, interests, abilities, cultural backgrounds and stages of development of students.

The Arts

Performing Arts: Drama, Music

The Performing Arts subjects are fundamental to the learning of all students. Performing Arts makes a distinct and unique contribution to each young person’s ability to perceive, imagine, create, think, feel, symbolise, communicate, understand as well as to become confident and creative individuals. The Performing Arts at Trinity College can be broken into two strands: Music and Drama. These strands will provide all students with the opportunity to imagine and creatively engage, personally and collectively, within their real and imagined worlds. Music and Drama assist in developing identity, confidence, social participation and inclusion. Units explore cultural diversity and indigenous cultural heritage in line with national curriculum.

<table>
<thead>
<tr>
<th>PERFORMING ARTS</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Core Unit</td>
<td>08PA01S</td>
<td>09PA31S</td>
<td>09PA32S</td>
<td>10PA61S Drama</td>
<td></td>
</tr>
<tr>
<td>Music Core Unit</td>
<td>08MU01S</td>
<td>09MU33S</td>
<td>10MU64S</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>09MU31S</td>
<td></td>
<td>Music Performance</td>
<td></td>
</tr>
</tbody>
</table>

Visual Arts: Art, Graphics

Involvement in Visual Arts is an important part of our lives. We can use the arts to express our emotional, social, cultural, political and religious beliefs and we learn to appreciate experiences of others through their expression in one or other art form.

Visual Arts at Trinity College can be broken into two strands: Art and Graphics. Within these strands, students learn to express and communicate their feelings; this provides them with opportunities to gain a sense of their social and individual identity. Students learn ways of experiencing, developing, representing and understanding emotions, values and cultural beliefs. They learn to take risks, be imaginative, question, explore solutions, share opinions, develop, practise and refine
techniques to help in the development of their own art works and the understanding and appreciation of the work of others.

<table>
<thead>
<tr>
<th>VISUAL ARTS</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Core Unit</td>
<td>08AR01S</td>
<td>09AR31S</td>
<td>10AR68S</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Studio Art</td>
</tr>
<tr>
<td>Graphics</td>
<td>Core Unit</td>
<td>08VC01S</td>
<td>09VC31S</td>
<td>10VC62S</td>
<td>Visual Communication Design</td>
</tr>
</tbody>
</table>

**English**

English focuses on a study of Language and how it works, an appreciation of Literature in its various modes, and the development of skills for Literacy in our world. The importance of consolidating basic literacy skills is a focus through skills units and homework sheets. The Year 7 to 10 curriculum links directly to the VCE English Units, ensuring students are equipped with the skills required to study and respond to texts and communicate effectively in both oral and written forms. A Literature elective in Year 10 is available to allow students who excel in English to further enhance their studies of English.

<table>
<thead>
<tr>
<th>English</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE/VCAL SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>10EN61S</td>
<td>English</td>
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<td>Literature</td>
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<td>10EN63S</td>
<td>VCAL Literacy</td>
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**Health and Physical Education**

The Health and Physical Education (HPE) programme at Trinity College will contribute to students becoming self-confident, independent, disciplined, healthy and physically fit.

- Students in Years 7 to 10 will undertake Health and Physical Education for the whole year.
- Assessed HPE learning areas will include: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, lifelong physical activities, rhythmic and expressive movement activities.
- It is highly recommended that students wishing to study VCE Physical Education and/or Health and Human Development, choose either 10HP63E or 10HP64E as one of their electives in Year 10.

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE/VET SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09HP31S</td>
<td>09HP32S</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td>Health and Human Development</td>
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<td></td>
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<td></td>
<td></td>
<td>10HP62S</td>
<td>VET Sport and Recreation (Certificate III)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>09HP63S</td>
<td></td>
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<td>10HP64E</td>
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</table>

**The Humanities: Civics and Citizenship, Economics and Business, Geography, History**

Humanities is a broad area of learning which draws upon the areas of Civics and Citizenship, Economics and Business, Geography as well as History. Beyond Secondary Education, the Humanities Learning Area offers strong job prospects and many university options, including studying Commerce, Law, Politics, Accounting, International Business and Economics – these courses can lead to many successful career paths in both the private and public sector.

<table>
<thead>
<tr>
<th>HUMANITIES</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and Citizenship</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09CC30S</td>
<td>09CC30S</td>
<td>Accounting</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09EC31S</td>
<td>09EC31S</td>
<td>Australian Politics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Business Management</td>
</tr>
<tr>
<td>Geography</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09GE31S</td>
<td>09GE31S</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>History - Revolutions</td>
</tr>
<tr>
<td>History</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09HI31S</td>
<td>09HI31S</td>
<td>Legal Studies</td>
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</table>

Curriculum Handbook for 2017
Languages

In studying a Language, a student has the opportunity to participate in simulated and, where possible, real situations related to the practical aspects of every day life.

The Language programme at Trinity College enables students to:

- communicate in this language through reading, writing, listening and speaking activities;
- enhance their understanding of culture and language;
- develop an appreciation of Australia as a country with a diversity of languages and cultures;
- gain access to a range of post school options.

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<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09IN31S 10IN63S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>09IN32S 10IN64S</td>
</tr>
</tbody>
</table>

Mathematics

Mathematics pervades all aspects of our lives: as citizens, in our homes and in the workplace. It has applications in all human activities and provides a universal way of solving problems in diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics enhances both our understanding of the world and the quality of our participation in Australian society. Under the Victorian Curriculum in the Mathematics Learning Area, students in Years 7-10 complete work from three areas of study: (i) Number and Algebra, (ii) Measurement and Geometry and, (iii) Statistics and Probability.

As Mathematics is an integral part of all students’ education, the aim of the Mathematics Learning Area is to ensure maximum success and progress.

- Year 9 students may choose to study an extra unit of mathematics called “Thinking Mathematically”, a problem solving and mathematical strategies unit as one of their non-compulsory units.
- Year 10 students may elect to participate in an advanced class, where they will be further extended. Selection for an advanced class is made on the basis of teacher recommendation and the previous year’s assessments and exam results.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09MA33 10MA65S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Core Unit OR 10MA66S</td>
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<td></td>
<td></td>
<td></td>
<td>Elective 10MA67E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>09MA35E</td>
</tr>
</tbody>
</table>

Science: Agriculture, Biology, Chemistry, Physics, Psychology

A major goal of Science education is to develop citizens who are capable of engaging in informed debate about Science and its applications.

A fundamental goal for Science education is to stimulate, respond to and nourish curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

It is becoming increasingly important that students understand scientific challenges and redirections, and the implications of these for their own life choices, the environment and the community (local and global) in which they live. Science extends our understanding beyond what affects us to include what we cannot see, feel, hear or touch but can only imagine.

Increasing emphasis will be placed on the role of science and the work of Australian and other scientists in addressing issues of sustainability at a local and global level. Science education provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. While only some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09SC31S 10SC61S 10SC62S 10SC63S 10SC64S 10SC65S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology Chemistry Physics Psychology VET Agriculture (Certificate II)</td>
</tr>
</tbody>
</table>
Design and Technologies: Food, Textiles, Wood

This learning area emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity can be described as applying imagination and lateral and critical thinking throughout design and development processes. Design is a vital step in transforming ideas into creative, practical and commercial realities. Designing and its application involve planning and organising production, and evaluating products in a real context.

- Food units offer students a chance to approach the use of food as a material and gives them experience using the technology process to investigate, design, produce and evaluate all of their practical classes.
- Included in the Textiles units are basic methods of sewing, the use of the sewing machine, garment construction and how to make it fit, along with many crafty ideas that will enable students to demonstrate their ability to design as an individual. Textiles is a ‘hands-on’ practical skill learning area that provides a sound grounding for further studies in this area, as well as pursuing future recreational activities.
- The units offered in Wood were created to provide as wide a range of design and construction experience as possible, focusing towards furniture design. In each unit the student will be guided through a variety of processes and techniques which will include the following criteria:

Each unit will provide the student with the opportunity to experience success and enjoyment by developing courses of work appropriate to their individual level of skill and interest.

<table>
<thead>
<tr>
<th>CDT</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Core Unit 08FO01S</td>
<td>09FO31S</td>
<td>09FO32S</td>
<td>10FO61S 10FO62S</td>
<td>Food Technology</td>
</tr>
<tr>
<td>Textiles</td>
<td>Core Unit 08TX01S</td>
<td>09TX31S</td>
<td>10TX62S</td>
<td>Product Design and Technology - Textiles</td>
<td></td>
</tr>
</tbody>
</table>

Digital Technologies

Digital Technologies is the hardware and software that enables data to be digitally processed, stored and communicated. Digital Technologies can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others. Digital Technologies aims to expose students to a wide range of media and technologies. These include the use of computers, printers, scanners, various cameras and responsible use of the Trinity email and intranet system as well as the internet.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE/VET SUBJECTS OFFERED AT TRINITY IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Technologies</td>
<td>Core Unit</td>
<td>Core Unit 09IT31S</td>
<td>10IT61S 10IT62S 10IT63S</td>
<td>Computing Media Software Development VET Interactive Digital Media (Certificate III)</td>
</tr>
</tbody>
</table>
ASSESSING AND REPORTING

Our Assessment Policy and our Reporting Policy reflect the philosophy of a Catholic School, as framed in the Trinity College Core Values, Vision and Mission. These policies aim to recognise the Gospel values of community, hope, justice and dignity for the individual.

Why Do We Assess?

There are several reasons why we assess student learning, including:

- to improve student performance and achievement. Teachers will provide feedback on assessment tasks to support students’ learning, including comments regarding areas for improvement and further development.
- to help students’ monitor their own progress and development, including reflecting on their strengths, areas for improvement and future learning goals.
- to assist teachers in making judgements on student achievement against goals and standards.
- to inform teaching practices and identify gaps in student understanding.
- to monitor the effectiveness of educational programmes and processes.

Reporting

Reporting is the process of communicating the assessment of a student’s development to students and their parents by providing constructive feedback, to assist growth and understanding.

The confidential nature of reports is respected at all times. In addition to formal reports and assessment task feedback, we provide oral reports at Parent-Teacher-Student interviews and on other occasions as required.

The report format will follow the assessment and reporting requirements as set out in the Victorian Curriculum F-10.

The Victorian Curriculum Foundation - 10 (F-10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The College’s end-of-semester student reports includes a course description, work practices, assessment task grades and a comparison against the Victorian Curriculum standards. These reports are available via the Parent Access Module (PAM) at the end of each semester.

During the semester, assessment task grades and teacher comments will be available via PAM. In this way, teachers will provide timely and directed comments to students and parents to improve learning outcomes. This means that there will be no written comments on the end of semester reports.

When reporting on the student’s work produced, such as assessment tasks, an A-E reporting scale is used. For consistency, the same scale is applied across the whole school. This scale is shown here.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100%</td>
<td>A+</td>
</tr>
<tr>
<td>80-89%</td>
<td>A</td>
</tr>
<tr>
<td>75-79%</td>
<td>B+</td>
</tr>
<tr>
<td>70-74%</td>
<td>B</td>
</tr>
<tr>
<td>65-69%</td>
<td>C+</td>
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<tr>
<td>60-64%</td>
<td>C</td>
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<tr>
<td>55-59%</td>
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<tr>
<td>35-44%</td>
<td>E+</td>
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<tr>
<td>25-34%</td>
<td>E</td>
</tr>
<tr>
<td>0-24%</td>
<td>Ungraded</td>
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</tbody>
</table>

Parent Access Module (PAM)

The Parent Access Module (PAM) provides parents with information on a range of areas relating to their child’s education, including homework, assessment tasks, school reports, attendance, Parent-Teacher-Student Interviews, the College’s daily messages and upcoming events.

To access PAM, parents will need a computer, tablet or handheld device (such as a smartphone) with internet access. To login, the parent/guardian must enter the username and password provided by the College. Should parents forget their password, it can be reset for them by contacting the College office.

STUDENT TIMETABLE: This option displays a full student timetable for the current cycle, a complete list of the student’s classes and teachers, as well as the start and end times for all periods.

STUDENT ASSESSMENT AND REPORTING: Student reports will be available once they have been released by the College. Parents can view and print current and previous year reports for students from this section.

LEARNING AREAS: Parents can log in to PAM to see their child’s homework and current assessment tasks. For assessment tasks, parents will be able to see the description of the current task and the due dates. Comments will also be available via PAM when the task has been completed and marked by the teacher. This provides timely feedback to parents and can generate discussion points for the Parent-Teacher-Student interviews.
Trinity College delivers a curriculum for its students through stages: Junior School (Years 7 and 8), Year 9 and the Senior School (Years 10, 11 and 12).

Junior students (Years 7 and 8) study their core subjects in their homeroom groups. In order to enhance the breadth of their schooling, students have the opportunity to progressively choose electives from various learning areas.

Students in Year 9 are offered a variety of subjects across the learning areas and have a greater selection on offer compared to Year 8 students. This enables students to start mastering skills to get a sense of subjects they may like to pursue in the senior school.

Our senior school starts in Year 10, with students able to access a Victorian Certificate of Education (VCE) or Vocational Education and Training (VET) subject in addition to their core subjects and elective options. The Year 10 curriculum prepares students for the pathways of VCE or for the Victorian Certificate of Applied Learning (VCAL). Students in Year 11 and 12 complete either the VCE or VCAL pathway. Details of the various VCE and VET subjects are contained elsewhere in the Curriculum Handbook.

Subjects at Trinity College are based on a timetable structure of a ten-day cycle, eight periods per day, each of 38 minutes duration. For every year level, in the ten-day cycle, there is also:

- one period for (Skills, Literacy, Numeracy, Pathways and Study Skills)
- one period for Pastoral Care
- one period for Year Level or College Assembly

Year 7 is a foundation year for secondary school students. All Year 7 students will study the same CORE units over two semesters in all of the learning areas. These core subjects will be taught in the students’ homeroom groups to allow for a smoother transition from primary schooling. The period allocations for the core subjects within the ten-day cycle are listed in the table.

Additionally, Year 7 students will study all the ELECTIVE units. Students will rotate their elective classes throughout the year so they get to sample each learning area. Each elective consists of 11 periods in the College’s ten-day cycle.

### Year 7 Curriculum

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Periods per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>6</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>10</td>
</tr>
<tr>
<td>Languages: Indonesian</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
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<tr>
<td>Food</td>
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<tr>
<td>Graphics</td>
<td></td>
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<tr>
<td>Music</td>
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<tr>
<td>Textiles</td>
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<tr>
<td>Wood</td>
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</tr>
</tbody>
</table>

Students rotate these classes throughout the year so they get to sample each learning area.

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela
The Year 8 curriculum is a progression from their Year 7 studies. Year 8 students will continue to study their core subjects in their homeroom groupings, similar to their Year 7 curriculum. In addition to the core subjects as listed below, Year 8 students have a choice of five ‘elective’ subjects over the year. The following pages in this section of the handbook contain learning area descriptions of the available Year 8 units, which should assist students in making informed decisions about their choice of electives.

**CORE SUBJECTS**

All Year 8 students will complete the core subjects, with the period allocation within the ten-day cycle as listed below. Please note that the study of Languages is a compulsory core subject for one semester for Year 8 students.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CODE</th>
<th>PERIODS PER CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>08RE01S</td>
<td>6</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>08IT01S</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>08EN01S</td>
<td>11</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>08HP01S</td>
<td>Health</td>
</tr>
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<td></td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>Humanities</td>
<td>08HI01S</td>
<td>11</td>
</tr>
<tr>
<td>Languages: Indonesian</td>
<td>08IN01S</td>
<td>6 periods per cycle for one semester</td>
</tr>
<tr>
<td>Mathematics</td>
<td>08MA01S</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>08SC01S</td>
<td>9</td>
</tr>
</tbody>
</table>

**ELECTIVE SUBJECTS**

During the year, all Year 8 students must study **FIVE ELECTIVES** over the year. Each elective consists of six periods in the College’s ten-day cycle.

In order to help students ensure a breadth of curriculum choices, Year 8 students are required to choose:

- **ONE** elective from The Arts: Performing Arts Learning Area
- **ONE** elective from The Arts: Visual Arts Learning Area
- **ONE** elective from the Technologies: Design and Technologies Learning Area
- an additional **TWO** units to complete the required number of units for the year.

The table below explains the various possibilities for students’ choice of electives.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>Order of preference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electives</strong></td>
<td>Students must choose at least ONE unit from The Arts: Performing Arts Learning Area.</td>
<td>Year 8 Drama</td>
<td>08PA01S</td>
</tr>
<tr>
<td></td>
<td>The Arts: Performing Arts</td>
<td>Year 8 Music</td>
<td>08MU01S</td>
</tr>
<tr>
<td></td>
<td>Students must choose at least ONE unit from The Arts: Visual Arts Learning Area.</td>
<td>Year 8 Art</td>
<td>08AR01S</td>
</tr>
<tr>
<td></td>
<td>The Arts: Visual Arts</td>
<td>Year 8 Graphics</td>
<td>08VC01S</td>
</tr>
<tr>
<td></td>
<td>Students must choose at least ONE unit from the Technologies: Design and Technologies Learning Area.</td>
<td>Year 8 Food</td>
<td>08FO01S</td>
</tr>
<tr>
<td></td>
<td>Technologies: Design and Technologies</td>
<td>Year 8 Textiles</td>
<td>08TX01S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Wood</td>
<td>08WO01S</td>
</tr>
</tbody>
</table>
# Year 8 Core Subjects

## Religious Education

**Code:** 08RE01S

This course consists of four units. Each unit develops a strand of the Awakenings Programme.

### 1. God: Jesus, the Human Face of God

Students will examine how Jesus, Word made flesh, reveals to us the human face of God. Jesus shows us what it means to be in loving relationship with God and with each other. Jesus shows us who God is and what it means to be human.

### 2. Church: How do we Experience Community?

In this unit students study the development of the early church and the experiences of the Christian community. After studying the early church, the students critically reflect upon their local church and consider ways of expressing the ideals of the early Christian community in today’s world.

### 3. Scripture: The Covenant Unfolds

This unit introduces and explores the origin and structure of the Scriptures. Students examine the nature of the covenant between God and the chosen people and reflect on the impact of the living of that covenant on their own lives and on their relationship with God. The Scriptures are investigated in terms of the prevailing social, geographic and political settings from which they arose.

### 4. Religion and Society: Why are there differences in the World?

Students explore the meaning of religion and the place of religious practice in life. Human beings are drawn towards the search for answers to fundamental questions such as the meaning and purpose of life.

**Assessment Tasks**

From the following:

- Research Assignments
- Projects/Reports
- Tests
- Oral presentations
- Creative and Group Activities

## Digital Technologies

**Code:** 08IT01S

Computers are integral to modern communication and consumption of media. They allow vast amounts of data to be effectively inputted, stored, organised and manipulated. This course encourages students to develop skills and knowledge relevant to the input and management of data, programming and develop understanding of applications used to communicate effectively. Computer hardware is also explored. Students will use a range of software in an integrated manner.

The software includes:

- Adobe Design Suite
- Microsoft Office Suite
- Animation Software
- Programming Software

A number of communication issues are also explored. Students will also undertake a course to develop their skills in effective keyboarding.

**Assessment Tasks**

- Digital Products
- Media Reviews
- Assignments
- Keyboarding Skills

## English

**Code:** 08EN01S

Students will study the three strands of:

- **Language:** focus on knowledge of language and how it works.
- **Literature:** understanding, appreciating, responding to, analysing and creating literature.
- **Literacy:** focus on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

Students will engage in the study of set texts such as novels, mass media and poetry to share, reflect on, clarify and evaluate opinions and arguments in literary texts. Students will explore how texts position readers and recognise differing viewpoints about the world, culture, individuals and issues.

Students will produce a variety of texts including creative, informative, persuasive and instructional modes for a particular purpose in response to challenging themes and issues. Year 8 has a particular focus on the understanding of print and visual media and culminates in the production of a magazine.

Students will plan, rehearse and deliver an individual speech and participate in a debate to become aware of the importance of audience, purpose, voice, language features and presentation skills when delivering a viewpoint.

Students will be encouraged to pursue wide reading and reflect upon their selections.

**Assessment Tasks**

- Writing Folio
- Text Responses
- Oral
- Exam
Health: During semester one, the health education will aim to promote healthy and positive relationships. During semester two, health will explore alcohol and other drugs. The aim of these units will be to develop student skills and strategies to approach relationships and substances in a healthy, safe and responsible way.

Physical Education at Year 8 will provide an opportunity for all students to experience physical activity in a range of sports and environments for the whole year. The practical aspect will focus on participation and enjoyment and also provide a foundation for developing basic skills and techniques for a variety of activities.

The following sport/games will be covered at this year level:
- Athletics
- Rebound Football
- Netball
- Table Tennis
- Softla-Crosse
- Circuit Training
- Minor Games
- Fitness Testing
- Super 8s Cricket
- Softball
- Soccer
- Ultimate Frisbee
- Indoor Hockey
- Tennis
- Cross Country

Assessment Tasks
- Research Assignments
- Practical skill, effort, participation and sportsmanship

Year 8 Humanities comprises of four areas: History, Geography, Economics and Business and Civics and Citizenship.

Students continue to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. They are also encouraged to think and respond to issues that require an understanding of key historical, geographical, political, economic and societal factors involved, and how they relate.

History: In History, students explore through an inquiry based learning the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750, when major civilisations around the world came into contact with each other. It also was a time when social, economic, religious, and political beliefs were challenged and significantly changed. It was the period when the modern world began to take shape. We visit Japan under the Shoguns and then travel to Europe in the Middle Ages and investigate the causes, effects and the horror of the Black Death. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

Geography: In Geography, students explore ‘Landforms and Landscapes’ and ‘Changing Nations’. In ‘Landforms and Landscapes’, students examine, through famous mountain landscapes case studies, the processes that shape different mountains, the cultural significance placed on these, including our local indigenous people and how hazards can affect the use and management of mountains, including earthquakes, volcanoes and tsunamis. In ‘Changing Nations’, students investigate the changing human geography of countries, how there are shifts in population distribution and the cause and effects of people movement in both Australia and an Asian region. The content of this year level is organised into two interrelated strands: Geographical Knowledge and Understanding and Geographical Inquiry.

Economics and Business: In Economics and Business, students further develop an understanding of how different markets work within Australia. Students also explore how participants influence the market’s operation, as well as investigate different types of businesses and how they affect the way financial records are kept. The economics and business content is two integrated strands: Economics and Business Knowledge and Understanding, and Economics and Business Skills.

Civics and Citizenship: We end the unit by investigating the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. The civics and citizenship has two integrated strands: Civics and Citizenship, Knowledge and Understanding, and secondly Civics and Citizenship Skills.

Assessment Tasks
- Topic Tests
- Research Assignments
- Essay
- Creative group Tasks
**Science**  
*Code: 08SC01S*

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. Students link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

**Assessment Tasks**
- Research Projects
- Experimental reports
- Tests
- Exam

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**Indonesian**  
*Code: 08IN01S*

In this unit, students increase their language fluency through regular discussion of their daily routine, by generating questions and formulating answers. They also gain an understanding of Indonesian eating customs and etiquette. Students are able to consolidate their use of past, present, and future indicators, use transitive verbs, and construct and use nouns.

**Assessment Tasks**
- Tests
- Role-play
- Projects
- Homework

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**Mathematics**  
*Code: 08MA01S*

At year 8 students will be challenged through skills practice, technology and practical problem solving to further their mathematical knowledge in a structured manner. The activities aim to expand the student’s understanding, fluency, problem solving and reasoning strategies. The topics covered each semester will be drawn from three areas: Number and Algebra, Measurement and Geometry and Statistics and Probability.

**Number and Algebra:** In the Number area students use both mental and written strategies to estimate and perform the four basic operations with integers, and apply the index laws to whole numbers. Students estimate answers and solve everyday problems with and without the use of digital technology. In the algebra area they simplify a variety of algebraic expressions and solve linear equations and graph linear relationships.

**Measurement and Geometry:** Students use units of measurement and find the perimeter and area of common shapes including circles. In the geometry section students identify conditions for the congruence of triangles.

**Statistics and Probability:** Students investigate issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. In Probability students model situations with Venn diagrams and two-way tables and investigate the language of probability.

**Assessment Tasks**
- Topic tests
- Maths Mate Programme
- Unit Examination
- Tasks chosen from:
  - Assignment
  - Investigation
  - Analysis task
  - Application task
  - IXL Maths
The Arts: Performing Arts and Visual Arts

Drama
Code: 08PA01S
Student focus on developing the expressive skill of movement through the study and development of mime performances. Students are involved in directing, performing, costuming, choreographing and making sets and props to put on a play. Students will perform the play to family and friends at the end of the semester.

Unit Requirements
• Keeping a notebook/journal.
• Satisfactory participation in rehearsal and performance.
• Willingness to try a variety of tasks such as performing, directing, designing and developing, sets etc.
• Research activities.

Assessment Tasks
• Journal / Reviews
• Mime performance
• Mime assessment task
• Play performance
• Play assessment task

Music
Code: 08MU01S
Students will participate in a wide variety of performance, composition and listening activities, investigating sound and sound production, film and television music, instruments and world music. Students will also conduct research and take part in theory and aural skill development, in preparation for further music study.

Unit Requirements
• Workbook
• Contribution to class discussions
• Music Elements Mind Map

Assessment Tasks
• Timbral composition
• Film music task
• Instrument design, creation and performance
• Theory & aural test

Art
Code: 08AR01S
Students will be encouraged to develop their creativity and understanding of art and design through the introduction of a wide range of media, including drawing, painting, ceramics, printing, and mixed media. An awareness of the elements and principles of art will also be pursued.

Research on artists, styles and cultures will be undertaken. Discussion and self analysis of works will be encouraged.

Popular themes such as portraiture, still life and landscape will be investigated through a variety of 3 dimensional and 2 dimensional representations of forms.

Units Requirements:
• Sketchbook including all preparatory sketches and ideas for main works.
• Research on works being studied in the practical area.
• Folio with individual works.

Assessment Tasks
• Sketchbook which includes all designs and sketches for folio pieces.
• Research on artists and topics being studied in practical area.
• Folio which includes all individual topics models

Graphics
Code: 08VC01S
This unit has been designed to introduce students to Visual Communication and Design and the role it plays in our lives, looking at past and present cultures and design. Students will also be introduced to two and three dimensional instrumental and freehand drawing, rendering, mapping, charts and graphics, explanatory diagrams, lettering, symbols giving them good grounding for the development of their own visual communications.

Unit Requirements
• Folio: all work to be done on A3 paper and presented in an A3 display folder.
• Research for assignments and ideas.
• Participation in class discussion.
• Drawing to communicate ideas to a given audience.

Assessment Tasks
Folio of work, taking into account
• presentation
• neatness
• accuracy
• creativity
• ability to communicate clearly
This unit explores the relationship between nutrition and good health with the Australian Guide to Healthy Eating as the model studied. Students will investigate the key foods fruit, dairy, meat, vegetables, eggs, cereals and legumes and explore ways of optimizing the properties of these foods. Through practical sessions, students will build their skill set and achieve personal success whilst developing life skills.

**Unit Requirements**
- A selection of evaluated productions
- Research Project
- Digital Recipe Book

**Assessment Tasks**
- Digital Recipe Book
- Assignment work
- Unit Test

---

Students in this unit will investigate three joins and apply the appropriate ones to seven different products. It will focus on the development of the students’ skills in:
- Design research and discussion prior to a detailed drawing
- Construction using the correct hand and tool skills to complete each product
- Application of finishes to a satisfactory quality of presentation.

Safety and safe workshop procedures will be taught and continually stressed

**Unit Requirements**
- Module - for preparatory notes and assignments
- Design Plans - completion of all Graphic Plans and sketches
- Practical Work - on completion of project, demonstrating the correct use of tools.

**Assessment Tasks**
- Module - assignments, certificates and research notes
- Design Plans - sketches, accuracy of graphic designs and cutting lists
- Practical Work - Product construction (design, construction and finish)
Year 9 students have a wider choice of subject selections than in Year 8. In total, students will be required to complete 14 units for the year: 9 units will be from their Core Subjects and 5 units from their Elective Subjects. Each unit comprises of 11 periods over the rostered timetable per fortnight (except for RE and HPE which together comprise the 11 periods). The following pages in this section of the handbook contain learning area descriptions of the possible units available for Year 9 students. These descriptions should assist students in making informed decisions about their choice of electives.

**CORE SUBJECTS**
All Year 9 students must complete the following **CORE SUBJECTS**: Religious Education, English, Mathematics, Health and Physical Education, Science and one History unit from Humanities.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>UNIT NAME</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>Religious Education</td>
<td>09RE31S</td>
<td>Discipleship (Semesters 1 and 2)</td>
<td>1</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>English</td>
<td>09EN31B/G</td>
<td>Year 9 English (Semesters 1 and 2)</td>
<td>2</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Health &amp; Physical Education</td>
<td>09HP31S</td>
<td>Sport And Health for Everyone (Semesters 1 and 2)</td>
<td>1</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>The Humanities</td>
<td>09HI31S</td>
<td>Shaping Australia (compulsory for all Year 9 students to do for one semester)</td>
<td>1</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Mathematics</td>
<td>09MA33</td>
<td>Year 9 Mathematics (Semesters 1 and 2)</td>
<td>2</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Science</td>
<td>09SC31S</td>
<td>Year 9 Science (Semesters 1 and 2)</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL UNITS (9 units)**

**YEAR 9 ELECTIVE SUBJECTS**
During the year, all Year 9 students must study **FIVE ELECTIVES** over the year. When completing their online subject selection process, students must indicate **SEVEN** choices in **PREFERENTIAL ORDER** (in the order that students would prefer to study those units). Please note that, should students choose to study Indonesian, they need to select both elective choices as Indonesian is studied across the whole year.

The table below explains the various possibilities for students’ choice of electives.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>UNIT NAME</th>
<th>Order of preference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>The Arts: Performing Arts</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Drama</td>
<td>09PA31S</td>
<td>Performing Arts</td>
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<td></td>
<td></td>
<td>09PA32S</td>
<td>Theatricality</td>
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<tr>
<td></td>
<td>Music</td>
<td>09MU33S</td>
<td>Music and Culture</td>
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<td></td>
<td></td>
<td>09MU31S</td>
<td>Performance Development</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>The Arts: Visual Arts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>09AR31S</td>
<td>Exploring Materials and Techniques</td>
<td></td>
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<tr>
<td></td>
<td>Graphics</td>
<td>09VC31S</td>
<td>Developing Graphics Skills</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Health and Physical Education</td>
<td></td>
<td>Athletic Edge</td>
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<td></td>
<td></td>
<td>09HP32S</td>
<td><strong>C</strong></td>
<td></td>
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<tr>
<td><strong>T</strong></td>
<td>The Humanities</td>
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<tr>
<td></td>
<td>Civics and Citizenship</td>
<td>09CC30S</td>
<td>Rules and Rulers</td>
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<tr>
<td></td>
<td>Economics and Business</td>
<td>09EC31S</td>
<td>Show Me the Money</td>
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<tr>
<td></td>
<td>Geography</td>
<td>09GE31S</td>
<td>Sustainable Futures</td>
<td></td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Languages</td>
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<tr>
<td></td>
<td>Students that choose Indonesian must indicate both units as it is studied across both semesters.</td>
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<tr>
<td></td>
<td>Indonesian</td>
<td>09IN31S</td>
<td>Bahasa Indonesian (Intermediate) Semester 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>09IN32S</td>
<td>Bahasa Indonesian (Intermediate) Semester 2</td>
<td></td>
</tr>
<tr>
<td><strong>V</strong></td>
<td>Mathematics</td>
<td>09MA35E</td>
<td>Thinking Mathematically</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Technologies: Design and Technologies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Food</td>
<td>09FO31S</td>
<td>Eating Well for Life</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>09FO32S</td>
<td>Cooking Around the World</td>
<td></td>
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<tr>
<td></td>
<td>Textiles</td>
<td>09TX31S</td>
<td>Sewing Made Easy</td>
<td></td>
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<tr>
<td></td>
<td>Wood</td>
<td>09WO31S</td>
<td>Wood and Function</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Technologies: Digital Technologies</td>
<td></td>
<td>Introduction to Multimedia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>09IT31S</td>
<td><strong>S</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ELECTIVE UNITS (must study 5 but choose 7 in case some options are not available)**
Year 9 Core Subjects

RELIGIOUS EDUCATION
Discipleship
Code: 09RE31S

This course consists of four units.

1. God: Stewardship
Students will examine the contributions that Christianity makes to understanding the place of nature in God’s plan and the development of an attitude of stewardship towards the environment.

2. Religion and Society: Celebrating Religious Diversity
In this unit students will investigate key features of the major world religions. They will use this knowledge to examine the current relationship between the Christian Churches and other world religions and the efforts being made toward cooperation and unity.

Students will investigate the relationship between Christian values, conscience formation and decision-making. It will seek to inform the student of the Catholic Christian view of values, morality and sin. Students will also understand the role of scriptures, the dignity of the human person and the Church in the establishment of a personal and informed conscience. Christian decision-making strategies will be explored.

4. Jesus Christ: Death and New Life
In this unit students will examine the central Christian belief in the resurrection of Jesus as the foundation of Christian hope. Through a study of Church teachings on death and eternal life, students will deepen their understanding of how, for Christians, death has been transformed by Jesus. Students will develop an awareness of the grief process and examine Christian funeral rites and practices within the context of Christian hope and belief in eternal life and the Kingdom of God.

Assessment Tasks
From the following:
- Research Assignments
- Projects/Reports
- Tests
- Oral presentations
- Creative and Group Activities

HEALTH AND PHYSICAL EDUCATION
Sport and Health for Everyone
Code: 09HP31S

Health and Physical Education at Year 9 will provide an opportunity for all students to experience physical activity in a range of sports and environments for the whole year. The practical aspect will aim to further develop skills and techniques in various activities. In semester one the theory component will investigate sexuality. In semester two the students will gain an understanding of risk taking, harm minimisation and illicit drugs. Particular emphasis will be on safe partying and road safety.

These sports/games will be covered at this year level:
- Tennis
- Soccer
- Gridiron
- Euro ball
- Basketball
- Super 8’s cricket
- Athletics
- Cross Country
- Volleyball
- Netball
- Super 12’s Football
- Archery
- Indoor Bowls

Assessment Tasks
- Research Assignments
- Practical skill, effort, participation and sportsmanship
Trinity College offers the unique opportunity for students to be involved in single-gender English classes at Year 9 level. At a time when many students become disengaged from school, it is hoped that students of both genders will benefit from specific resources and learning activities that are directed towards gender interests. The majority of students will complete the traditional course for their year level.

English - Year 9 - Semesters 1 and 2
Code: 09EN31B or 09EN31G

Students will study the three strands of
Language: focus on knowledge of language and how it works.
Literature: understanding, appreciating, responding to, analysing and creating literature.
Literacy: focus on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

In keeping with the diversified programme, in Semester 1 boys will focus on the theme of ‘Resilience’ for the Literature component of the course. Texts selected will be drawn from a range of novels, films and poetry which highlight resilience in characters. Students will also be encouraged to reflect on their personal understanding of the world and human experience gained from interpreting life issues presented in novels, films and songs.

‘Masters of our Fate’, the Semester 2 theme, asks students to explore notions of triumph over adversity through their text studies. Students will use comprehension strategies to interpret and analyse situations, issues and characters in different texts throughout the year.

Students will write expressively and explore different perspectives of current issues through their study of the media and advertising, culminating in designing promotional material for a rock band and a news bulletin script. Creative writing will explore an area of special interest for each student, using peer editing to refine the writing process.

Focus will be given to using spoken texts for different purposes to influence and engage an audience. Each student will plan, rehearse and participate in a speech and team debate.

Assessment Tasks
- Writing Folio
- Text Responses
- Oral
- Exam

Girls in this programme will focus on the theme of the ‘Who I Am’ in Semester 1, studying the novel ‘Looking for Alibrandi’ and a film text. Students will produce work demonstrating insight into self and growth as individuals, as well as an understanding of people and culture.

‘Change’ will be the literary focus in Semester 2, with students studying ‘Rose for the ANZAC Boys’ and a selection of Protest Songs. This theme is designed to have students realise how change over time impacts people and their lives.

Students’ writing will encourage creativity, analysis and reflection. Tasks will incorporate self-directed learning tasks based on developing their own thinking and multiple intelligences as well as evaluating texts to understand how authors create for specific purpose and effect. Students will complete a personal communication folio where they examine how language evolves over time.

Literacy skills will encourage analysis of spoken texts and the features used to position and engage listeners. Students will plan, rehearse and deliver a speech related to the studied themes.

Assessment Tasks
- Writing Folio
- Text Responses
- Oral
- Exam
THE HUMANITIES

History

Shaping Australia
Code: 09HI31S

Students will examine the making of the modern world from 1750 to 1918, with particular reference to the people and events that influenced and shaped Australian society. They will explore the journey of the convict story and other foreigners that were lured by the discovery of gold. Students will finish this unit by returning to World War One and the shores of Gallipoli.

Unit Requirements
- Workbook presentation
- Historical knowledge, understanding & reasoning

Assessment Tasks
- Convict journal
- Eureka Stockade Essay
- Film Analysis
- Topic Tests

MATHEMATICS

Year 9 Mathematics
Code: 09MA31S

This course allows for the further development of mathematical skills for everyday life as well as preparation for future mathematical studies at a variety of levels. The focus of activities is on expanding their understanding, fluency, problem solving and reasoning. Students will be introduced to using CAS Graphics calculator technology. The activities aim to expand the student’s understanding, fluency, problem solving and reasoning strategies. The topics covered each semester will be drawn from three areas: Number and Algebra, Measurement and Geometry and Statistics and Probability.

Number and Algebra: Students continue to consolidate the basic operations, use the index laws and scientific notation to solve problems. They will be introduced to recursive algebra to investigate financial applications of mathematics. In Algebra students use the distributive law to expand algebraic expressions and simplify a range of algebraic expressions using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple equations.

Measurement and Geometry: Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of different objects, with and without the use of digital technology. Students investigate similarity of triangles and interpret ratios and scale factors in similar figures. They will investigate problems involving angles and lengths in right-angled triangles using Pythagoras’s theorem and trigonometry.

Statistics and Probability: Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct visual representations of data with and without the use of digital technology. Students identify mode, mean and median using these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities and assign probabilities for events.

Assessment Tasks
- Topic tests
- Homework
- Tasks chosen from:
  - Assignment
  - Investigation
  - Analysis task
  - Application task
- Unit Exam

SCIENCE

Year 9 Science
Code: 09SC31S

Students are introduced to the notion of the atom as a system of protons, electrons and neutrons and then examine how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They explore ways in which the human body as a system responds to its external environment.

Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe interrelationships between science and technology and give examples of developments in science which have affected society. Students will continue to develop their scientific investigative skills in the applied unit of Science: “Forensics”.

Assessment Tasks
- Research Projects
- Assignments
- Tests
- Exam

“Education is not the learning of facts, but the training of the mind to think.”

Albert Einstein
# Year 9 Electives

**THE ARTS: PERFORMING ARTS and VISUAL ARTS**

## Drama

**Performing Arts**  
Code: 09PA31S

In this unit, students discover different styles of Drama and work on developing character and Play making skills. Students will create performances from scripts as well as developing their own plays.  

**Unit Requirements**  
- Keeping a notebook/journal.  
- Satisfactory participation in rehearsal and performance.  
- Willingness to try a variety of tasks – performing, direction, design, sets etc.  
- Research activities.  

**Assessment Tasks**  
- Research Assignment  
- Group performance  
- Performance Review

## Music

**Music and Culture**  
Code: 09MU31S

In this unit, students will investigate the various roles of music in everyday life and its links with culture. The unit focuses on music both from the students’ immediate context and around the world. Students will further their musical understanding and skills through a wide variety of listening and composition activities.  

**Unit Requirements**  
- Workbook  
- Contribution to class discussions  

**Assessment Tasks**  
- Music and Culture Research Tasks  
- Composition Folio Tasks  
- Listening Folio Tasks

## Art

**Exploring Materials and Techniques**  
Code: 09AR31S

In this unit, students have the opportunity to explore new techniques and extend their imagination through two and three dimensional techniques both decorative and functional. They will be encouraged to be creative and confident within their practical work and discuss and analyse work by artists past and present from varied cultures. A variety of materials will be used so that students develop an understanding of the extensiveness of media. The elements and principles of design will be the basis of all works.  

**Unit Requirements**  
- Sketchbook - Record of all tasks and designs for folio pieces.  
- Research assignments on works being studied in practical areas including: drawing, painting, ceramics and printing.  
- Folio - All topics and finished pieces.  

**Assessment Tasks**  
- Sketchbook  
- Research - Assignments  
- Folio – All completed works.

## Theatricality

**Theatricality**  
Code: 09PA32S

In this unit, students will explore the origins of Musical theatre and work together to create a theatrical presentation that includes Music, Dance and Drama. Students will work from scripts as well as create their own plays and explore all aspects of Theatre including direction, lighting, Costume and set design.  

**Unit Requirements**  
- Keeping a notebook/journal.  
- Satisfactory participation in rehearsal and performance.  
- Willingness to try a variety of tasks – performing, direction, design, sets etc.  
- Research activities.  

**Assessment Tasks**  
- Research Assignment  
- Group performance  
- Performance review  
- Stagecraft Assignment

## Performance Development

**Performance Development**  
Code: 09MU31S

In this unit, students will develop their identities as musicians and performers across four complementary streams of study: performance, composition, listening and aural/theory skills. Students will work independently to prepare a programme for a 10-minute recital at the end of semester and will work with their peers to rehearse and perform music in a group. Each student will compile a folio of their work from the unit, which will provide evidence of their development.  

**Recommended Prerequisite:** Successful completion of Year 8 Music.  

**Unit Requirements**  
- Workbook  
- Contribution to class discussions  
- Practice plans and reflections  
- Participation in solo and group performances  

**Assessment Tasks**  
- Performance Recital (including solo and group performance)  
- Composition Folio Tasks  
- Music Analysis Assignment  
- Theory and Aural Progress Tests

## Graphics

**Developing Graphics Skills**  
Code: 09VC31S

This unit further develops the skills and experiences students have had in Year 8. It gives them an opportunity to improve their understanding of the Visual Communication production process and its role in developing solutions to a particular problem through developmental work. Students will experience exercises involving instruments and will research existing Visual Communication to give them an appreciation of their own work and the work of others.  

**Unit Requirements**  
- Folio  
- Research for assignments and ideas  
- Participation in class discussion  
- Drawing to communicate ideas  

**Assessment Tasks**  
Folio of work taking into account  
- presentation  
- neatness and accuracy  
- creativity  
- ability to communicate clearly
Students explore the question of ‘What will life be like in the year 2050, when they will be middle aged adults?’ Further quandaries presented include; what will our environment be like, will our cities have changed, what will life be like? This unit puts our future environment and cities under the microscope. Core topics will be: Coastal sustainability – an environmental topic challenging students to plan and promote growth and sustainability to ensure future use, and Planning that perfect Place – a practical unit centred on designing sustainable housing, transport and cities using current technology. Both topics incorporate field trips, guest speakers and model construction.

**Unit Requirements**
- Research Skills
- Analysis Skills
- Spatial Skills
- Interpersonal Skills

**Assessment Tasks**
- Research Assignment/s
- Model Construction
- Management Plan/s
- Examination
- Field Work Report/s
**LANGUAGES: INDONESIAN**

**PLEASE NOTE**

*Bahasa Indonesia 09IN31S and 09IN32S are sequential units to be studied year long in Year 9.*

**Bahasa Indonesian Intermediate**  
**Semester 1**  
**Code: 09IN31S**

In this unit, students will increase their language fluency and confidence by comparing Australian-Indonesian sport and entertainment. They will also develop an understanding of Indonesian grammar points with proficient use of affixes, auxiliary verbs and question indicators.

**Unit Requirements**
- Workbook
- Role-play
- Projects
- Homework

**Assessment Tasks**
- Tests
- Role-play
- Projects
- Homework

**Bahasa Indonesian Intermediate**  
**Semester 2**  
**Code: 09IN32S**

In this unit, students will increase their confidence in using the Indonesian language by studying areas, including holidaying in Indonesia, and celebrations and festivals in Indonesia. Students will be introduced to grammar points such as object focus, me-verbs and object/subject focus (third person).

**Unit Requirements**
- Workbook
- Role-play
- Projects
- Homework

**Assessment Tasks**
- Tests
- Role-play
- Projects
- Homework

**MATHEMATICS**

**Thinking Mathematically**  
**Code: 09MA35E**

This is an additional Mathematics unit. Students choosing this unit will still need to complete the core Mathematics unit.

This elective is intended to help students develop skills and confidence in using mathematical processes and mathematical thinking, and to develop a sense of mathematical inquiry. It is not confined to any particular branch of mathematics nor any specific mathematical topics; rather, it is about tackling questions conscientiously, reflecting on this experience, examining the process of carrying out mathematical investigations and solving mathematical problems, and drawing attention to the important features of thinking mathematically.

The teaching and learning approach taken in the course is based on five assumptions:
- That anyone can think mathematically
- That mathematical thinking can be improved with practice
- That mathematical thinking is provoked by contradiction, tension and surprise
- That mathematical thinking is supported by an atmosphere of questioning, challenging and reflecting
- That mathematical thinking helps in understanding yourself and the world.

The work for the unit will focus on developing a “toolbox” of strategies to use when tackling problems. These strategies will be identified, named and practised through suitable investigations. Students will be expected to participate in group discussions, work with other students to develop solutions and communicate the results of their work to the rest of the class.

Investigations will come from a variety of areas of traditional mathematics, such as arithmetic and geometry and will be able to be undertaken using techniques familiar from school mathematics.

Assessment will be based not on getting correct answers in tests, but on engaging with the process by participating in discussions, by collaborating with others to find solutions, by seeing that being “stuck” is an essential part of improving learning and by reflecting on the thinking process.

**Assessment Tasks**
- A folio of work including:
  - Group projects
  - Individual projects
  - Investigations
  - Homework tasks
TECHNOLOGIES: DESIGN AND TECHNOLOGIES

### Food

**Eating Well for Life**  
*Code: 09FO31S*

In this unit, students will investigate and develop an awareness of the nutritional value of foods, their place in the diet and as a way of introducing them to a wide range of foods, will prepare a number of nutritionally-based productions. A sound foundation in terms of methods of cooking and nutritional value of food will be established and students will have the opportunity to improve their culinary skills.

**Unit Requirements**
- Workbook to be maintained
- A variety of Food Productions
- Research projects
- Evaluations of Food Productions

**Assessment Tasks**
- Bookwork
- Research projects
- Theoretical Test

### Cooking Around the World

**Code: 09FO32S**

In this unit, students are introduced to a wide range of foods and methods of cookery associated with a variety of ethnic cuisines. It aims to demonstrate to students, how traditional Australian foods can be adapted to suit recipes from other cultures, as well as investigating ethnic physical, social and economic characteristics, and factors that influence food habits and food selection of different communities.

**Unit Requirements**
- Maintaining a Workbook
- Food Productions
- Research projects
- Evaluation reports

**Assessment Tasks**
- Bookwork
- Research projects
- Test upon completion of UNIT.

### Textiles

**Sewing Made Easy**  
*Code: 09TX31S*

In this unit, students will have the opportunity to complete a variety of articles demonstrating a number of skills, including garment construction, patchwork, toy making and decorating straw hats. Testing fabrics for suitability, along with Australian standards appropriate for sizing and labelling of garments, will ensure that articles fulfill their Design Briefs. Evaluation of completed articles will include ways of improving or modifying students work. This unit helps develop skills through appropriate construction techniques. Students will be required to supply materials for their articles, however basic requirements will be supplied.

**Unit Requirements**
- Module - for preparatory notes and assignments
- Design Plans - completion of all Graphic Plans and sketches
- Practical Work - on completion of project, demonstrating the correct use of tools.

**Assessment Tasks**
- Module - Assignments, Certificates And Research Notes
- Design Plans - Sketches, Accuracy Of Graphic Designs And Cutting Lists
- Practical Work - Product Construction (design, construction and finish)

### Wood

**Wood and Function**  
*Code: 09WO31S*

Students will be involved in a more complex use of joinery and will develop skills and experience through applying three detailed joins to six different products. The students will be able to identify, investigate and solve practical problems with a certain level of independence. They will be introduced to the lathe and router to enhance their woodwork skills. Each student will learn to maintain tools and equipment, while producing products with safety and precision.

**Unit Requirements**
- Module - for preparatory notes and assignments
- Design Plans - completion of all Graphic Plans and sketches
- Practical Work - on completion of project, demonstrating the correct use of tools.

**Assessment Tasks**
- Module - Assignments, Certificates And Research Notes
- Design Plans - Sketches, Accuracy Of Graphic Designs And Cutting Lists
- Practical Work - Product Construction (design, construction and finish)

### Technologies: Digital Technologies

**Introduction to Multimedia**  
*Code: 09IT31S*

Multimedia is a part of our everyday world. This unit aims to introduce students to the various components that are used to create multimedia products. These elements include digitalized forms of:
- Sound /music
- Images
- Text
- Animation
- Video
- Programming – Animation and Game Production

A number of industry standard software applications are used. Students are expected to develop their expertise in using a range of computer hardware such as printers, scanners, digital cameras, web cameras and video cameras. This unit of work is primarily investigative as students are expected to explore software and hardware and use them to produce creative products. They will use the Information Technology processes of investigating, planning, producing and evaluating.

**Unit Requirements**
- Folio – Practical Tasks
- Workbook
- ePortfolio

**Assessment Tasks**
- Assignments
- Research Projects
- Digital Products
Year 10 Curriculum

Year 10 sees our students transitioning into the Senior end of the school. The expectation and workload begins to increase as students tackle more challenging subject matter and students have the opportunity to complete an advanced VCE Unit or VET subject.

Year 10 students are required to complete 14 units for the year: 8 units will be from their Core Subjects and 6 units from their Elective Subjects. Each unit comprises 11 periods per fortnight (except for RE and HPE which together comprise 11 periods). Year 10 students also have the option of selecting one VCE Unit 1/2 subject or a VET subject should they show the required maturity and work ethic.

It is recommended that students who do choose a VCE/VET subject do not choose a Year 10 elective that is too similar to their VCE/VET subject, as there may be some overlap in content.

The following pages in the handbook contain learning area descriptions of the possible units available for Year 10 students as well as descriptions of all the possible VCE and VET subjects that are available at Trinity College. These descriptions should assist students in making informed decisions about their choice of subjects.

CORE SUBJECTS
All Year 10 students must complete the following CORE SUBJECTS: Religious Education, English, Mathematics (either Course A or B), Health and Physical Education, one Science unit and one Humanities unit.

ELECTIVE SUBJECTS
Year 10 students must study SIX ELECTIVE UNITS over the year. When completing their online subject selections, students must indicate EIGHT choices in PREFERENTIAL ORDER (in the order that students would prefer to study those units).

ADVANCED SUBJECTS
Year 10 students are permitted to select one advanced subject from the VCE or VET subject selections, although this choice is not guaranteed. VCE or VET subjects are advanced units and are not compulsory at Year 10. Permission to study a VCE Unit 1/2 or a VET subject will be at the discretion of the Director of Learning, the Year Level Coordinator and the Learning Area Facilitator. Students are permitted to choose only ONE VCE Unit 1/2 sequence OR ONE VET subject. Students that select a VCE/VET subject must select this subject for the entire year and therefore this choice will count as two units.

OTHER CONSIDERATIONS
Students that choose Indonesian must indicate both units as it is studied across both semesters.

Students need to undertake 10WO61S A Unit of Furniture before doing 10WO62S Advanced Wood.

MATHEMATICS
In 2017, Trinity College will introduce two courses in the Mathematics Learning Area for Year 10. Students will need to choose between the two courses offered.

Course A: This course of study is designed for students wishing to follow pathways in Unit 1 and 2 General Maths, VCAL Numeracy studies, VET courses, Pre Apprenticeship or School based Apprenticeships. Subjects studied in this course are: Linear algebra, Pythagoras and Trigonometry, Statistics, Probability, Financial Mathematics, Algebra, Measurement and Geometry.

Course B: This course of study is designed for students who enjoy the challenge of Mathematics and require a more in-depth study of Mathematics for their possible career path and suited for those wishing to undertake Maths Methods or Specialist Maths. Subjects covered in this course are: Number and Algebra, Measurement and Geometry, Statistics and Probability.
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TOTAL UNITS (must study 14 units but choose 16 in case some options are not available)
This course consists of four units.

1. Who is Jesus?
   Students will investigate a synoptic gospel in terms of its context, content, structure, purpose, themes and audience. The particular focus of this unit is the Synoptic Gospel used for the current liturgical year. Students will reflect on the impact of this unique portrait of Jesus for Christians today. A comparative approach with the other Synoptic Gospels will be sometimes used to understand the unique concerns of the gospel under study.

2. Prophets and Saints
   In this unit students investigate the life stories of people who strive to live out the message of Jesus. These people challenge, inspire and motivate us in our own time. The students will reflect on the lives of these prophets and saints as examples of Christian discipleship.

3. The Church Through Time
   Students will investigate some major events in Church history that have shaped the Church in our society today. They will examine the impact of the Reformation in reshaping the structure of the Church and explore the impact Australian society and history has had in forming the Australian Catholic Church.

4. Prayer and Meditation
   Students will focus on the concept of prayer as communication with God, expressing our relationship with God, both individually and communally. Such communication and expression assists in making meaning of life experiences. In investigating prayer, students will consider a range of formal and informal prayer forms.

   **Assessment Tasks**
   From the following:
   - Research Assignments
   - Project / Reports
   - Tests
   - Oral Presentations
   - Multimedia presentations
   - Journaling
   - Creative responses
   - Group productions

**Advanced Performing Arts**

This is an advanced drama unit that will prepare students for VCE Drama. The course explores actor training, theatre techniques, plays in theatre, playmaking and building, playwriting, solo and group devising and stage technology.

**Recommended Prerequisites:** 09PA31S and 09PA32S

**Unit Requirements**
- Keeping a notebook/journal.

**Assessment Tasks**
- Theatre Review
- Research Assignment
- Group Performance
- Solo Performance

**Music**

This unit follows on from Year 9 Music & Culture and further develops understanding of a wide variety of music. Students will work individually to prepare a research presentation on a particular music/culture focus area. Students will also prepare a composition folio and further their skills in listening analysis.

**Unit Requirements**
- Workbook
- Contribution to class discussions

**Assessment Tasks**
- Research Presentation
- Composition Folio
- Listening Folio Tasks

**Music Styles**

**Music Performance**

This unit facilitates students’ ongoing development as performers and musicians and prepares them for the study of VCE Music Performance. Following on from Year 9 Performance Development, this unit will incorporate four study streams: performance, composition, listening and aural/theory skills. Students will work independently to prepare a 15-minute recital at the end of semester and will participate in group performance. Regular in-class performances will act as preparation for the recital.

**Recommended Prerequisite:** Successful Completion of Year 9 Performance Development.

**Unit Requirements**
- Workbook
- Contribution to class discussions
- Practice plans and reflections
- Participation in solo and group performances

**Assessment Tasks**
- Performance Recital (including solo and group performance)
- Composition Folio Tasks
- Music Analysis Assignment
- Theory and Aural Progress Tests
THE ARTS: VISUAL ARTS

Art

An Individual Approach to Art
Code: 10AR68S

In this unit students will explore two and three dimensional art forms with a view to experimenting and designing through their own personal interests. Students will analyse, interpret, and discuss works of art as well as present a comprehensive sketch book with developmental ideas and research of artists and cultures. Students will develop advanced skills in drawing, painting and sculptural techniques, which will culminate in completed pieces of sculpture, canvas and prints through an understanding of elements and principles of design. An excursion to the Geelong Gallery benefits student understanding of the visual arts in society.

Use of annotation to express thought processes, design development and aesthetic awareness.

A brief introduction to the analytical frameworks will be introduced.

A variety of materials will be used, pencils, conte, charcoal, paint, ink, collage and clay.

This unit is generally a prerequisite to VCE Art.

Recommended Prerequisites
09AR31S or consultation with Arts Learning Area.

Unit Requirements
- Sketchbook - Comprehensive collection of designs and developmental work.
- Research - Set assignments on works being studied in practical areas including; drawing, painting, ceramics and printing.
- Folio - All folio pieces.

Assessment Tasks
- Sketchbook - Comprehensive collection of designs and developmental work.
- Research - Set Assignments on topics studied in practical areas.
- Folio - All folio pieces.

The Student Artist, Clay & Canvas
Code: 10AR69S

This unit allows students to extend their skills in painting media particularly oils and acrylics. Clay techniques include, hand building, press moulds and primitive kiln building. Research revolves around contemporary artists and how they organise their work, studio techniques and cultures. An excursion to a Regional Gallery benefits the students by extending their awareness of gallery management and a variety of work, contemporary and past.

A solid understanding of the elements and principles of art and how inter media and cross media ideas can be used to express ideas across cultures.

A brief introduction to the analytical frameworks will be introduced.

Use of annotation to express thought processes, design development and aesthetic awareness.

This unit is a skills advanced unit from 10AR68S.

Graphics

Observing, Drawing and Creating
Code: 10VC62S

This unit will further develop students’ skills in refining ideas for solutions to set Design Briefs. They will develop an understanding of the client and designer relationship through a range of projects such as packaging design, company logos, symbols, analysis of existing Visual Communication and then develop skills in the use of a variety of media including markers, airbrush, computer aided graphics, etc.

Recommended Prerequisites
09VC31S or an approval by Graphics Teacher.

Unit Requirements
- Folio. All work to be done on A3 paper and presented in an A3 Display folder.
- Research for assignments and ideas.
- Participation in class discussion.
- Drawing to communicate ideas to a given audience.

Assessment Tasks
Folio of work taking into account
- presentation
- neatness
- accuracy
- creativity
- ability to communicate clearly

The Student Artist, Clay & Canvas
Code: 10AR69S

This unit allows students to extend their skills in painting media particularly oils and acrylics. Clay techniques include, hand building, press moulds and primitive kiln building. Research revolves around contemporary artists and how they organise their work, studio techniques and cultures. An excursion to a Regional Gallery benefits the students by extending their awareness of gallery management and a variety of work, contemporary and past.

A solid understanding of the elements and principles of art and how inter media and cross media ideas can be used to express ideas across cultures.

A brief introduction to the analytical frameworks will be introduced.

Use of annotation to express thought processes, design development and aesthetic awareness.

This unit is a skills advanced unit from 10AR68S.
ENGLISH

English - Year 10
Code: 10EN61S

Students will study the three strands of
Language: focus on knowledge of language and how it works.
Literature: understanding, appreciating, responding to, analysing and creating literature.
Literacy: focus on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

Students will analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts (including media texts) through language and visual choices.

Students will explore different perspectives through the study of a set class novel demonstrating the challenging and complex themes to evaluate the social, moral and ethical positions represented. There will be a close focus on text structure, characterization and devices used to shape and interpret texts. Students will interpret and compare texts.

They will be expected to write expressively in a range of forms and use effective language to persuade, entertain and reflect on issues of importance. Creativity will be developed through imaginative prose, personal writing and soliloquy tasks. Students will evaluate how ‘voice’ is used as a literary device and create their own texts focusing on this.

Persuasive language of the media will be a focus throughout the year, using newspapers as stimulus for analysis and presentation of issues. Students will be expected to plan, rehearse and deliver an oral presentation using appropriate content and elements to influence their audience.

Assessment Tasks
- Writing Folio
- Text Responses
- Oral
- Exam

Introduction to Literature
Code: 10EN63S

This is an additional English unit. Students choosing this unit will still need to complete the core English unit.

The unit focuses on literary texts and the reading practices students develop to deepen their understanding of such texts. Students may study poetry, prose and/or non-print texts and respond to these personally, critically and creatively. The course emphasises students’ engagement with language and their understanding of the conventions associated with different texts. Students will also consider how culture can influence their interpretations and may also make comparisons between texts.

Those students electing this unit will be likely to pursue Literature studies in VCE.

Assessment Tasks
- Writing Folio
- Text Responses: novels, film, plays, poetry
- Exam

Lights, Camera, Action!
Code: 10EN64S

This is an additional English unit. Students choosing this unit will still need to complete the core English unit.

This is a one semester extension unit for students of English. The course also acts as an introduction to VCE Media with additional strong Drama links. The aim of the unit is to develop analytical skills in the area of film. The unit will focus on understanding narrative, using visual and sound elements. Students will view a range of visual texts which may include films and plays and which concentrate on how the filmmaker/director has created the film style, using cinematography, mise-en-scène, editing and sound. Students will be involved in close analysis of scenes to identify the key elements and explain how they work together to create an overall impact on the audience to tell a compelling story.

Assessment Tasks
- Writing Folio
- Text Responses: Film and plays
- Exam
HEALTH AND PHYSICAL EDUCATION

Sport and Health for Everyone
Code: 10HP62S

Health and Physical Education at Year 10 will provide an opportunity for all students to experience physical activity in a range of sports and environments for the whole year. The aim of this unit is to encourage participation and enjoyment in a range of activities and to promote the health and wellbeing of all students. An important aspect of this unit is the opportunity for all students to participate in an outdoor camp. In semester one students will take part in activities such as abseiling, rockclimbing, surfing and team building initiative activities. Students will also be trained in first aid procedures to prepare for the camp, including the DRSABCD principle. During second semester students will explore the many health benefits of physical activity, especially in regard to mental health and wellbeing. Year 10 students will perform alternative cultural sports aimed at developing life long participation in physical activity. These sports/games will be covered at this year level:

- Outdoor Camp
- Dancing
- Speedaway
- Netball
- Badminton
- Football
- Athletics
- Cross Country
- Ultimate
- Table Tennis
- Pateka
- Tennis
- Gaelic Football
- Basketball
- Golf
- Cultural games/sports
- ‘Lifelong’ sports and activities

Assessment Tasks
- Research Assignments
- Practical skill, effort, participation and sportsmanship
- Camp preparation, organisation and participation

Peak Fitness
Code: 10HP63E (Extension Unit)

This elective is offered to students who are wishing to study Physical Education at VCE level. It is highly recommended as it gives a basic foundation of knowledge and skills that are required for VCE studies in this area.

A large component of this elective unit will consist of theory, with one double session participating in practical activities. Students will gain an understanding of health related and skill related components of fitness and will implement this knowledge in the completion of a mini triathlon. Students will gain knowledge in the areas of anatomy and body systems, fitness components, fitness programmes, training principles and methods.

Assessment Tasks
- Research Assignments
- Minor Sports Assignments
- Practical skill, effort, participation and sportsmanship
- Test

Youth Health and Human Development
Code: 10HP64E (Extension Unit)

This elective is offered to prepare students who are considering studying VCE level Health and Human Development. It will provide a VCE level introduction to physical, social and mental health as well as to physical, social, emotional and intellectual development. Students will consider risk and protective factors for youth mental health and review strategies and organisations dedicated to mental health promotion.

Comparisons will be made between the health of youth globally and the rationale for the establishment of national health priority areas will be explored. Study may also include the various nutritional requirements for the health of youth.

Assessment Tasks
- Topic Tests
- Research / Case Study
- Exam
Geography

Scorched Earth
Code: 10GE61S

This unit provides students with an introduction to environmental change and management and human wellbeing and liveability. Students focus on differing world views on climate change, Land Management, Marine Environments, Water and Urban Development. The second element of studies focuses on Wellbeing indicators, how these indicators change, spatial dispersion and the impact of global conflicts. Students work both individually and collaboratively to obtain key knowledge and skills which are applied to case studies and practical situations.

Unit Requirements
- Bookwork Presentation
- Research Skills
- Problem Solving
- Communication Skills
- Creativity
- Analysis and Critical Thinking

Assessment Tasks
- Group Presentation
- Analysis Task
- Essay
- Report
- Research Projects

THE HUMANITIES

Civics and Citizenship

People and Power
Code: 10CC61S

People and Power introduces students to the studies of Politics and Legal Studies. Students analyse the political system of Australia, working through the structure of Government and how decisions are made – and how decisions are stalled. Student study party politics, elections, and where power and decision lie in Australia. Students also investigate the legal system of Australia, focussing on Criminal and Civil law and the concept of ‘the rule of law’ in contemporary Australia.

Unit Requirements
- Bookwork presentation
- Research Skills
- Problem Solving
- Oral Presentation
- Communication Skills
- Creativity
- Analysis and Critical Thinking

Assessment Tasks
- Tests
- Research Projects
- Role Plays

Economics and Business

Action Economics
Code: 10EC61S

Action Economics provides students with an introduction to the business environment in Australia. Students are introduced to the macro and micro economic environment, managing a small business, and accounting and record keeping. Students discover the challenges that face the Australian economy and how to navigate running a small business in this environment, including how to manage cash resources, maximize profitability and comply with financial reporting requirements.

Unit Requirements
- Bookwork Presentation
- Innovation and Initiative
- Research Skills
- Problem Solving
- Communication Skills
- Analysis and Critical Thinking
- Practicality and Pragmatism

Assessment Tasks
- Tests
- Advertisement Productions
- Research Tasks

History

Modern History
Code: 10Hi61S

Modern History takes students on a journey from the devastating end of the First World War, through the turbulent 1920s, the fragile world of the 1930s to the catastrophe of the Second World War, with a particular focus on the key battlefields in Europe, Russia and the Pacific. They will also study in depth the rise of anti-Semitism in Nazi Germany and its terrible conclusion- the Holocaust. Following this, they will examine the post-war world, with a focus on how human rights and freedoms have been ignored, demanded or achieved in Australia, the United States of America and beyond.

Unit Requirements
- Research Skills
- Analysis Skills
- Writing Skills

Assessment Tasks
- Document Analysis
- Depth Study Test
- Essay
- Examination
**LANGUAGES - INDONESIAN**

**Bahasa Indonesian Advanced - Semester 1**
Code: 10IN63S

In this unit students will increase their confidence in using the Indonesian language by covering information such as student exchange programmes, and through exploring the contrasting lifestyle between the city and the village. Students will also develop an understanding of using etiquette and learn about time markers, such as the appropriate use of ‘when’.

**Unit Requirements**
- Workbook
- Role-play
- Projects
- Homework

**Assessment Tasks**
- Tests
- Role-play
- Projects
- Homework

**Bahasa Indonesian Advanced - Semester 2**
Code: 10IN64S

In this unit students will increase their confidence in using the Indonesian language by covering areas such as health and history. Students will be introduced to grammar points such as supaya and sehingga and me-kan verbs (causative) and ke-an nouns (abstract). Grammar points learnt in Semester 1, such as object focus, will be revised this Semester.

**Unit Requirements**
- Workbook
- Role-play
- Projects
- Homework

**Assessment Tasks**
- Tests
- Role-play
- Projects
- Homework

**PLEASE NOTE**

*Bahasa Indonesia 10IN63S and 10IN64S are sequential units to be studied year long in Year 10.*
MATHEMATICS

Year 10 Students elect either Course A or Course B for the year.

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<th>Year 10 Mathematics</th>
<th>Course A</th>
<th>Code: 10MA65S</th>
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Course A: this course of study is designed for students wishing to follow pathways in Unit 1 and 2 General Maths, VCAL Numeracy, VET courses, Pre Apprenticeship or School Based Apprenticeships and Traineeships.

Semester 1

This unit provides flexible preparation for further mathematical studies or work. The focus of activities in this course is on expanding student’s understanding, fluency, problem solving and reasoning skills. Each Semester topics will be drawn from three areas of study: Number and Algebra, Measurement and Geometry and Statistics and Probability.

Linear algebra: Students will solve and graph equations and in-equations. Manipulate and substitute into formulas, finding unknown values and finding the solution to simultaneous equations, with and without digital technology.

Review Pythagoras and use Trigonometry to solve problems involving right angled angled triangles. Including problems on bearings and angles of elevation and depression.

Statistics: Students compare univariate data sets by referring to summary statistics and the shape of their displays.

In Probability students will construct and interpret two-way tables, probability trees and Venn diagrams in the determination of probabilities.

Semester 2

This unit continues to provide flexible preparation for further mathematical studies or work. The focus of activities in this course is on expanding student’s understanding, fluency, problem solving and reasoning skills. Topics will be drawn from three areas of study: Number and Algebra, Measurement and Geometry and Statistics and Probability.

Financial Mathematics: Students will continue to apply recursive applications to compare simple and compound interest calculations and investigate depreciation using CAS Graphics Calculator technology. They will investigate and compare borrowing and investing money and various forms of credit that are available to consumers.

Algebra: Students will expand and factorise simple algebraic expressions and use CAS Graphics calculator technology to examine graphs of quadratic functions

Measurement and Geometry: Students will investigate the perimeter, area, surface area and volume of a variety of shapes. They will convert metric units of measurement and apply their knowledge to building and engineering applications. They will apply geometrical reasoning to identify information in triangular shapes.

Statistics: Students will describe bivariate data, create scatterplots and identify the explanatory and response variables using CSA Graphics calculator technology. They will investigate how bivariate statistics can be used to create models used in research and business. Students will also look at the use of statistics in the media.

To be able to fulfil the digital technology sections of this course students will need to have a CAS Graphics Calculator.

Assessment Tasks
- Topic tests
- Homework
- Tasks chosen from:
  - Assignment
  - Investigation
  - Analysis task
  - Application task
- Unit Exam

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<tr>
<th>Year 10 Mathematics</th>
<th>Course B</th>
<th>Code: 10MA66S</th>
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Course B: This course of study is designed for students who enjoy the challenge of Mathematics and require a more in-depth study of Mathematics for their possible career path and suited for those wishing to undertake Maths Methods or Specialist Maths.

Semester 1 and 2

This unit provides flexible preparation for further mathematical studies. Students selecting this course of study need to have a strong interest in Mathematics and/or need a higher level mathematics for their career path. This course will provide good background for Unit 1 and 2 of General Specialist Maths and/or Math Methods. The focus of activities in this course is on expanding student’s understanding, fluency, problem solving and reasoning skills. Each semester topics will be drawn from three areas of study: Number and Algebra, Measurement and Geometry and Statistics and Probability.

Number and Algebra: Students continue to make use of basic number operations in applications to Consumer Mathematics, calculating simple and compound interest.

In Algebra there is a focus on manipulative algebraic skills, solving Simultaneous equations. Quadratic equations and their graphs are introduced; also Circular Functions and Exponential expressions feature in this unit.

Measurement and Geometry: The focus in this topic is to solve problems involving surface area and volume for a range of prisms, cylinders and composite solids.

Statistics and Probability: Students continue to focus on the analysis of statistical information, constructing box plots and making comparisons on centre, spread and identification of outliers. Students are also introduced to bi-variate statistics representation and analysis.

To be able to fulfil the digital technology sections of this course students will need to have a CAS Graphics Calculator.

Assessment Tasks
- Topic tests
- Homework
- Tasks chosen from:
  - Assignment
  - Investigation
  - Analysis task
  - Application task
- Unit Exam
SCIENCE

It’s All in Your Genes
Code: 10SC61S

This unit will provide students with a solid foundation in the area of Biology.

The focus of this unit will be on comprehensively studying DNA structure and function, predicting the outcomes of crosses involving different types of inheritance (dominant/recessive – partial dominance – sex-linked), using pedigrees to analyse why certain traits run in families, studying the different types of microbes and their impact on human health and industry, the components of the immune system and their function and evidence for evolution.

Assessment Tasks
• Research Projects
• Assignments
• Tests
• Exam

Modern Physics
Code: 10SC62S

This unit explores the following: evolving theories of the origin of the universe and the scientists involved in these discoveries, measuring current, voltage and resistance in circuits and examining the links between electricity and electronics. Students will also examine the motion of objects as they relate to the laws of physics.

Assessment Tasks
• Research Projects
• Assignments
• Tests
• Exam

Paddock to Plate
Code: 10SC64S

This unit will provide students with an introduction to Agricultural Science and a background for further studies in Agriculture and Horticulture. Students will study the structure and function of plants and animals, in a practical hands-on environment. They will be responsible for the care and welfare of their own animals and plants. Students will focus on the economic importance of different agricultural and horticultural industries within Australia, understanding how raw materials are utilised to add value to the product. This understanding will be supported by students preparing different food dishes based on what they have learnt within the classroom.

Assessment Tasks
• Practical Task: Vegetable Garden/Animal care/Cooking lessons
• Research Task: Dairy industry - value adding
• Presentation: Worm farming
• Opinion piece: Insects as an alternative source of protein

MATHEMATICS

Mathematical Reasoning
Code: 10MA67S

This is an additional Mathematics unit. Students choosing this unit will still need to complete the core Mathematics unit.

Students selecting this elective should have a strong interest in further developing their mathematical skills. The course is intended to assist students to develop confidence, independent thinking, problem solving strategies communication and reasoning skills. Reasoning is at the heart of Mathematics, this course is not confined to one particular branch of mathematics or specific topics, rather it is about continuing to develop the tool box of strategies, drawing attention to the thinking and explanation processes students use to solve mathematical problems.

This course would provide relevant mathematical foundations for students wishing to enter any VCE Mathematics course of study

Assessment would be based on student engagement and participation in group discussion and working collaboratively with other students to develop and communicate solutions.

To be able to fulfil the digital technology sections of this course students will need to have a CAS Graphics Calculator.

Assessment Tasks:
Folio of work including:
• Group work
• Individual research projects
• Investigations
• Homework

Psychology in Action
Code: 10SC65S

This unit offers an introduction to some of the different fields of Psychology in order to gain a clearer knowledge of the types of Psychology we encounter on a day to day basis. Students will be introduced to the work of Clinical, Developmental, Forensic and Sports psychologists, and investigate some of the aspects of human nature which these psychologists assess, treat and support through their work. Topics covered include research methods, childhood and adolescent development, mental health the workings of the criminal mind and the pursuit of peak performance in sport.

Assessment Tasks
• Classroom based activities
• Written Tasks
• Tests and Exam
These Year 10 Technologies Units are designed to prepare students for VCE studies. It is strongly recommended they are chosen by students planning to complete a VCE subject in Food, Textiles or Wood.

### Food

**Food Glorious Food**

**Code: 10FO61S**

Students choosing this unit will examine the role of Food Technology in the preparation, production and presentation of a variety of foods. Topics include Yeast, Gelatine, Pasta, Patisserie, Food Preservation, Egg Cookery and designing meals.

Students will use the Design Process to design, create and evaluate problems.

**Recommended Prerequisites**

09FO31S or 09FO32S.

**Unit Requirements**

- Maintaining a workbook of Design Briefs
- Variety of Food Productions
- Research projects
- Evaluation reports on productions

**Assessment Tasks**

- Workbook will be assessed
- Research projects
- Test upon completion of UNIT.

**Food For Life**

**Code: 10FO62S**

Students choosing this unit will examine commercial cookery and sustainability. Topics include: catering for a crowd, food miles, local produce, organic farming and introduction to the food service industry.

**Recommended Prerequisites**

09FO31S or 09FO32S.

**Unit Requirements**

- Maintain a workbook
- Variety of Productions
- Field Trip

**Assessment Tasks**

- Workbook
- Research project
- Test

### Textiles

**Garments To Go**

**Code: 10TX62S**

Students choosing this unit will produce clothing worn in everyday situations. The use of the sewing machine is vital and students will get a chance to extend their competence in the use of the overlocker. Selected fabrics will be used to make garments such as satin pyjamas, a designer vest and may-be part of an outfit for the school social. Students will be taught how to follow commercial patterns, and how to select these following current fashion trends. Millinery and Fashion form the basis for some research investigations. Personal grooming linked to what to wear will help students understand “Body Image”.

**Recommended Prerequisites**

09TX31S

**Unit Requirements**

- Workbook to include Design Briefs
- Production of Garments
- Evaluation of Garment productions
- Research Investigation

**Assessment Tasks**

- Bookwork will be assessed
- Completed garments
- Research investigation - “A Study of Fashions/Fabrics”

### Wood

**A Unit of Furniture**

**Code: 10WO61S**

Students will analyse and develop ideas on manufactured materials and processes, while taking into account the commercial and environmental requirements. The students will prepare detailed design proposals using the appropriate technical language with the help of computer aided software. Students will construct three products of furniture using a selection of joins, techniques and equipment safely and responsibly. Students will critically analyse and evaluate their own products. A logbook will be kept on a weekly basis.

**Recommended Prerequisites**

09WO31S

**Unit Requirements**

- Design Plans - completion of research data and assignments
- Practical Work - demonstrating an efficient use of tools and equipment to display a quality finish.

**Assessment Tasks**

- Design Plans - quality plans using perspective, front and side elevation with a sufficient backup of sketches.
- Cutting and costing lists.
- Practical Work - Product construction (design, construction and finish)

**Advanced Wood - Semester 2**

**Code: 10WO62S**

The course will be run over two semesters taking in all the theory of 10WO61S in the first semester. The students will analyse and develop ideas on manufactured materials and processes, while taking into account the commercial and environmental requirements. The students will prepare detailed design proposals using the appropriate technical language. Students will complete one or two projects over the semesters on furniture or building construction using a selection of joining techniques and equipment offered in the previous units.

**Prerequisites:** 10WO61S.

**Unit Requirements**

- Completion of Research Data & Assignments
- Design Plans – Completion of Plans & Logbook
- Practical Work

**Assessment Tasks**

- Assignment – Particle Board/Excursion
- Assignment – Veneering & Laminating
- Design Plans
- Projects – Free Project Completion 1
- Projects – Free Project Completion 2
## Technologies: Digital Technologies

### Digital Technologies

#### Game Making

**Code:** 10IT61S

This unit is offered as an acceleration unit to prepare students primarily for VCE Software Development and for some skills necessary in VET Interactive Digital Media and IT applications. Students will explore:

- Game design using Game Maker, Flash Action Scripting and Microsoft Visual Basic Net
- Web design using HTML/JavaScript and Adobe Dreamweaver software
- The capabilities and limitations of software applications
- The uses and components of computers and other information systems

**Recommended Prerequisites**

There are no recommended pre-requisites for this subject although students should have a basic understanding of computers.

**Unit Requirements**

- Workbook
- Folio – Practical Tasks

**Assessment Tasks**

- Assignments
- Projects

#### Multimedia

**Code:** 10IT62S

This unit aims to develop students understanding of the components of multimedia. This Unit may lead as a pathway to VET Interactive Digital Media or VCE Media. Students will aim to:

- Develop an understanding of the multimedia industry.
- Develop an awareness of the occupational health, safety and security procedures relevant to this industry.
- Apply processes of investigating planning, producing and evaluating.
- Create, manipulate 2D graphics using Adobe Photoshop, Illustrator and InDesign.
- Create and manipulate sound / music using Sony Acid Pro.

**Recommended Prerequisites** 09IT31S

**Work Requirements:**

- Folio – Practical Tasks
- Workbook
- ePortfolio

**Assessment Tasks**

- Assignments
- Projects
- Digital Products

#### Media in Print

**Code:** 10IT63S

In this unit, students will be working as a team to develop skills needed to create a professionally printed magazine. Learning the art of basic photography, layout and typography, students will collate and design the Trinity College Yearbook. This unit is ideal in preparation for VCE subjects including Media, Visual Communication and Design as well as English. Students will learn:

- Photography
- The Design Process
- Image Editing in Adobe Photoshop
- Layout Design in Adobe InDesign
- Typography

**Recommended Prerequisites**

There are no recommended pre-requisites for this subject although students should have a basic understanding of computers.

**Unit Requirements**

- Workbook
- Folio – Practical Tasks

**Assessment Tasks**

- Assignments
- Research Projects
- Work on Magazine
OVERVIEW OF YEAR 11 & 12 CURRICULUM

Year 11 and 12 students have the option of completing either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

The Victorian Certificate of Education (VCE)

Overview

The VCE (Victorian Certificate of Education) is divided into four units for each subject, numbered subsequently as a student moves towards completing their VCE. Each unit runs for one semester, with Units 1 and 2 generally studied at Year 11 and with Units 3 and 4 studied at Year 12. Students can undertake their VCE over as many years as they wish: they may stop and return as an adult student and they may still meet the VCE requirements. Because of this, VCE Unit 1 is especially a time of exploration of possible future directions.

Students will be able to change subjects during the Unit 1 and 2 sequences of their studies, as well as to provide the required allocated work in each VCE unit, supervised study periods are incorporated within the senior students’ study timetable.

In addition to the VCE, there are other options that can be studied at the senior level:

- VCAL (Victorian Certificate of Applied Learning) is a hands-on option for students in Years 11 and 12. Students who choose to do VCAL are more likely to be interested in going to TAFE, in completing an apprenticeship or in getting a job after completing school.

- VET (Vocational Education and Training) along with ASBA (Australian School Based Apprenticeships) can be completed within the standard VCE programme or VCAL programme. A VET subject means that students will be undertaking training in a specific industry, such as hospitality, information technology, sport and agriculture. School Based Apprenticeship and Traineeships means that students are able to be employed and trained under specific arrangements. (See http://www.vcve.vic.edu.au/vet/programs/newapprent.html

- Extension studies include university subjects taken with the VCE, mostly by students who are high achievers and can cope with a more demanding workload. Students apply directly to the university that offers the study of their choice and should seek the advice of the Director of Learning before beginning an extension study.

Subjects

Religious Education is compulsory for all students at Trinity College and senior students will study VCE Religion and Society over the course of the year. As part of their learning programme at Trinity College, Year 11 students will study ‘Religion in Society’ (Unit 1) and Year 12 students will study ‘Ethics and Morality’ (Unit 2). These units will be studied in addition to students’ elected programme of study. Students also have the option of incorporating Religion and Society (Units 3/4) into their programme of study.

For successful completion of the VCE, students must obtain a satisfactory pass in three English units. English Units 1/2 and/or Literature 1/2 are compulsory for Year 11 students. Year 12 students may choose either or both of English Units 3/4 and Literature Units 3/4 as their compulsory English sequence.

In order for students to have ownership of their studies, as well as to provide students with extra time to complete the required allocated work in each VCE unit, supervised study periods are incorporated within the senior students’ study timetable.

It is important that students arm themselves with as much knowledge as possible about the various VCE courses on offer at Trinity College. Further information about the specific VCE/VCAL units can be obtained on the VCAA website.

Assessment

All VCE units are assessed on outcomes which are determined as ‘Satisfactory’ (S) or ‘Not Satisfactory’ (N). Trinity College will provide graded results at Units 1 and 2 as this will provide an indication of the potential each student has in a particular subject, therefore assisting subject selection for Units 3 and 4.

Unit 3 and 4 subjects are externally and internally assessed, thereby providing a rank for every student in the state who selects that subject. This rank is called an ATAR (Australian Tertiary Admission Rank) and is used for entry into tertiary education. VTAC (Victorian Tertiary Admissions Centre) determines the rank based on:

- English or Literature (Units 3 and 4);
- the next 3 highest scaled scored subjects at Units 3 and 4, plus
- 10% of the next two highest scaled scored subjects at Units 3 and 4 level

Further Study

Students are encouraged to be as fully informed as possible regarding the various alternatives on offer for further study at universities and colleges. As this information is constantly under review, students should familiarise themselves with websites such as those hosted by the VCAA, VTAC and universities and colleges.

Careers

It is the responsibility of each student to arm themselves with as much information as possible in order to make informed decisions about their future. The Careers Officer, Year Level Coordinators, subject teachers and other Trinity College staff are willing to be of assistance in guiding students to pertinent information, but the course of their future course is ultimately the students’ choice.

There are many valuable resources to assist students with career education. Some are available from the careers office. Online resources that are recommended include:

- www.myfuture.gov.au
- www.tcc.vic.edu.au
- www.vtac.edu.au
- www.jobguide.thegoodguides.com.au
Year 11 Curriculum

Year 11 students may choose to follow either a VCE or a VCAL pathway. Each unit comprises of 11 periods over the rostered timetable per fortnight (except for RE which, together with formalised study periods, comprise the 11 periods). All students will study a Religious Education unit as part of their core programme. The following pages in this section of the handbook contain subject descriptions of all the possible VCE, VET and VCAL units that are available at Trinity College. These descriptions should assist students in making informed decisions about their choice of study pathways.

VCE PATHWAY: for their CORE SUBJECTS, students complete Religious Education as well as English Units 1/2 or Literature Units 1/2. For their ELECTIVE SUBJECTS, students choose an additional FIVE VCE subjects. When completing their online subject selection process, students must indicate SEVEN choices in PREFERENTIAL ORDER (in the order that students would prefer to study those units). Year 11 students also have the option of studying one advanced VCE Unit 3/4 with the permission of the Director of Learning. Please note that there are restrictions in certain subjects and that this possibility cannot be guaranteed.

The table explains the various possibilities for Year 11 students’ choice of a VCE programme.

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<th>SUBJECT PREFERENCE</th>
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<td>Religious Education</td>
<td>Religion and Society</td>
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<td>English</td>
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<td>ONE ADVANCED VCE ELECTIVE</td>
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<td>Preference 1</td>
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<td>Preference 7</td>
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Year 11 students intending to follow a VCE course must choose a possible SEVEN VCE subjects.

VCAL PATHWAY: Year 11 students will follow the Intermediate VCAL programme and should refer to the section in this handbook that explains the VCAL options. CORE subjects for VCAL students include Religious Education, Literacy, Numeracy and Personal Development Skills. Students have various options to complete their Work Related Skills and their Industry Related skills. As there are many unit possibilities within a VCAL pathway, it is important the each student that wishes to pursue this option has an interview with the VCAL Coordinator. This is in order to ascertain the best possible individualised learning programme for these students.

Year 12 Curriculum

Year 12 students may choose to continue to follow either the VCE or a VCAL pathway that many would have started as Year 11 students. All students will study a Religious Education unit as part of their core programme.

VCE PATHWAY: for their CORE SUBJECTS, students complete Religious Education as well as a Unit 3/4 English sequence: English Units 3/4 and/or Literature Units 3/4. For their ELECTIVE SUBJECTS, students choose an additional FOUR VCE subjects. When completing their online subject selection process, students must indicate their choices in PREFERENTIAL ORDER (in the order that students would prefer to study those units).

The table explains the various possibilities for Year 12 students’ choice of a VCE programme.

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<td>CORE UNITS</td>
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<td>Religious Education</td>
<td>Religion and Society</td>
<td>Unit 2</td>
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<td>English: Students must complete a sequence of English Units 3/4. This may be either English or Literature or may be both subjects.</td>
<td>Literature</td>
<td>Units 3/4</td>
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<tr>
<td>VCE ELECTIVES Year 12 students following a VCE course must choose a possible FOUR VCE subjects.</td>
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<td>Preference 1</td>
<td>Units 3/4</td>
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<td>Preference 3</td>
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<td>Preference 4</td>
<td>Units 3/4</td>
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VCAL PATHWAY: Year 12 students will follow the Senior VCAL programme and should refer to the section in this handbook that explains the VCAL options. CORE subjects for VCAL students include Religious Education, Literacy, Numeracy and Personal Development Skills. Students have various options to complete their Work Related Skills and their Industry Related skills. As there are many unit possibilities within a VCAL pathway, it is important the each student that wishes to pursue this option has an interview with the VCAL Coordinator. This is in order to ascertain the best possible individualised learning programme for these students.

“God doesn’t require us to succeed; he only requires that you try.”

Mother Teresa
“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.”

Pablo Picasso

“Start by doing what’s necessary; then do what’s possible; and suddenly you are doing the impossible.”

Francis of Assisi

“Desire is the key to motivation, but it’s determination and commitment to an unrelenting pursuit of your goal—a commitment to excellence—that will enable you to attain the success you seek.”

Mario Andretti
VCE AND VET SUBJECTS OFFERED AT TRINITY COLLEGE COLAC

Accounting
Art
Australian Politics
Biology
Business Management
Chemistry
Computing
Drama
English
Food Studies
Geography
Health and Human Development
History
Indonesian
Legal Studies
Literature
Mathematics
  - General Mathematics
  - Mathematical Methods
  - Further Mathematics
  - Specialist Mathematics
Media
Music Performance
Physical Education
Physics
Product Design and Technology – Wood or Textiles
Psychology
Religion and Society
Studio Art
VET
  - Agriculture
  - Interactive Digital Media
  - Sport and Recreation
Visual Communication Design
Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

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

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

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a trading business
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Unit 3: Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4: Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School-assessed coursework and examination:
- Unit 3 School-assessed Coursework: 25 percent
- Unit 4 School-assessed Coursework: 25 percent
- End of year examination: 50 percent.

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

It is strongly recommended that students undertake Unit 1 & 2 prior to studying Units 3 & 4. Students who enter the study at Unit 3 may need to undertake preparatory work related to Unit 2.
Rationale

VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks. Through exploration students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks to develop an awareness of appropriate health and safety practices.

VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Entry

Although there are no prerequisites for Unit 1, 2 & 3 it is strongly recommended that students complete 10AR68S or 10AR69S prior to enrolling for Units 1 & 2. It is also strongly encouraged that students satisfactorily complete Units 1 & 2 prior to enrolling in Unit 3 & 4. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Artworks, experience and meaning

Students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process through their visual diary.

Unit 2: Artworks and contemporary culture

Students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They continue to use the art process and visual language to explore and experiment with materials and techniques to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students research contemporary artworks, public art, community and collaborative artworks for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, environmental art and street art.

Unit 3: Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use Analytical Frameworks for analysing and interpreting the meaning of artworks.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language and a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks. Complete one outcome.

Unit 4: Artworks, ideas and viewpoints

Students study artworks and develop and expand upon personal points of view. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Sources should be reliable, recognised and relevant.

Students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

For followwork students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts. Finally, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice with suitable reflection.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4

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

- Unit 3 school-assessed coursework: 10 percent
- Unit 4 school-assessed coursework: 10 percent
- Units 3 and 4 school-assessed task: 50 percent
- End of year examination: 30 percent.
Rationale

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

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Unit 1: The national citizen

Students are introduced to politics; the exercise of power by individuals, groups and nation-states. Students consider concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The ideas behind democracy are studied, as well as contemporary Australian democracy. Students examine why people seek political power, the characteristics of successful politicians, and the ideas that motivate them. They examine how political power is used and challenged and resisted by others. Students also examine the role and influence of social and political movements.

VCE Australian Politics focuses on twenty-first century and current events, but historical events, examples and illustrations help students to understand the Australian political system.

Unit 2: The global citizen

Students examine their place within the modern international community through considering the debate over the ‘global citizen’. First, they explore the ways their lives have been affected by increased interconnectedness of the world through globalisation. Next, students consider how the notion of an international community exists, and investigate its ability to manage global cooperation and respond to global conflict and instability.

This unit is concerned with twenty-first century issues and events, but students need to understand how history has placed us in our current global situations.

Unit 3: Evaluating Australian democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the United States political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy.

Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders.

VCE Australian Politics is contemporary in focus. The focus of this study is the twenty-first century, however, historical events, examples and illustrations may provide students with contextual understanding.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4

School assessed coursework and an end of year exam

- Unit 3 school-assessed course work: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.
Biology

Accreditation Period 2016–2021

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1: How do living things stay alive?

Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single-celled to the multicellular organism. They analyse types of adaptations that enhance the organism’s survival in a particular environment. Students investigate how a diverse group of organisms form a living interconnected community. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?

Students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, and interpret pedigree charts. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses.

Unit 4: How does life change and respond to challenges over time?

How does life change and respond to challenges over time? Students consider the continual change and challenges to which life on Earth has been subjected. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

School-assessed coursework and examination:

- Unit 3 School-assessed Coursework: 16 percent
- Unit 4 School-assessed Coursework: 24 percent
- End of year examination: 60 percent
Rationale

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

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

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

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

Assessment

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Units 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent

Entry

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

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1: How can the diversity of materials be explained?

Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water.

Unit 3: How can chemical processes be designed to optimise efficiency?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Unit 4: How are organic compounds categorised, analysed and used?

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions and the condensation reactions in which they are rebuilt to form new molecules.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Units 3 and 4

School assessed coursework and an end of year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- End of year examination: 60 percent.

Entry

There are no prerequisites for entry to Units 1 and 2, though 10SC63S is highly recommended. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is strongly advised that students undertake Units 1 to 4.
Computing

Rationale
The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Unit 1 & 2: Computing
Students focus on how data, information and networked digital systems can be used to meet a range of users’ needs. They collect primary data when investigating an issue and graphically present the findings. Students also examine the technical underpinnings of networks. They then apply knowledge of information architecture, and together with web authoring skills create a website.

Students examine data and how the application of computational, design and systems thinking skills automate data processing. They develop their computational thinking skills using a programming language. Students also examine a range of software tools that can be used to manipulate data. They will apply all stages of the problem-solving methodology to create a solution using database management software.

Unit 3 & 4: Software development
Students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. They focus on how the information needs of individuals and organisations are met through the creation of software solutions. They evaluate the efficiency and effectiveness of a solution. They also assess the effectiveness of the project plan in monitoring project progress. Students apply systems thinking skills when explaining the relationship between two information systems.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4
School assessed coursework, school-assessed task, and an end of year examination:
- Unit 3 school-assessed course work: 10 percent
- Unit 4 school-assessed coursework: 10 percent
- School-assessed task: 30 percent
- End of year examination: 50 percent.

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

Rationale
People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s.

This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

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

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

Units 3: Devised non-naturalistic ensemble performance
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed VCE Unit 3 Drama Playlist published annually in the VCAA Bulletin will also be analysed.

Units 4: Non-naturalistic solo performance
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.
- Unit 3 and 4 school-assessed coursework: 40 percent
- End of year performance examination: 35 percent
- End of year written examination: 25 percent
Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

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

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
EAL students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. Students who are eligible to complete the VCE EAL study units must fulfil the criteria of an EAL student as defined by VCAA. For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. EAL students must undertake the study as outlined in the VCAA study design.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2
‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4
School-assessed coursework and examinations:
- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.
Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1: Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

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

Unit 3: Food in daily life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Unit 4: Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Assessment

Satisfactory Completion.
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School assessed coursework, a school assessed task and an end of year examination.
- Unit 3 school-assessed coursework: 30 percent
- Unit 4 school-assessed coursework: 30 percent
- End of year examination: 40 percent.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Unit 1: Hazards and disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Students investigate three major processes that are changing land cover in many regions of the world.

Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes.

Levels of Achievement
Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School-assessed coursework and examinations
- School-assessed coursework Unit 3: 25 percent
- School-assessed coursework Unit 4: 25 percent
- End of year examination: 50 percent

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

Rationale
VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice.

VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

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

Unit 1: The health and development of Australia's youth
In this unit students are introduced to the concepts of physical, social and mental health, and individual human development. Individual human development is a lifelong process involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. This unit focuses on the health and development of Australia’s youth and the many factors that influence their health and development. The health status of Australia's youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. In this unit students identify issues that have an impact on the health and development of Australia’s youth, investigate one health issue in detail, and analyse strategies or programmes that address youth health and individual human development.

Unit 2: Individual human development and health issues
Over the lifespan, individuals accumulate life experiences that affect both their health (physical, social and mental), and their individual human development (physical, social, emotional and intellectual). This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. During both the prenatal and childhood stages, health and development is shaped by a range of identified determinants, which in turn can have an impact on future health and development. The lifespan stage of adulthood represents a period of great diversity. The health and development of this group can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social. Students investigate issues relating to health care in Australia, and analyse strategies and programmes that impact on the health and development of children and adults.

Unit 3: Australia’s health
Students will explore the way health status is measured and variations in the health status of Australia's population compared with that of other developed countries. Students examine the development of the National Health Priority Areas (NHPAs) and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical, environment, biological, behavioural and social determinants, contribute to variations in health status.

Students examine different models of health and health promotion and investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. The role of government and non-government organisations are examined in regard to providing programmes and support for the promotion of healthy eating.

Unit 4: Global health and human development
In exploring global health, human development and sustainability students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations’ Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programmes through AusAid and contributions to non-government organisations.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School-assessed coursework and examination:
• Unit 3 school-assessed coursework: 25 percent
• Unit 4 school-assessed coursework: 25 percent
• End of year examination: 50 percent.
Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Unit 1: Twentieth century history 1918-1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

Unit 2: Twentieth century history 1945-2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. This period saw challenge and changes to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global.

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Rationale
This study develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world. The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

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

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

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

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
'S' and 'N' achievement with graded results.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.
- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examinations: 50 percent

Entry
Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must complete application forms giving details of their background in Indonesian, if they wish to enrol in this study.

Students must also undertake Unit 3 prior to undertaking Unit 4.
Legal Studies

Rationale

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students 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. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

Unit 1: Criminal law in action

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2: Issues in civil law

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

Unit 3: Law-making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country.

Unit 4: Resolution and justice

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

Assessment

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.

Entry

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

Rationale
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

Unit 1: Approaches to literature
In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3: Form and transformation
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting texts
In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Assessment
Satisfactory completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School assessed coursework and an end of year examination
• Unit 3 school-assessed coursework: 25 percent
• Unit 4 school-assessed coursework: 25 percent
• End of year examination: 50 percent.

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

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise and a means by which people can understand and manage their environment. Essential mathematical activities include calculating, abstracting, proving, applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

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

General Mathematics Units 1 & 2

**Semester 1:** This unit involves the study of selected material from Computation and Practical Arithmetic, Data Analysis, Matrices and Linear Equations.

**Semester 2:** This unit of study involves the study of material from Geometry and Trigonometry, Financial Mathematics using recursive techniques, Networks and Decision Mathematics and modelling using Bivariate Statistics. Students practise mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

Mathematical Methods Units 1 & 2

**Unit 1:** This unit provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.

**Unit 2:** This Unit focuses on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. Students are expected to be able to apply techniques, routines and processes with and without the use of technology and make use of appropriate mathematical symbols.

Specialist Mathematics Units 1 & 2

To study Specialist Mathematics at Unit 1 and 2 students MUST also undertake the study of Mathematical Methods at Unit 1 and 2 (or have previously done so).

Both Unit 1 and 2 have an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. The areas of study include two of the prescribed topics from: Number systems and recursion, Vectors in the plane; Geometry in the plane and proof, and Graphs of non-linear relations and two or more topics from: Algebra and Structure, Transformations, Trigonometry and Matrices, Number and Arithmetic, Discrete Mathematics, Graphs and Relations and Statistics. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should use mental and by-hand approaches to estimation and computation and make use of appropriate mathematical terminology and symbols.
Mathematics

Accreditation Period 2016-2018

Further Mathematics Units 3 & 4

Further Mathematics consists of a compulsory area of study ‘Data analysis’ and then a Students practise mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches, and use technology appropriately and effectively.  
Unit 3 consists of two compulsory areas of study: Data Analysis and Recursion and Financial Modelling.  
Unit 4 students complete two modules selected from the following 4 modules:
  • Matrices
  • Networks and Decision Mathematics
  • Geometry and Trigonometry
  • Graphs and Relations

Mathematical Methods Units 3 & 4

Students are expected to be able to apply techniques, routines and processes with and without the use of technology and make use of appropriate mathematical symbols and terminology.  
The material for this subject is completely prescribed Unit 3 and 4 includes the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

Specialist Mathematics Units 3 & 4

Unit 3 and Unit 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should use mental and by-hand approaches to estimation and computation and make use of appropriate mathematical terminology and symbols.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Units 3 and 4

Further Mathematics

• Unit 3 school-assessed coursework: 20 percent
• Unit 4 school-assessed coursework: 14 percent
• Unit 3 and 4 Examination 1: 33 percent
• Unit 3 and 4 Examination 2: 33 percent

Mathematical Methods

• Unit 3 school-assessed coursework: 17 percent
• Unit 4 school-assessed coursework: 17 percent
• Unit 3 and 4 Examination 1: 22 percent
• Unit 3 and 4 Examination 2: 44 percent

Specialist Mathematics

• Unit 3 school-assessed coursework: 17 percent
• Unit 4 school-assessed coursework: 17 percent
• Unit 3 and 4 Examination 1: 22 percent
• Unit 3 and 4 Examination 2: 44 percent

Entry

There are no prerequisites for entry to General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 or Specialist Mathematics Unit 1 and 2. However students attempting Mathematical Methods and/or Specialist Mathematics, in particular, are expected to have a sound background in algebra, function, and probability.

Students studying Further Mathematics Units 3 & 4 will generally have studied at least one Mathematics subject at Units 1 & 2 level (NOT Foundation Mathematics).

Students studying Mathematical Methods Units 3 & 4 are expected to have previously studied Mathematical Methods Units 1 & 2, as a minimum. It is a distinct benefit if another Unit 1 & 2 of Mathematics has also been studied.

Students studying both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4 should, in all but the most exceptional cases, have prepared by studying both Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

Students practising mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches, and use technology appropriately and effectively.

Unit 3 consists of two compulsory areas of study: Data Analysis and Recursion and Financial Modelling.

Unit 4 students complete two modules selected from the following 4 modules:

• Matrices
• Networks and Decision Mathematics
• Geometry and Trigonometry
• Graphs and Relations

Students are expected to be able to apply techniques, routines and processes with and without the use of technology and make use of appropriate mathematical symbols and terminology.

The material for this subject is completely prescribed Unit 3 and 4 includes the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Units 3 and 4

Further Mathematics

• Unit 3 school-assessed coursework: 20 percent
• Unit 4 school-assessed coursework: 14 percent
• Unit 3 and 4 Examination 1: 33 percent
• Unit 3 and 4 Examination 2: 33 percent

Mathematical Methods

• Unit 3 school-assessed coursework: 17 percent
• Unit 4 school-assessed coursework: 17 percent
• Unit 3 and 4 Examination 1: 22 percent
• Unit 3 and 4 Examination 2: 44 percent

Specialist Mathematics

• Unit 3 school-assessed coursework: 17 percent
• Unit 4 school-assessed coursework: 17 percent
• Unit 3 and 4 Examination 1: 22 percent
• Unit 3 and 4 Examination 2: 44 percent

Entry

There are no prerequisites for entry to General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 or Specialist Mathematics Unit 1 and 2. However students attempting Mathematical Methods and/or Specialist Mathematics, in particular, are expected to have a sound background in algebra, function, and probability.

Students studying Further Mathematics Units 3 & 4 will generally have studied at least one Mathematics subject at Units 1 & 2 level (NOT Foundation Mathematics).

Students studying Mathematical Methods Units 3 & 4 are expected to have previously studied Mathematical Methods Units 1 & 2, as a minimum. It is a distinct benefit if another Unit 1 & 2 of Mathematics has also been studied.

Students studying both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4 should, in all but the most exceptional cases, have prepared by studying both Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.
Rationale

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media’s contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

Unit 1: Representation and technologies of representation

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2: Media production and the media industry

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative and media production design

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Media: process, influence and society’s values

In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4

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

- Unit 3 school-assessed coursework: 6 percent
- Unit 4 school-assessed coursework: 12 percent
- School-assessed task: 37 percent
- End of year examination: 45 percent

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students need to have a solid background in Digital Technologies and it is recommended that students undertake either 10IT61S, 10IT62S or 10IT63S.
Music Performance

Rationale
Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working cooperatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 1
This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 3
This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4
This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4
School-assessed Coursework, an end of year performance examination and an end of year aural and written examination.
- Unit 3 School-assessed Coursework: 20 percent
- Unit 4 School-assessed Coursework: 10 percent
- External end of year performance examination: 50 percent
- External end of year aural and written examination: 20 percent

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is recommended that students arrange for instrumental lessons to compliment the units.
Physical Education

Accreditation Period 2017-2021

Rationale
The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others’ performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

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

UNITS 1 AND 2: 2017-2021

Unit 1: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.

UNITS 3 AND 4: 2017

Unit 3: Physical activity participation and physiological performance
Students analyse factors contributing to physical activity and sedentary behaviour. Students identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. Students explore causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4: Enhancing performance
Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training programme designed to improve or maintain selected components. Students learn to critically evaluate different techniques and practices that can be used to enhance performance.

UNITS 3 AND 4: 2018-2021

Unit 3: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Assessment
Satisfactory Completion
Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
‘S’ and ‘N’ achievement with graded results.
Units 3 and 4
School-assessed coursework and examination:
• Unit 3 School-assessed Coursework: 25 percent
• Unit 4 School-assessed Coursework: 25 percent
• End of year examination: 50 percent.
Physics

Accreditation Period 2016–2021

Rationale
Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Unit 1: What ideas explain the physical world?
Students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?
Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

Unit 3: How do fields explain motion and electricity?
Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the applications of concepts related to fields including the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. They use Newton’s laws to investigate motion, and are introduced to Einstein’s theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter?
Students explore the use of wave and particle theories to model the properties of light and matter. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world and design and undertake investigations involving at least two continuous independent variables.

Assessment
Satisfactory Completion
Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
'S' and 'N' achievement with graded results.

Units 3 and 4
School-assessed coursework and examination:
- Unit 3 school-assessed coursework: 21 percent
- Unit 4 school-assessed coursework: 19 percent
- End of year examination: 60 percent
Rationale
Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

NOTE: Students can only select wood or textiles. They cannot undertake both aspects of Design and Technology.

Unit 1: Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Area of Study 1 - provides an introduction and structured approach towards the Product design process.

In Area of Study 2 - Students re-design a product.

Unit 2: Collaborative design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

In Area of Study 1 - Students will work in a small design.

In Area of Study 2 - The product produced individually or collectively is evaluated.

Unit 3: Applying the Product design process
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. This unit examines different settings and takes students through the Product design process as they design for others.

In Area of Study 1 - Students develop and examine a design brief.

In Area of Study 2 - Students examine design and development of products in various settings.

In Area of Study 3 - Students commence the Product design process.

Unit 4: Product development and evaluation
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.

In Area of Study 1 - Students develop analysis and evaluation methods.

In Area of Study 2 - Students continue to develop and safely manufacture the product designed in Unit 3.

In Area of Study 3 - Students will evaluate the techniques and quality of their final product. Students will produce an informative presentation to highlight the product’s features to the client and/or an end-user and explain its care requirements.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

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

- School-assessed coursework (Units 3 & 4) 20 percent
- School assessed task (Units 3 and 4) 50 percent
- End of Year examination 30 percent
Psychology

Rationale
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of ongoing or emergency support services in educational, institutional and industrial settings.

Unit 1: How are behaviour and mental processes shaped?
Students investigate the structure and functioning of the human brain. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions.

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

Unit 3: How does experience affect behaviour and mental processes?
Students examine both macro-level and micro-level functioning of the nervous system to explain how a person interacts with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained?
Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2
‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4
School-assessed coursework and examination:
- Unit 3 School-assessed Coursework: 16 percent
- Unit 4 School-assessed Coursework: 24 percent
- End of year examination: 60 percent

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

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals.

The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Religious traditions offer value systems that guide their interactions with society and influence society’s decision making. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role.

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

Unit 1: The role of religion in society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live. A range of examples are studied throughout the unit. For all areas of study, students explore detailed examples from more than one religion.

Unit 2: Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Unit 3: The search for meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this quest for meaning, various religious, philosophical, scientific, and ideological worldviews have been developed. Religion has developed answers in the form of various beliefs and other aspects that have offered ways of establishing meaning – not only for human existence, but also for all that exists. The aspects of religion have also attempted to explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Unit 4: Religion, challenge and change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

‘S’ and ‘N’ achievement with graded results.

Units 3 and 4

School-assessed coursework and examination:

• Unit 3 School-assessed Coursework: 25 percent
• Unit 4 School-assessed Coursework: 25 percent
• End of year examination: 50 percent.

Entry

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

Accreditation Period 2017-2021

Rationale
The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

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

Unit 1: Studio inspiration and techniques
Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts
Students focus on establishing. A studio practice which includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Comparisons of contemporary art with historical art styles and movements should be encouraged.

Unit 3: Studio practices and processes
Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wider range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link coherently according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study during the course of studio practice. Students investigate the role of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including a variety of galleries and spaces.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
‘S’ and ‘N’ achievement with graded results.

Unit 3 and 4
School-assessed tasks and examination:
- Unit 3 school-assessed Coursework: 5 percent
- Unit 4 school-assessed Coursework: 5 percent
- Unit 3 and 4 school-assessed Task: 60 percent
- End of year examination: 30 percent.

Curriculum Handbook for 2017
VET Agriculture

The VCE VET Agriculture program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

**Qualifications**

The following qualifications are available in the VET Agriculture program:

**AHC20110 Certificate II in Agriculture**

Certificate II in Agriculture provides students with the knowledge and skills that will enhance their employment prospects in the agriculture industry. Knowledge and skills are developed in fencing, maintaining livestock feed and water supplies, mustering, moving and penning up livestock and the operation of a tractor.

**Units 1 to 4 Compulsory Study Units**

- AHC0HS201A - Participate in OHS processes
- AHCWRK209A - Participate in environmentally sustainable work practices

**Units 1- 4 Elective Study Units**

The remainder of the 15 study units for the program is taken from a comprehensive elective list.

**Credit in the VCE**

Student who complete AHC20110 Certificate II in Agriculture will be eligible for two or more units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR Contribution**

Students who receive a Units 3 and 4 sequence for Program 1, 2 or 3 of VCE VET Agriculture will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Students who receive a Units 3 and 4 sequence for any of the approved school-based apprenticeship and traineeship qualifications from the Agriculture industry area will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: www.vtac.edu.au

**Scored Assessment**

The VCE VET Agriculture program does not offer scored assessment.

According to the VTAC website, VCE VET Unit 3 and 4 sequences with no scored assessment available:

- may be counted as fifth and sixth studies. The increment will be 10% of the average of the primary four VTAC scaled study scores.

**Pathways from the qualification**

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture (Dairy Production), Certificate III in Pork Production, Certificate III in Horse Breeding.

This qualification provides an entry level occupational outcome in agriculture. Job roles and titles vary across different industry sectors, with employment opportunities existing in a number of designated sectors such as a beef, dairy, sheep and wool production. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson
- Assistant Farm or Station hand
- Assistant Farm or Station worker
- Assistant Farm or Station labourer

**Entry**

There are no entry requirements for this qualification.
VET Interactive Digital Media

The VCE VET Interactive Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

Qualifications
The following qualifications is available in the VET Interactive Digital Media program:

CUF30107 Certificate III in Media
Units 1 and 2 of the Certificate III in Media include developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Units 1 to 4 Compulsory Study Units
BSBCRT301A - Develop and extend critical and creative thinking skills
CUFIND301B - Work effectively in the screen and media industries
CUSOHS301A - Follow OHS procedures
CUFDIG303A - Produce and prepare photo images

Units 1- 4 Elective Study Units
The remainder of the study units for the program is taken from a comprehensive elective list.

Credit in the VCE
Students who complete CUF30107 Certificate III in Media will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Program 2: Certificate III in Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

Note: Where a student elects not to receive a study score for VCE VET Interactive Digital Media, no contribution to the ATAR will be available.

Scored Assessment
Students wishing to receive a study score for VCE VET Interactive Digital Media must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of Program 2: CUF30107 Certificate III in Media.

According to the VTAC website, VCE VET Unit 3 and 4 sequences with scored assessment:
- study scores are scaled and may be included in the calculation of the ATAR aggregate
- where a scored assessment is available and you decide not to take it, no increment will be available.

Entry
Note: The Units 3 and 4 sequence of VCE VET Interactive Digital Media is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
The VET Sport and Recreation program is drawn from the SIS10 Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Qualifications

The following qualifications are available in the VET Sport and Recreation program:

**SIS30513 Certificate III in Sport and Recreation**

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students complete a range of core units and one elective core unit. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities.

Note: The training package is currently under review so some units maybe superseded by other study units.

**Units 1 and 2 Compulsory Study Units**

**Core Units:**
- BSBCRT301A - Develop and extend critical and creative thinking skills
- BSBWOR301B - Organise personal work priorities and development
- HLTAID003 - Provide first aid
- ICAWEB201A - Use social media tools for collaboration and management
- SISXCCS201A - Provide customer service
- SISXEMP201A - Respond to emergency situations
- SISXWHS101 - Follow work health and safety policies

**Elective Unit:**
- SISSSCO101 - Develop and update knowledge of coaching practices

**Units 3 and 4 Compulsory Study Units**

**Core Units:**
- SISXCAI303A - Plan and conduct sport and recreation sessions
- SISXCAI306A - Facilitate groups
- SITXCOM401 - Manage conflict
- SISSSPT303A - Conduct basic warm-up and cool down programs
- SISXRES301A - Provide public education on the use of resources
- SISXRSK301A - Undertake risk analysis of activities

**Elective Unit:**
- SISSSOF202 - Officiate games or competitions

Credit in the VCE

Students who complete SIS30513 Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards their VCE at Units 3 and 4 level including a Units 3 and 4 sequence.

**ATAR Contribution**

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

A student who opts out of scored assessment in the VCE VET Sport and Recreation program will not be eligible for a contribution towards their ATAR.

**Scored Assessment**

Scored Assessment for 2017 will be undertaken in the Units 3 and 4 sequence of Program 3: SIS30513 Certificate III in Sport and Recreation.

Students wishing to receive a study score for VCE VET Sport and Recreation must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.

According to the VTAC website, VCE VET Unit 3 and 4 sequences with scored assessment:

- study scores are scaled and may be included in the calculation of the ATAR aggregate
- where a scored assessment is available and you decide not to take it, no increment will be available.

Entry

Note: The Units 3 and 4 sequence of Program 3: SIS30513 Certificate III in Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
Visual Communication Design
Accreditation Period 2013-2017

Rationale
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

Unit 1: Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

Unit 3: Design Thinking and Practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Design Development and Presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
‘S’ and ‘N’ achievement with graded results.

Units 3 and 4
School-assessed coursework, school assessed task and an end of year examination:
- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 5 percent
- Unit 4 school-assessed task: 40 percent
- End of year examination: 35 percent.

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

Trinity College strongly recommends a satisfactory completion of 10VC62S prior to undertaking Units 1 & 2 and satisfactory completion of Units 1 & 2 prior to undertaking Unit 3 & 4.
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. Trinity College offers two levels of VCAL: Intermediate (Year 11) and Senior (Year 12). Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE which is widely used by students as a pathway to university, students who do the VCAL are more likely to be interested in going to training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

Upon completion of VCAL, students receive a certificate and statement of results that details the area of study completed. Generally it takes one year to complete a level. At Trinity College, all students are required to complete a Religious Education unit and VCAL students will complete VCE Units 1 and 2 Religion and Society.

The VCAL’s flexibility enables students to design a study programme that suits their interests and learning needs. Because of the many varied possibilities required to complete a VCAL programme, it is important that every student who is considering following a VCAL pathway meets with the VCAL Coordinator to work out their individual pathway.

There are numerous options available in these areas and it is always dependent on the student’s interests as to the study areas chosen. The VCAL units can be combined with VCE study units and/or VET certificates. To complement their senior studies, students may also choose from auxiliary programmes that run parallel with the VCE and VCAL. Options available to students include a range of VET (Vocational Educational and Training) courses and SBATs (School Based Apprenticeships and Traineeships).
VCAL - Victorian Certificate of Applied Learning

Units are selected from the following four compulsory strands:

**Literacy and Numeracy Skills**
The VCAL programme must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills and VCAL Numeracy Skills units and/or VCE English and Maths units.

**Work Related Skills**
Trinity College offers a unit in Work Related Skills. This is especially designed to enable students to develop employability skills topics include occupational health and safety and job interview skills, VCAL also gives students the choice of undertaking a structured work placement or traineeship. Alternatively, students may choose to complete a VET Certificate or VCE technology units to satisfy this requirement.

**Industry Specific Skills**
A VCAL programme, at the Intermediate and Senior levels, must include components of nationally recognised VET programmes. The range of VET options is extensive and some examples are automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty. Some VET courses are offered at Trinity College and details can be found in the VET section of this book.

**Personal Development Skills**
This is a compulsory for VCAL students and is aimed at developing students’ teamwork skills, self-confidence and other skills important for life and work. Some of the work undertaken in this unit is project based. The learning gained doing these types of projects counts towards the VCAL.

The table below explains the various possibilities for Year 11 and 12 students’ choice of a VCAL programme.

### Year 11 and Year 12 VCAL Curriculum

**VCAL PATHWAY:** Year 11 students will follow the Intermediate VCAL programme and will study Religion and Society Unit 1. Year 12 students will follow the Senior VCAL programme and will study Religion and Society Unit 2. CORE subjects for VCAL students include Religious Education, Literacy, Numeracy and Personal Development Skills. Students have various options to complete their Work Related Skills and their Industry Related skills. As there are many unit possibilities within a VCAL pathway, it is important the each student that wishes to pursue this option has an interview with the VCAL Co-ordinator, in order to ascertain the best possible individualised learning programme for these students.

<table>
<thead>
<tr>
<th>CORE STRANDS: the following FOUR strands are compulsory.</th>
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<tbody>
<tr>
<td>1 Religious Education</td>
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<td>2 Personal Development Skills</td>
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<tr>
<td>3 Literacy</td>
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<td>4 Numeracy</td>
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</tbody>
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<tr>
<th>ELECTIVE OPTIONS: students must choose three of these options.</th>
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<tr>
<td>VCAL Work Related Skills Unit</td>
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<tr>
<td>Industry Specific Skills: VET Certificate</td>
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<tr>
<td>Students must arrange an appointment with the VET Coordinator to discuss VET options.</td>
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<tr>
<td>School Based Apprenticeship or Traineeship (SBAT)</td>
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Vocational Education and Training (VET)

and

School Based Apprenticeship and Traineeship (SBAT)

“I am like a little pencil in God’s hand. He does the writing. The pencil has nothing to do with it.”

Mother Teresa
Vocational Education and Training (VET)

Who can enrol in a VET course?
Students in Years 10, 11 or 12 can access VET courses.

What is a VET course?
VET courses are applied learning courses. They are competency based and nationally accredited. Most courses run over two years. VET courses have many features as they give students the opportunity to:
- Gain credit towards either the VCE or VCAL;
- Achieve a nationally accredited certificate;
- Achieve a Statement of Attainment indicating all units of competence achieved;
- Achieve a contribution toward their ATAR score.

Where can I undertake a VET course?
Trinity College, in partnership with Registered Training Organisations, offers VET Courses which are available on or off-campus, depending on the course. Some of the areas available include:
- Agriculture
- Automotive
- Building and Construction
- Hairdressing
- Hospitality
- Interactive Digital Media
- Sport and Recreation

Further information regarding VET courses by Registered Training Organisations will be available during Term 3.

When are VET Courses Held?
Apart from the three VET Certificates studied at Trinity College as part of the regular school timetable, all other VET courses currently operate on a Wednesday. Students enrolled in these courses need to sign out of the College to attend their VET Course which may be offered in Colac or Geelong. It is expected that this arrangement will continue in 2017.

What do VET Courses cost?
Final costs for the 2017 VET courses cannot be established until late August. This is because actual costs charged by the Registered Training Organisations (RTOs) have not yet been determined. In addition, subsidies received from the Catholic Education Commission of Victoria (CECV) to offset the cost of VET Courses have not yet been received. Transport costs for VET subjects outside of Colac are also to be determined. This may be at parents’ expense. Once details have been finalised, information will be distributed.

How do I enrol in a VET course?
Please arrange an appointment with the VET Coordinator to discuss VET options.

VET Certificates Offered at Trinity College
As part of the school’s daily timetable, the following three VET Courses are offered in 2017:
- VET Agriculture (Certificate II)
- VET Interactive Digital Media (Certificate III)
- VET Sport and Recreation (Certificate III)

More details regarding these courses are in this book under the section entitled ‘VCE and VET Subjects’ which begins on Page 39.

VET Hospitality (Certificate II) is offered as a course to be studied in the Trade Training Centre (Pound Road Campus). Further details regarding this course are on the following page.

School Based Apprenticeships and Traineeships

School Based Apprenticeships and Traineeships (SBATs) are relatively new but are quickly gaining popularity.

Students must be fifteen years of age to take part in the programme. Registering as a school based apprentice or trainee gives students the opportunity to gain a nationally accredited certificate, whilst also completing their other studies. The SBAT scheme may also give students a contribution to their ATAR score. This is dependent on the trade or qualification.

The benefits of the programme are that students gain practical experience in the workforce. SBATs are registered with the appropriate boards and are paid an hourly rate for work and training. For some students, it is the pathway to a full-time apprenticeship or job. This programme can offer students variety in their studies and students can also gain competence in work-related skills. This can enhance job prospects and enable students to network within the local workforce.

Further information about SBATs are available from the Careers Officer.
VET Hospitality Certificate II

VCE VET Hospitality is a program drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry, including commercial cookery, catering and food and beverage service.

The Hospitality units, presented at an impressive commercial grade trade training centre, have seen students learn a range of cookery and catering operation skills which provide a practical pathway to work within various catering settings such as hospitals and aged care facilities, sporting and entertainment venues, hotel banqueting departments, cafes and bistros.

The industry-experienced trainer uses a workplace training approach, enabling students to benefit from learning a range of commercial cookery skills which can be transferred across all aspects of life, as well as acquiring workplace ready subjects including using hygienic practices for food safety and working effectively with others. Most importantly, the skills the students learn form the foundation for securing part-time work as well as establishing a long-term career in hospitality and catering operations.

Qualifications

Students will be enrolled in SIT31013 Certificate III in Catering Operations, which incorporates

- SIT20213 Certificate II in Hospitality
- SIT20312 Certificate II in Kitchen Operations
- SIT30713 Certificate III in Hospitality

Please Note: In 2017, at the Trade Training Centre, Pound Road Campus, either SIT20312 Certificate II in Hospitality or SIT20312 Certificate II in Kitchen Operations, will be offered.

If there is sufficient interest for this subject to run, it will operate at the same time as other external VET courses: on a Wednesday afternoon and evening and not as part of the regular Trinity College daily timetable.

Scored Assessments

Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination with 34% of the overall study score.

Scored assessment is based on the Units 3 & 4 sequences in Hospitality or Kitchen Operations streams that comprise VCE VET Hospitality.
FREQUENTLY ASKED QUESTIONS

Years 7 to 10

Selecting Units For Study

When students, in consultation with parents and teachers, undertake the selection process, the following reasons should be primary in a student’s considerations:

- to satisfy the minimum requirements in a particular learning area;
- to extend the student’s interest in a particular learning area/subject area;
- to follow a designated pathway leading to further studies or employment prospects;
- to reinforce concepts learned in earlier units;
- to provide further development of a particular ability;

Trinity College does not guarantee that all units offered will run in a particular year or semester. The viability of any unit or class is dependent on the number of students selecting that unit.

How can teachers assist in my subject selections?

The teachers of Trinity College are fully aware of the ways in which they can best help the students who seek advice on units to be studied. Their advice will be based on the following criteria:

- the teacher’s knowledge of the student’s ability in the given learning area;
- the knowledge and skills that will be achieved by successfully completing the particular unit;
- the information obtained from teachers of the student’s previous units in that learning area;
- the interest shown by the student in a particular subject area and a desire to further develop already acquired skills;
- consultation with the Careers Officer;
- consultation with the profile of the student as given by previous studies, both with respect to completing prerequisites and to the performance results obtained in previous units in that learning area or subject area.

What do I need to know if choosing a VCE or VET subject?

A student may undertake a maximum of one VCE or VET study in Year 10, provided the student has demonstrated exceptional ability in the relevant learning area and has demonstrated a maturity in all other aspects of studies appropriate with the expectations of a senior student. This study will take up two subject selections on their Subject Selection form. The VCE/VET units studied will count toward the completion of the quota of compulsory units set for the appropriate learning area.

Some learning areas have recommendations of prerequisite units that should be successfully completed before undertaking a VCE/VET unit. Students are advised to consider the pathway for each learning area into VCE/VET studies before finalising their selection of units.

What if I’m new to Trinity College?

Exemption from and/or accreditation for specific units will be granted to students transferring from other schools to Trinity College, providing that confirmation of satisfactory completion of similar work is evident.

What if I’m unsure about my choices after my selection forms have been submitted?

Students seeking to discuss possible unit changes prior to the commencement of the new calendar year, must have a meeting with the Timetabler.

Once classes have commenced for the year, any alteration to semester units, can only occur on successful application of the “Request for Change of Subject Unit” form which is available from the Year Level Coordinator. This application must be fully completed and submitted to the Timetabler before the request will be processed.

Is there any variation in the rules regarding compulsory units?

Variation to the rules regarding the number of compulsory units is possible but only after application and discussion. Such variation allows Trinity College to adapt courses for students with special academic needs.

Is other assistance or support available?

The provision of support for students with individual needs will continue to be an important part of the College’s provision for its students.

In the Learning Enrichment Area, assistance is provided in a variety of ways, by giving individual support or through interactive small group work. Students may work on modified programmes and receive added support in the classroom.
FREQUENTLY ASKED QUESTIONS

VCE STUDENTS

Information for VCE students and their parents:

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Vital information for parents and students can be obtained from the Victorian Curriculum and Assessment Authority (VCAA). Please refer to the website listed below for further details on VCE study designs and resources, VCE publications, general advice and policy, VCE examinations and assessment as well as university recognition of VCE. Publications referred to in the answers below can be located on the VCAA website: www.vcaa.vic.edu.au/vce/index.html

What do I have to do to be awarded the VCE?

Refer to the ‘How do I graduate with the VCE?’ section within the ‘Where to Now? Guide’ for details, located on the website.

How is the ATAR calculated? How are subjects scaled?

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores.

For more information on the ATAR, see the ‘ABC of Scaling - Scaling and the ATAR: A Simplified Explanation’ published by VTAC under their website’s Publication and Statistics section.

For more information on the following, please visit the VTAC website:

- ATAR
- Scaling (including the current Scaling Report)
- Primary four
- Increments
- Special Entry Access Schemes (SEAS) (including Year 12 Special Consideration)
- Aggregate scores
- Tertiary offers (including change of preferences)
- University places

The Victorian Curriculum and Assessment Authority (VCAA) is not responsible for any of the above.

What must I include in my VCE programme?

To earn your VCE, you must satisfactorily complete at least 16 units.

1. Regardless of how many units you do altogether, you must satisfactorily complete: At least three units from the English group listed below:
   - Foundation English Units 1 and 2
   - English Units 1 to 4
   - English as an Additional Language (EAL) Units 3 and 4
   - English Language Units 1 to 4
   - Literature Units 1 to 4
   At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

2. Three additional sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programmes.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

How many subjects do I have to study each year?

The VCAA does not prescribe a minimum number of subjects/units that students have to study each year. You can take as long as you need to complete the VCE.

What are the attendance requirements for the VCE?

All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work.

What is a study score?

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% on or above 40
- 26% on or above 35
- 53% on or above 30
- 78% on or above 25
- 93% on or above 20.

How can I earn a study score?

At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations.

VCE VET subjects that have scored assessment have two Graded Assessments.

The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments and have satisfactorily completed both Unit 3 and 4, you will be awarded a study score.

How is the study score calculated?

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

How does the GAT affect my VCE results?

The General Achievement Test (GAT) is an important part of the VCE assessment procedures.

Although GAT results do not count directly towards a student’s VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed.

If a student applies for a Derived Examination Score, the GAT is used in determining this derived score. Therefore students should attempt to score as high as possible on all parts of the GAT.

Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, their achievements are likely to be high in their school assessments and examinations.
Information for VCAL students and their parents:

Vital information for parents and students can be obtained from the Victorian Curriculum and Assessment Authority (VCAA). Please refer to the website listed below for further details on VCAL: www.vcaa.vic.edu.au/vcal/index.html

Why would I choose to do VCAL instead of the VCE?

The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you.

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as applied learning. If you choose to do the VCAL instead of the VCE, you will gain practical experience and employability skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.

When and where can I do VCAL?

You can begin your VCAL programme in Years 11 or 12 of secondary school. The VCAL is also available at most TAFE institutes and a number of Adult Community Education (ACE) centres.

What are the VCAL levels?

The VCAL has two levels - Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities.

Are there any entry requirements?

There are no entry requirements. You begin the VCAL at a level suitable to your learning needs. Your teacher or Careers Officer will be able to help you decide which level is suitable for you.

How long would VCAL take me to complete?

Regardless of the VCAL level you choose, your learning programme would normally take one year to complete.

What do you get after successfully completing VCAL?

If you successfully complete your learning programme, you will receive a VCAL Certificate for either Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results, listing all VCE (if VCE units were successfully completed as part of your VCAL course) and VCAL units, and a Statement of Attainment for VET or Further Education courses. These will list all units and modules you have successfully completed as part of your VCAL programme.

I have already started a VET certificate. Will this count towards my VCAL?

Yes. You should speak with your teacher or Careers Officer to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL learning programme.

Can I work part-time and/or continue an apprenticeship while enrolled in VCAL?

You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- part-time apprenticeship or traineeship.
- work placements.
- Students are not permitted to undertake their personal paid part-time work during their school day.

Can I swap to VCE if I change my mind?

You should discuss this with the VCAL Coordinator if you wish to pursue this option.

How is VCAL assessed?

You must successfully achieve each learning outcome in each unit or module of your VCAL programme. VCE, other VET and accredited courses/certificates are assessed in accordance with existing requirements. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.

Final grades are assessed as:

- S = Satisfactory, or
- N = Not yet completed.

Do I need to sit for the General Achievement Test (GAT)?

The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is undertaken by all students doing one or more VCE Unit 3 and 4 sequences. Students doing a scored VCE VET Unit 3–4 sequence will also be required to sit the GAT. Students whose only enrolment consists of VCAL units are not required to sit the GAT. However, students can choose to sit the GAT if it is appropriate to their pathway into further education, training or employment.
Enrichment: The opportunity to extend and challenge as part of a Year 12 VCE programme.

Examinations: Students with advanced units of work. Examination performance has been impaired due to illness or October and November. Performance examinations and oral components of Languages examinations are held in October.

Extension studies: First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.

Glossary and Acronyms

ACARA: Australian Curriculum Assessment & Reporting Authority.

Accreditation period: The period during which a course or certificate is accredited.

Assessment task: A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Attendance: Apart from satisfying various subject outcomes to gain 'S' (satisfactory), students are also required to attend 100% of class time per subject. All absences must be satisfactorily explained or the student could risk an 'N' (not satisfactory) for that unit.

Australian Qualifications Framework (AQF): The national framework for all qualifications in post-compulsory education and training.

Australian Quality Training Framework (AQTF): The nationally agreed set of regulatory arrangements that ensure high quality vocational education and training services in Australia.

Australian Tertiary Admission Rank (ATAR): The overall ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication: The process of ensuring that the work submitted by students for assessment is their own.

Credit: The certificate that the student is awarded on successful completion of all course requirements by the VRQA.

Credit (VCAL): In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Criteria: The specific guidelines/descriptions for assessment tasks within all units of study.

Derived Examination Score (DES): Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other extenuating personal circumstances.

Distant Education: A print based, audio and visual learning materials distance education programme.

Enhancement Studies: A standard first year university subject as part of a Year 12 VCE programme.

Enrichment: The opportunity to extend and challenge students with advanced units of work.

Examinations: External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Most written examinations are held in October and November. Performance examinations and oral components of Languages examinations are held in October.

Extension studies: First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.

General Achievement Test (GAT): A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Graded Assessment: All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programmes, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

Grading: Students are graded 'S' or 'N' for satisfactory completion of set VCE/VCAL tasks and 'Performance graded' for SATs and SACs.

Horizontal Timetable: The traditional way of organising the delivery of a curriculum based on year levels.

Internally assessed: School based assessment - School Assessed Tasks (SATS) and/or School Assessed Coursework (SAC).

Languages – Formerly known as Languages Other Than English (LOTE).

Learning Areas: Formerly known as Domains, these are discipline-based content areas as outlined in the Victorian Curriculum F-10.

Learning Programme (VCAL): Curriculum selected for delivery by the VCAL provider to meet each student's interest and abilities and to meet minimum VCAL course requirements.

Local Learning and Employment Networks (LLENs): Networks established across Victoria to support young people's connections with local education and training organisations, employers and community groups.

Outcomes: What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Pathway: A suggested partial package of combinations of Study Units, optional additional studies and/or methods of study, as a guide for the development of a programme or course of study to suite the student's needs.

Pre-requisites: VCE studies listed by TAFE and university institutions which students must have attempted all or some of within their VCE programme in order to qualify for entry into particular courses.

Programme: A selection of Study Units to enable a student to complete their VCE.

Results: The recorded outcomes of a student's progress for each unit of study. The recorded outcome for the completion of the student's VCE.

Satisfactory Completion (VCAL): The school or other
VCAL provider decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements set out in Section 15.

Satisfactory completion (VCE): The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for it. Students qualify for the VCE when they satisfy units which meet the programme requirements set out in Section 5.

School-assessed Coursework (SAC): A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students’ achievement of VCE Units 3 and 4 outcomes.

School-assessed Task (SAT): A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools’ assessments of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeship or Traineeship (SBAT): Is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE or VCAL), with at least one day per week timetabled to be spent on the job or in training during the normal school week.

Semester: The equivalent to a half school year. Most units are completed in one semester. References to VCE semesters equate Semesters 1 & 2 units within a VCE study to approximate the Year 11 level of difficulty. Semesters 3 & 4 Units within a VCE study equate to the Year 12 level of difficulty.

Senior Secondary Qualification: The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

Sequence of units: Units 3 and 4 are sequential units - no Unit 4 study can be undertaken without first completing Unit 3 of the same study.

Special Needs Education: The current process of offering assistance to a small number of students in need of additional academic assistance.

Special Provision: Arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statistical moderation: The process used to ensure that schools’ assessments are comparable throughout the State. It involves adjusting each school’s School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

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TRINITY PRAYER

Let us pray to the One God, Father, Son and Spirit

that our lives may bear witness to our faith.

Father you sent your Word to bring us truth

and your Spirit to make us holy.

Through them we come to know the mystery of your life

Help us to worship you, one God in three persons,

by proclaiming and living our faith in you.

Grant this through our Lord Jesus Christ, your Son,

who lives and reigns with you and the Holy Spirit,

one God, for ever and ever.

Amen.