CAMBERWELL HIGH SCHOOL

Senior School Handbook

Educating World Ready Independent Citizens
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A Message from the Principal

At Camberwell High School we are committed to developing graduates ready to engage with the world as independent citizens. The school does this through a focus on building self-managed learners. As well as explicitly developing cross disciplinary skills or dispositions such as critical and creative inquiry, collaboration, persistence, resilience and resourcefulness, we want to provide students with the opportunity to activate their learning strengths, individual interests and passions.

In Year 9 students will have chosen electives in the Arts and Technology. In Year 10 this choice is expanded to include all disciplines. We expect students to experiment and try subjects out, consider what they like and dislike, before committing to a Year 11 and 12 pathway. We have expanded the mentor program at Year 10 to further support and guide students through this crucial phase of learning.

This handbook is provided to assist with this often complex process of choice. It is not intended to stand alone. At school there are a number of programs and people to help. Our Careers Office, the Student Learning Mentor as well as subject teachers will provide guidance. Of course the adults at home, parents, family and friends will also assist. The important thing is to ask questions and to do some careful reflection. Students should ask themselves what am I passionate about. Individual strengths and interests will be the most compelling starting point for subject selection and ultimately learning success.

Camberwell High School’s Senior School Handbook includes all subjects which are on offer, keep in mind that the subjects which run will be determined by student choice. This means that subjects with a low number of students selecting them will not run.

I wish students well in making choices and in the exciting learning journey through the senior years at Camberwell High School.

Jill Laughlin
Camberwell High School's wide range of options in the Senior School highlight the school’s commitment to its students and their learning. Camberwell High School devotes significant resources to its Senior School program to ensure that students have the best possible opportunity to maximise their learning potential. The school’s consistently excellent VCE results reinforce the success of this approach.

This handbook outlines the various programs on offer at Camberwell High School in the Senior School.

The Senior School years are pivotal in terms of determining student’s future career. When selecting subjects for Year 10, 11 & 12 VCE and VCAL it is important to take into account the following:

1. Choose subjects that reflect your interests and passions
2. Choose subjects in which you perform well and reflect your strengths
3. Use your CAP (Careers Action Plan) and career planning portfolio in ‘Connections’ to assist in planning your course and consult the careers’ counsellors if you have any questions about your course or the pathways you wish to pursue
4. Where practicable, speak to staff and students about the content and demands of the subjects you are considering.

The Senior School Handbook is a resource for both parents and students. Importantly it provides a reference point for students as they move through the final years of their schooling in terms of planning their course. The handbook also has links to other institutions and programs, and outlines school policy on a range of processes.
The final years of school can be the most exciting and rewarding years of high school and a course that suits your learning needs adds to this experience significantly.

To ensure all students are treated fairly and equally in the Senior School, Camberwell High School has implemented a series of policies and processes that reflect and implement VCAA (Victorian Curriculum and Assessment Authority) requirements. Students are required to conform to these policies as a condition of their enrolment in VCE/VCAL. Two important policies and processes address Task Submission (see Appendix 1) and Acceleration (see Appendix 2).

Details of these follow, and are also available through Compass under School Documentation/School Community. It is important that parents and students carefully read this information to ensure they understand the school’s requirements. Importantly, students need to be aware of their responsibilities in relation to their learning and attendance.

We encourage you to explore this handbook, and if you have any further questions, please contact your Learning Mentor or Student Learning Leader/House Leader, the Senior Sub School Leader or a Senior School subject adviser. We look forward to helping you achieve your goals in the Senior School.

The Camberwell High School Senior School Team
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# Glossary of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>DEECD</td>
<td>Department of Education and Early Childhood Development</td>
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<tr>
<td>DES</td>
<td>Derived Examination Score</td>
</tr>
<tr>
<td>GAT</td>
<td>General Achievement Test</td>
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<tr>
<td>LOTE</td>
<td>Language(s) Other Than English</td>
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<tr>
<td>MIPS</td>
<td>Managed Individual Pathways</td>
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<tr>
<td>MUPHAS</td>
<td>Melbourne University Program for High Achieving Students</td>
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<tr>
<td>SAC</td>
<td>School Assessed Coursework</td>
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<tr>
<td>SBAT</td>
<td>School Based Apprenticeships and Traineeships</td>
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<tr>
<td>SAT</td>
<td>School Assessed Task</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
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<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
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<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
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<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>AUSVELS</td>
<td>Australian Curriculum of the Victorian Essential Learning Standards</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
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<tr>
<td>VICTER</td>
<td>Victorian Tertiary Entrance Requirement</td>
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Careers

Camberwell High School’s careers program focuses intently on building students’ knowledge of their potential pathways through a staged series of courses, lessons, experiences and programs designed to help students make informed choices about their future.

Staff
Camberwell High School employs two part-time careers staff, with qualifications in Careers Education & Development. The Careers Office is located in the Senior School Centre.

Role of Careers program
The careers staff provide career and pathways guidance, information and support to help students to make a successful transition from school to further education, training or employment and to give them the skills to manage their own careers throughout their lives. The careers team assists students to identify their interests, strengths, values and skills and help students to explore subject, course and career options which match these. Students undertake career exploration activities throughout senior school, using a variety of resources, to help them identify types of work which match their interests, skills, values and occupational preferences. Students also receive assistance with choosing school subjects based on their interests and strengths and that are prerequisites for tertiary courses they are considering. The careers staff also provide pathways guidance and counselling to students at risk of disengaging from school.

Summary of Key Careers Activities 2019/2020

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<th>Careers Activities</th>
<th>Careers Counselling</th>
<th>Ongoing Activities</th>
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<td>Mentor support</td>
<td>CHS Careers Expo</td>
<td>Ongoing individual career counselling</td>
<td>Paths planning for at risk students</td>
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<td>Pathways planning</td>
<td>Guest speakers</td>
<td>Yr 9 one-on-one consultations for</td>
<td>Development of careers material and resources for</td>
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<tr>
<td></td>
<td>Assembly presentations</td>
<td>Morrisby online feedback</td>
<td>classroom teachers</td>
</tr>
<tr>
<td></td>
<td>Yr 9 Morrisby online careers assessment</td>
<td></td>
<td><a href="#">Careers Website</a> &amp; Facebook page</td>
</tr>
</tbody>
</table>
Careers Programs

Career Action Plan (CAP): All students complete an online Career Action Plan (CAP). It is a Victorian Government requirement that all students over 15 years of age complete a CAP to help them make a successful transition to further education, training or employment. CAP also assist staff to identify and support students at risk of disengaging from school.

Work Experience: Work Experience is a compulsory component of the Year 10 curriculum and takes place during the last week of Term 2. Students are expected to find their own placements in a career area of interest to them. The careers staff prepare students well in advance for their work experience week, and they are available to assist students who are having difficulty sourcing a placement. It is most important, however that students are proactive in finding their placement and commence the search early. Many organisations require students to arrange their placement up to 12 months in advance and there is also a lot of competition for placements from other schools and tertiary institutions who undertake their placements in the same week.

University Visits: Students in Years 10-12 all visit a university or TAFE campus, or attend other careers related excursion, during the year. Students are taken on a campus tour and attend a presentation about university life and the courses offered by that institution.

Tertiary Institution and Careers Expo: At the Senior School Pathways Information Evening in Term 3, tertiary institution representatives from both the university and TAFE sectors are present to talk to students and parents and provide information about tertiary courses, the tertiary application process, and entrance requirements.

Student Led Conferences – Pathways 2020 Subject Selection: During Term 3 the careers staff and Mentor teachers prepare Year 9 and 10 students for their subject selections for the following year and coordinate Student Led Conferences with students and their parents with a focus on Pathways. Students will work through their subject selection and pathways preparation materials with their Mentor teachers at the beginning of Term 3, prior to their SLC later in the term.

Victorian Tertiary Admissions Centre (VTAC): VTAC is the organisation which administers the tertiary application and offer process. Applications for 2020 open on the Monday 5th August and timely applications close at 5pm on Monday 30th September. The careers staff hold a VTAC briefing session for Year 12 students at the beginning of Term 3 to explain the tertiary application process in detail. All Year 12 students then attend an individual interview with a careers staff member during Term 3 to assist them with their VTAC application and to finalise their plans for the following year.

Special Entry Access Scheme (SEAS): SEAS allows tertiary selection officers to grant extra consideration for course entry to applicants who have experienced educational disadvantage, based on 4 categories: Personal information and location, difficult circumstances, disadvantaged financial background and disability or medical condition. Students should note that some categories require supporting evidence and their SEAS applications will not be considered without this. Students who think they may be eligible for SEAS should see one of the careers staff or House Leaders who can assist with this process.

Change of Preference Counselling: Following the release of the VCE results in mid-December, the careers staff offer counselling and guidance to those students who require assistance to amend their VTAC application preferences.

Scholarships: Scholarships are available for many reasons, not just for high academic performance. To be eligible for scholarships at Victorian institutions, students should apply through the VTAC Scholarships process. Scholarship applications take approximately 15 minutes to complete and there is no application fee.
Tertiary Open Days: Most tertiary institutions hold their Open Days throughout weekends in July/August. Open Days are a great opportunity to speak to academic staff, current students and selection officers about tertiary courses and prerequisite or desirable VCE subjects needed for these courses. Students can also check out the campus and its facilities, get a feel for the environment and collect information resources. Students also have the opportunity to attend workshops, presentations and demonstrations in key area(s) of interest. Students generally need to book into these sessions in advance.

Most institutions have an online planner on their Open Day page to assist students to organise their visits and book into events of interest.

Open Day dates are listed and updated on the Camberwell Careers website Calendar of Events. Open Days will also be advertised via the Careers Newsletter, on screen in the Senior Study Centre and on posters displayed around the school. Please keep an eye out and see the Careers Office for more info.

More information on the VTAC process, SEAS and Scholarships, can be found under the Senior School tab of the Camberwell Careers website, or by heading straight to the VTAC website.
Choosing Senior School Studies

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<tr>
<th>Year Level</th>
<th>Activity</th>
<th>Date(s)</th>
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<td>2019 Senior School Careers Expo, Information Evening and Parent Seminar</td>
<td>Thursday 18 July 6.30 - 8.30pm</td>
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<td></td>
<td>Connections – Student Led Conference – Pathways preparation</td>
<td>Term 3</td>
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<td></td>
<td>2020 Acceleration information provided to students</td>
<td>Friday 19 July</td>
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<td></td>
<td>Acceleration applications to close</td>
<td>Friday 2 August</td>
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<td></td>
<td>Student Led Conference - Pathways - 2020 subject selection</td>
<td>Wednesday 14 August</td>
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<td></td>
<td>On Line subject selection due</td>
<td>Monday 19 August</td>
</tr>
<tr>
<td>Year 10</td>
<td>2019 Senior School Careers Expo, Information Evening and Parent Seminar</td>
<td>Thursday 18 July 6.30 - 8.30pm</td>
</tr>
<tr>
<td></td>
<td>Student Led Conference – Pathways preparations – 2020 subject selection</td>
<td>Term 3</td>
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<td></td>
<td>VCAL Information Evening</td>
<td>Tuesday 23 July 7 - 8pm</td>
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<td></td>
<td>Class Experience</td>
<td>Thursday 1 August</td>
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<td></td>
<td>Student Led Conference - Pathways - 2020 subject selection</td>
<td>Wednesday 14 August</td>
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<tr>
<td></td>
<td>On Line subject selection due</td>
<td>Monday 19 August</td>
</tr>
<tr>
<td>Year 11</td>
<td>2019 Senior School Careers Expo, Information Evening and Parent Seminar</td>
<td>Thursday 18 July 6.15 – 6.45pm</td>
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<td></td>
<td>Online subject selection due</td>
<td>Friday 26 July</td>
</tr>
</tbody>
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To help you in your selection process

**Year 9 Students:**
- Think about your Connections Portfolio
- Read all of the CHS Senior School Handbook carefully
- Read the subject descriptions, and consider what subjects look interesting, what subjects you think you would enjoy and subjects that suit your strengths

**Year 10 Students:**
- Look through your CAP (Career Action Plan)
  NB: If you have not completed your CAP, please see the Careers staff ASAP
- Think about your work experience placement and whether you could see yourself working in that industry/occupation
- Refer to the publication ‘VTAC Choice: VCE Studies and the ATAR’
- Read all of the CHS Senior School Handbook carefully
- Read the subject descriptions, and consider what subjects look interesting, what subjects you think you would enjoy and subjects that suit your strength

**Year 11 Students:**
- Reflect on your program during 2019
- and choose subjects for Year 12
Resources

- Research possible jobs of interest in the Career and Course Search on the Camberwell Careers website see Compass: https://camhighvic.compass.education/Communicate/SchoolDocumentation/careers

- If you would like to find out more about what careers may suit you complete the WIRL and MyFuture Career Exploration Activities on the Careers Website. The job suggestions generated by these quizzes may help you to decide what subjects would be helpful. (There might be more than one, so keep as many options as possible). Results will also provide information on Job Prospects, Salaries, Pathway Planning and more…

- Login details:
  - MyFuture: Create own Login.

- Look at the interactive Career Targets on the Careers Website. These posters research and list careers you could be interested in, based on school subjects you enjoy. They give you lots of ideas about the sorts of occupations your school subjects can lead to and what level of post school training you need to enter those occupations.

- Relevant subject advisors, listed in subject descriptions

- Consider what subjects are prerequisites, for tertiary courses you are considering. The following links may assist you and can also be found under the Senior School tab on the Careers Website:
  - Year 10 Guide (To Choosing Subjects)
  - Year 11 and 12 Guide
  - VTAC Pre-Requisites for 2020
  - VTAC Pre-Requisites for 2021
  - VTAC Pre-Requisites for 2022 (available Late July 2019)

- Visit Open Days - See Careers Website Calendar of Events

- Language other than English (LOTE)
  If you are interested in doing an external LOTE subject, you must collect an enrolment form from the Senior School office and return the completed form to your House Leader by Monday 19th August.

- NB: VCE subject prerequisites can vary from year to year so it is important to ensure you have the most up to date information
Prior to your Student Led Conference - Pathways - 2020 subject selection:

Once you have completed your research using the resources in this booklet including the appendices, complete the following documents on the Careers page in Compass or by printing them off from the appendices in the Senior School Handbook.

1. Planning Worksheet (Year 10)
2. Checklist of Tasks (Year 10)

Discuss any changes with your parents during the consultation period and prior to submission of your 2019 subject choices on Monday 19th August.

Attend the course conferencing interview with your parent(s). Interview dates are as follows:

Year 9: Wednesday 14th August – Enterprise Centre
Year 10: Wednesday 14th August – C3

The following documents MUST BE COMPLETED PRIOR TO YOUR INTERVIEW and brought with you to your interview:

YEAR 9 Students
1. Connections Portfolio
2. Acceleration Approval Letter (if necessary)
3. Preliminary Record Subject Selection Form 2020
4. Checklist of tasks must be completed
5. External Language Application Form if required

YEAR 10 Students
1. Planning worksheet
2. Preliminary Record of Subject Selection Form 2020
3. Acceleration Approval Letter (if necessary)
4. Checklist of tasks must be completed
5. Notice of intention to study External Language
6. Notice of intention to study Distance Education
7. Notice of intention to study VET
Process for booking Student Led Conference - Pathways - 2020 subject selection interviews

Year 9 students:
- Interviews scheduled for **Wednesday 14th August in the Enterprise Centre**

Year 10 students:
- Interviews scheduled for **Wednesday 14th August in C3**

Parents are required to book an interview time on Compass. **These will be available from Wednesday 31st July**
Parents unable to access Compass should contact the relevant sub school office, via email **camberwell.hs@edumail.vic.gov.au** or phone on 9836 0555 to arrange an interview time.

**Process for submitting subject preferences**

Students will receive an email advising them to submit their subject preferences for 2020 online using **Web Preferences**. The email will contain detailed instructions for accessing Web Preferences, and how to add their subject preferences.
Your Course Options in Years 11 and 12

Students at Camberwell High School can select either the VCAL or VCE pathway.

A VET study is a requirement part of the VCAL pathway, however VET studies are also available as a part of the VCE pathway.

In either case students may also elect to undertake a VET study. Each of these options is illustrated below and a detailed explanation of each option in the following pages.
Camberwell High School understands and values differentiating and personalising learning for its students. Part of this philosophy is the provision of VCAL within the Senior School.

The Victorian Certificate of Applied Learning (VCAL) is an integral part of Camberwell’s Senior School Program. It has run for many years, supported by expert staff and training network including the Inner Eastern Local Learning and Employment Network. The success of the program is reflected in the opportunities it creates for students to develop work related skills and pursue further pathways beyond school including TAFE, traineeships and apprenticeships. Our VCAL students are regular recipients of Industry awards as a result of their efforts in this program. We are proud of our VCAL students’ achievements.

VCAL is underpinned by the following curriculum principles:

- Student-centred approaches and decision-making regarding program design, delivery and evaluation
- Opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- Programs that are relevant to personal strengths and experiences, and that are responsive to the diverse needs of students
- Programs that build resilience, confidence and a sense of self-worth
- Learning environments that strengthen connections with the community
- Programs that allow students to enter and exit at each level to pursue a range of pathway options.

VCAL is a two-year program and includes the following units:

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<thead>
<tr>
<th>Intermediate (Year 11)</th>
<th>Senior (Year 12)</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Work Related Skills</td>
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<tr>
<td>Work Related Skills</td>
<td>Personal Development Skills</td>
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<tr>
<td>Personal Development Skills</td>
<td>VET subject or school-based apprenticeship</td>
</tr>
<tr>
<td>VET subject or school-based apprenticeship</td>
<td>Work Placement</td>
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<tr>
<td>Work placement</td>
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</table>

VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VET and Further Education (FE) form an integral part of VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student’s particular interests, and pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL.

VCAL is designed to develop and extend pathways for young people. On completion of VCAL, students will be able to make informed choices about employment or education pathways.
School Based Apprenticeships & Traineeships

School Based Apprenticeship and Traineeships (SBATs) offer students enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and formally registered with Skills Victoria and leads to a nationally-recognised qualification at Certificate II, III or IV level. It also includes paid work under some form of industrial agreement that endorses part-time apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Collective Agreement.

Like other VET offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school-based apprentices and trainees move on to a fulltime contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

For more information on VCAL and School Based Apprenticeships and Traineeships please contact the Careers team on 9836 0555.

Please refer to the Careers Website for more information on SBATs information: https://camhighvic.compass.education/Communicate/SchoolDocumentation/careers
Victorian Certificate of Education

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting.

Curriculum

VCE studies are made up of semester length units, representing approximately 100 hours of learning of which 50 to 60 hours are class time. Studies offer a sequence of four units, with one unit designed to be studied in each of four semesters over two years. Students at Camberwell High School usually study twelve units in Year 11 (Units 1 and 2) and ten units (Units 3 and 4) in Year 12. Over the two VCE years, students will aim to complete a total of 22 units from a range of learning areas. Units 3 and 4 must be studied as a sequence and have external assessments, while Units 1 and 2 are assessed by the school.

To be awarded the VCE Certificate

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three sequences of Unit 3–4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 of an English group sequence is required for the calculation of a student’s Australian Tertiary Admission Rank (ATAR).

English Requirements

Must include three units of English. The minimum requirement for satisfactory completion of 16 units from English/EAL Units 1 to 4, English Language Units 1 to 4 and Literature Units 1 to 4.

Year 11 Units 1 and 2 levels may be selected from English Units 1 and 2, English Language Units 1 and 2, and Literature Units 1 and 2 may count towards the English requirement. An English sequence will count as a sequence other than English when:

(a) it is additional to a student satisfying three units from the English group, or
(b) the student has satisfied more than one sequence from the English group.

Students may not obtain credit for both English Units 3 and 4 and EAL Units 3 and 4.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. This assessment will be based on the teacher’s assessment of the student’s performance on a set of designated assessment tasks for each unit.

Outcomes are based on the key knowledge and key skills required to satisfactorily complete the designated tasks for each unit. An outcome can include ongoing class work, attendance, class test or assignments and any other teaching and learning activity.

Outcomes are marked satisfactory (S) or unsatisfactory (N). There are no grades associated with an outcome. The S/N grade is reported to the VCAA. The school, in accordance with the VCAA requirements, determines satisfactory completion of units.

School Assessed Coursework (SACs)

School assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes:

- Assessment tasks are part of the regular teaching and learning program
- They must be completed in the allocated SAC planner time (this is advertised on Compass)
- They are to be completed in a limited timeframe.
School Assessed Tasks (SATs)
A small number of studies have school assessed tasks, currently this includes Art, Design and Technology (Wood), Food Technology, Media, Systems Engineering and Visual Communication and Design.

Determining and Reporting Grades
Students’ scores will be determined from the rankings given by their teacher on a set of assessment criteria specified by the VCAA.
To ensure that schools’ assessments are comparable throughout the State, schools’ scores for school assessed tasks are monitored using the General Achievement Test (GAT), and if necessary their assessments will be reviewed by the VCAA.

Examinations
All VCE studies offered at Camberwell High School have examinations in November. Performance and oral examinations are held in October. Grades for all examinations are determined by the VCAA. Final grades for Units 3 and 4 are issued in December.

Study Scores
In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study. Students’ overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

VET and VCE
VET programs are fully integrated into the VCE. This means that they are independent studies at Units 1, 2, 3 and 4 levels. Students are able to include a VET Unit 3 and 4 sequence as one or more of the three studies other than English needed to gain their VCE.

VET programs have full VCE study status. VET provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

VCE study scores are available for some VET Units 3 and 4, most are awarded a 10% Bonus on the ATAR, and others have no contribution towards the ATAR. So it is important to make your VET choice wisely. Please refer to list on p. 21

The ATAR is calculated by adding together the study score in English/EAL plus the three next best study scores (the ‘Primary Four’) and then adding 10% of the score for a maximum of two other studies in Units 3 and 4.

Students who do a first year university subject (Extension Studies) at Year 12 will have demonstrated their ability to cope with university standard work, and this may influence selection officers when they are considering a student’s application to do a tertiary course. If passed, such studies gain credit towards a degree upon entry to university. ATAR scores may be drawn from studies taken over more than one year. Individual universities may impose a penalty for repeating a subject. You are advised to check with each university.

For more information about VCE, VET, VCAL and the ATAR please visit our Careers Website under Senior School.
Vocational Education Training (VET)

Costs of VET subjects are paid directly by parents and vary depending on the subject. A commitment to the subject means early payment will be required.

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their Senior School studies with vocational training (i.e. Certificate II, III or IV).

Features of VET

- It is a two-year program combining senior school studies and accredited vocational education and training
- Enables students to complete a nationally-recognised vocational qualification. (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further TAFE study
- Focuses on developing industry-specific and workplace skills
- It is a vocationally-oriented school program designed to meet the needs of industry

How does VET work?

VET in Schools program is usually made of:

- VET units: Delivered by a registered training organisation (e.g. TAFE), student’s school or another school close by.
- Structured Workplace Learning (SWL): This involves an employer accepting a student on a one day a week basis (VCAL students only) or for a one-week block. SWL enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and assessed on the job.

Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs have a Unit 1 to 4 structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET units
- All three sequences other than English, can be approved VCE VET Units 3 and 4 sequences, with study scores
- VET programs contribute directly to the ATAR score or as a fifth or sixth subject.

VET Increases Student's Learning Potential

- Broadens VCE/VCAL options
- Develops student’s capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Matches student interests and career directions through the provision of strong pathways.

VET gives National Qualifications and Skills

- Upon successful completion of the program, students are awarded a nationally-accredited vocational training certificate
- VET qualification leads directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work.

VET prepares students for the workplace by:

- Multiplies post-school opportunities
- Provides the opportunity to trial a career. Helps students explore possible areas of interest which promote further study and work choices
• Allows a student to develop strong links with industry and local community employers, i.e.
  o Students may be offered part time/casual work
• Improves employment prospects
• Helps students gain knowledge of employer's expectations and real working conditions
• Develops their capacity for co-operation, teamwork and leadership skill development
• Assists in transition from school to work.

VET Courses Available 2020 - Collect IMVC VET Course Handbook from Careers Office or download PDF from www.imvc.com.au

<table>
<thead>
<tr>
<th>Study Score</th>
<th>10% Bonus</th>
<th>No Contribution</th>
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</thead>
<tbody>
<tr>
<td>Business</td>
<td>Acting</td>
<td>Animate Your Life</td>
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<tr>
<td>Community Services</td>
<td>Allied Health</td>
<td>Automotive Voc. Prep –Selected Units</td>
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<tr>
<td>Dance</td>
<td>Animal Studies</td>
<td>Aviation</td>
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<tr>
<td>Engineering Studies</td>
<td>Applied Fashion Design &amp; Tech</td>
<td>Bicycle Maintenance</td>
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<tr>
<td>Equine</td>
<td>Automotive (Paint &amp; Panel)</td>
<td>Hospitality &amp; Kitchen Operations (Year 1)</td>
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<tr>
<td>Furniture Making</td>
<td>Bricklaying</td>
<td>Outdoor Recreation</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Carpentry</td>
<td>Plumbing</td>
</tr>
<tr>
<td>Info, Digital Media &amp; Tech</td>
<td>CISCO</td>
<td>Retail Cosmetics</td>
</tr>
<tr>
<td>Integrated Technologies</td>
<td>Civil Construction</td>
<td>Salon Assistant</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>Design Fundamentals</td>
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<tr>
<td>Music Industry</td>
<td>Early Childhood Edu</td>
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<td>Sport &amp; Recreation</td>
<td>Electrotechnology</td>
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<td>Events</td>
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<td>Horticulture</td>
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<td>Interior Decoration</td>
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<td>Musical Instrument Making</td>
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<td>Printing &amp; Graphic Arts</td>
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<td>Screen &amp; Media (CDM)</td>
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<td>Screen &amp; Media (Game Design)</td>
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<td></td>
<td>Tourism</td>
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<tr>
<td></td>
<td>Visual Arts</td>
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*Current as at 12/06/2019. Please see 2020 VET Handbook or Careers Office for clarification
Year 10 Course

Students going into Year 10 undertake compulsory core subjects in English, Mathematics and Futures and also make choices from subjects offered across a wide range of electives. Students at this level should choose a Pathway that will prepare them for VCAL or VCE. Many students in Year 10 undertake an accelerated subject where they enrol in a VCE study (Units 1 and 2) in a learning area where they have shown interest and aptitude. The learning program at Year 10 is designed to enable students to have a greater say in the subjects they study.

What choices do students need to make as they plan a course for Year 10?

- All students are required to study English or English as an Additional Language, Mathematics and Futures

- Students can also choose eight semester long units from the electives offered. Students should select subjects which interest them or that they know will lead them to a future pathway. They can choose electives from the Arts, Sciences, Languages, Health and Physical Education, Economics, History, Geography and English learning areas. These eight units will form the balance of the course with four electives studied each semester. **Students will also need to select a number of reserve subjects in case their first choices are unavailable.**

- Please note that some electives require payment of an extra cost for specialist materials. **Students should select these subjects if they are willing to pay these extra charges.**

Students who have shown ability or interest in a particular area of learning in Year 9 may wish to undertake an accelerated (See Appendix 2 for Application form) study by nominating to do a VCE Units 1 and 2 study. This will enable students to then complete the VCE study (Units 3 and 4) in Year 11 and possibly go on to a university enhancement study in Year 12.

**Futures:**

All students in Year 10 take part in ‘Futures’, where they have the opportunity to explore who they are, what they are passionate about and what they would like to do in the future. They think about the world that they would like to live in and the role they will play in it.

Students investigate a problem in an academic area of interest. They have the opportunity to make authentic local community and industry connections as part of their research and present their findings at Student Led Conferences. The content and process of learning looks different for different learners, resulting in a range of products, such as sculptures, mini-theses or fitness programs.

In ‘Futures’, students are responsible for managing their investigation, reflecting on their progress and identifying relevant goals. Indeed, ‘Futures’ aims to develop independent learners who are future-ready, socially conscious and curious about their place in the world and the skills and attributes they will need to develop to be active global citizens.
Senior School English

In order to attain a VCE certificate and an ATAR, students will need to successfully complete 3 units of English in Year 11 and 12 including satisfactory results in Units 3 and 4. Only one English subject is required to achieve this, but studies can include two subjects. The only combination prohibited by the VCAA is English and EAL. Year 10 English subjects offered are designed to both introduce students to key knowledge, understanding and skills for VCE as well as enhance their skills within English.

When considering which English to pursue in Years 11 and 12, consultation and advice should be taken from English staff about the subject that is most suitable. The English subjects selected will form the backbone of the ATAR score, and therefore it is important to choose carefully.

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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</thead>
<tbody>
<tr>
<td>In English/EAL, students study a range of creative, expository, narrative &amp; persuasive texts to appreciate, analyse and creatively respond to the ways they are constructed. Writing styles include creative, imaginative, expository, persuasive and analytical. Students are also required to develop and deliver oral presentations.</td>
<td>English or English as an Additional Language</td>
<td>English or English as an Additional Language</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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</thead>
<tbody>
<tr>
<td>In English Language, students study the nature and function of human language, language variation according to user and context and texts in their Australian contexts. Across all units, students learn how to analyse language using metalanguage and the subsystems of linguistics. This English option is for students with a keen interest in English.</td>
<td>English Language (Semester only)</td>
<td>English Language</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
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<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>In Literature students inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts. Students focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. This English option is for students with a keen interest in English.</td>
<td>Literature (Semester only)</td>
<td>Literature</td>
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<tr>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
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### Senior School Mathematics

<table>
<thead>
<tr>
<th>Maths subjects studied</th>
<th>Year 10 Mathematics semester 1 achievement level</th>
<th>Year 11</th>
<th>Year 12</th>
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<tr>
<td><strong>Year 10 Mathematics</strong></td>
<td>Further Mathematics 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
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<tr>
<td></td>
<td>Further Mathematics 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
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<tr>
<td><strong>Year 10 Mathematics</strong></td>
<td>Victorian Curriculum level of 9.5 or more for Number &amp; Algebra</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
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<tr>
<td></td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
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<td></td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
<td></td>
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<tr>
<td><strong>Year 10 Mathematics AND Year 10 Patterns, Proofs and Geometry (semester elective)</strong></td>
<td>Victorian Curriculum level of 10 or more for Number &amp; Algebra</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
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<tr>
<td></td>
<td>Mathematical Methods 1 &amp; 2 AND Specialist Mathematics 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

*Highly recommended*
# Camberwell High School Subjects

**Bold Highlights = Core Subjects**  
**Asterisk Subjects(*) = Semester long studies**

N.B. Quite a number of subjects require extra charges for materials in Years 10 - 12

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 and 12 [Units 1-4, unless noted]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Visual Arts*</td>
<td>Visual Arts*</td>
<td>Art*</td>
<td>Art*</td>
<td>Art</td>
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<tr>
<td></td>
<td>Music*</td>
<td>Drama*</td>
<td>Ceramics*</td>
<td>Drama*</td>
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<td>Media*</td>
<td>Media Studies*</td>
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<td>Music*</td>
<td>Music Performance*</td>
<td>Music Performance</td>
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<td>Computer Aided Design*</td>
<td>Photography*</td>
<td>Photography*</td>
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<td></td>
<td>Visual Communication Design*</td>
<td>Visual Communication Design*</td>
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<td><strong>English</strong></td>
<td>English</td>
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<td>English as an Additional Language (elective)</td>
<td>English as an Additional Language or Literature*</td>
<td>One English course is required from English or Literature*</td>
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<td>English Language</td>
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<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Health Physical Education Sport</td>
<td>Health Physical Education Sport</td>
<td>Health Education*</td>
<td>Health &amp; Human Development Physical Education</td>
<td>Physical Education</td>
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<td>Physical Education Sport* (one semester)</td>
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<tr>
<td><strong>Language other Than English</strong></td>
<td>French or Chinese (Mandarin)</td>
<td>French or Chinese (Mandarin)</td>
<td>French or Chinese (Mandarin)</td>
<td>French or Chinese (Mandarin)</td>
<td>French or Chinese (Mandarin) or Chinese (2nd language)</td>
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<td>Patterns, Proofs and Geometry*</td>
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<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Biology*</td>
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<td>Chemistry*</td>
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<td>Physics*</td>
<td>Physics</td>
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<td>Psychology*</td>
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<td><strong>Humanities</strong></td>
<td>Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)</td>
<td>Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)</td>
<td>Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)</td>
<td>Accounting*</td>
<td>Accounting Business Management</td>
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<td>Business Management*</td>
<td>Classical Studies</td>
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<td>Economics*</td>
<td>Economics</td>
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<td>Geography*</td>
<td>Geography</td>
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<td>History*</td>
<td>20th Century History</td>
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<td>Revolutions History</td>
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<td>Legal Studies</td>
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<tr>
<td><strong>Technology</strong></td>
<td>Digital Technology</td>
<td>Food Studies Design Technology</td>
<td>Food studies*</td>
<td>Food Studies*</td>
<td>Food Studies [No Units 3&amp;4]</td>
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<td></td>
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<td></td>
<td>Digital Technologies*</td>
<td>Digital Technologies *</td>
<td>Computing [Units 1&amp;2]</td>
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<tr>
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<td></td>
<td>Systems Engineering*</td>
<td>Systems Engineering*</td>
<td>Product Design &amp; Technology</td>
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<tr>
<td><strong>Other Programs</strong></td>
<td>Instrumental Music (optional)</td>
<td>Instrumental Music (optional)</td>
<td>Instrumental Music (optional)</td>
<td>Instrumental Music (optional)</td>
<td>Instrumental Music (optional)</td>
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<td>Extended Investigation</td>
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<td>Instrumental Music (optional)</td>
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<td>VET Sport &amp; Recreation (Basketball) Units 1&amp;2 only)</td>
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<td>VCAL</td>
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<td>Literacy Intermediate (Yr11) &amp; Senior (Yr12)</td>
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<td>Numeracy (Yr11 only)</td>
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<td>Personal Development Intermediate (Yr11) &amp; Senior (Yr12)</td>
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<td></td>
<td>Work Related Skills Intermediate (Yr11) &amp; Senior (Yr12)</td>
</tr>
</tbody>
</table>
YEAR 10
SUBJECT DESCRIPTIONS
IN
LEARNING AREAS
Learning Area Overview

Arts

Camberwell High School has an active and innovative Arts program and our talented students are proud of the diversity of creative work they produce. Study of the Arts allows students to express and explore creative concepts, develop communication skills for the modern age, and build confidence in themselves and their ideas. At Camberwell High School the wide array of electives gives students opportunity to develop skills and interests from early on, or to experience new areas within the Arts. Electives include Visual Communications, Art, Photography, Music and Media.

English

The study of English involves students reading, viewing, creating, researching and talking about different text types, from those dealing with straightforward information to increasingly complex ideas. English in Year 10 is considered the first of the senior years and as such is structured similarly to courses at Years 11 and 12. Students in Year 10 study English or EAL and may elect to study Literature or English Language.

Humanities

The Humanities involve the study of human societies and environments, people and their cultures in the past and the present. Students learn to plan an investigation and ask key questions, analysing a range of data and sources including artefacts, photographs, maps, stories, interviews and electronic media. All Humanities subjects at this level are part of the Year 10 elective program. Each of these subjects introduces specific knowledge in the area of Commerce, Geography and History and acts as a short introduction to VCE subjects in the same fields.

Extended Investigation

This subject does not fit within one particular Learning Area but crosses all areas. It provides students with skills in developing self-motivation and resilience in undertaking an extended and detailed investigation.

Languages

The teaching of Languages at Camberwell High School is seen as a vital skill in the context of rapid globalisation and Australia’s increasing involvement with Asia. It provides students with greater understanding of other cultures and opens opportunities for overseas study tours. French is offered as an elective in Year 10 and may be continued in VCE. Chinese is offered in Year 10 with opportunity to continue to VCE (2nd language). Chinese is also offered as a first language option. Study of Languages is encouraged as an empowering communicative skill for the future.

Mathematics

Mathematics is a whole year core subject studied by all students at Year 10. The course focuses on consolidating and further developing students understanding, fluency, problem solving and reasoning skills in the key areas of Number, Algebra, Measurement, Geometry, Probability and Statistics, with an emphasis on Algebra. The CAS calculator is employed as a supporting tool to help students visualise their thinking. For students who wish to be further extended or are planning to study Specialist Mathematics in VCE, there is an elective subject; Patterns, Proofs and Geometry, on offer.
Physical Education, Health & Sport

Health and Physical Education aim to help young people take an active role in improving health and wellbeing, maintaining and protecting their health and making informed healthy life choices. Students are encouraged to adopt healthy practices through understanding their physical, mental, emotional and social dimensions. There are HPE electives available for students to choose which link with concepts covered in the junior school and provide a clear pathway into VCE and VET studies within this area.

Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of the world around us. The study of science aims to encourage observation, exploration and investigation leading to greater understanding. Science at Year 10 is an elective and students may select from a broad range of subjects based on their interests and potential pathways. Experimental work is used to support and highlight the basic concepts studied and the application of research methods allows students to develop useful analytical and critical skills.

Technology

Technology subjects provide students with opportunities for learning, understanding, creation and expansion within several fields that teach important life skills. Subjects include Food Studies, Materials Technology, Information Technology and Systems Engineering.
Art
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Megan Watson

Description:
This unit combines both theoretical and practical work. There is a focus on the exploration of materials and techniques, and the development of personal art ideas to given tasks. Students show their thinking through the annotation of their ideas. Students explore the structure of artworks, and the meanings and messages of artworks through the research of artists and their intentions.

Areas of Study:
1. Making – Abstraction, Realism to Surrealism
   Each of the folio pieces will be explored through researching the style and various artists who worked in the same way. All folio pieces are to be supported through development, exploration and annotation.
   Through the development of ideas students will explore a range of materials and techniques including charcoal, paint, pastel and mixed media

2. Responding – Students will analyse and interpret a range of artworks using the structural framework considering the following: visual analysis of how the elements and principles contribute to the meaning of an artwork, style, technique, symbols and metaphors.

Assessment:
- Area of study 1: Students are to complete a number of written outcome tasks in preparation for the school assessed coursework (SAC) which is assessed against a rubric
- Area of study 2: Students are to complete 2 folios which will be assessed against a rubric.
- End of semester examination

Possible pathways:
This unit can lead into Units 1 and 2 Art and onto further study at tertiary level.
Contact Teacher: Helen Cull

Description:
This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance. The origins of performance from a range of cultures and their significance in a variety of social, political and historical contexts are examined.

Areas of Study:
This is the devised performance component of the course. There are two main performance projects (non-naturalism and Commedia del’ Arte). Students document their creative processes in a learning journal/workbook.

Students explore the theoretical component and conventions of drama and how these are used in the creation of ensemble and/or solo performances. Research is also conducted into non-naturalistic theatre practitioners and directors (Brecht, Grotowski, Boal, Brook, Artaud). Research will be used to influence practical work and inform short answer response tasks in class. There will be two written responses and one examination for this outcome.

Assessment:
- Students are assessed on their workshop contribution to the creation and development of ensemble performances. Two performances are assessed against set criteria.
- Workbook and journal. There are two written responses for this outcome.
- The end of semester examination is based on this section of the course.

Possible Pathways
Unit 1, 2, 3 and 4 Drama and Media.
Contact Teacher: Dean James

Description:
This unit focuses on the genre of Horror and combines both analytical and practical work. They complete exercises involving the analysis of how genre, codes and conventions are used to construct meaning in various film examples. Students study the films ‘Misery’ and ‘Psycho’ and analyse how these film directors use codes and conventions to create meaning and communicate the genre. Practical exercises include script writing, storyboarding, camera operation and film editing. The unit culminates in students planning, producing, presenting and evaluating their own group’s horror films.

Areas of Study:
- Narrative - Students will understand how narratives are constructed to convey meaning and engage audiences through their application of codes and conventions.
- Media Production Skills and Processes - Students will use various media technologies to develop and enhance their production making skills.
- Media Production Design - Students will complete all stages of the media production process, from initial development, planning, creation, editing and refining media works.

Assessment:
- Area of Study 1: An analysis of codes, conventions and genre in the film ‘Psycho’.
- Area of Study 2: A group production on the creation of a Horror and/or Suspense Film.
- End of Semester Examination.

Possible Pathways:
Visual Communication, Drama, Information Technology, Psychology, English Literature.
Careers: Journalism, Film, TV, Radio Production, Games Design, Marketing, Administration, Public Relations.
Music Performance
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: David Hirst

Prerequisites: Must be currently having lessons on their chosen instrument (including piano, guitar and voice) either at school or with a private teacher. However, they do not have to be a current participant in the CHS instrumental music program.

Description:
Year 10 Music Performance caters to students who want to develop their skills in group and/or solo performance, and possibly continue into VCE and beyond. Students will perform both solo and in groups, undertake musicianship classes, and develop their live performance skills, and arrange & compose music.

Areas of Study:
There are three major components to the Year 10 Music Performance course:
- Solo/group performance – students will perform and record on a regular basis in class and receive feedback on their performance and advice on their playing ability
- Musicianship – students will undertake musicianship training to develop their music theory and aural skills
- Composition/arranging – students will develop skills in this area and complete a composition/arranging task

Assessment:
- Group and solo performance, musicianship, composition and arranging

Possible Pathways:
Music Performance. (Contemporary/Orchestral/Jazz/Shows/Theatre)
Music Education (Primary/Secondary)
Music Therapy
Photography
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact teachers: Ashlie Berchtold/Brendan Pye

Description:
Development of photographic media designed to enhance artistic awareness and sensitivity through the creative and imaginative use of analogue and digital tools. Includes art history and culture though the exploration of a variety of photographic art works with an emphasis on aesthetic judgement and growth.

Areas of Study:
This course combines hands-on experience in traditional film and digital photography. Instruction includes darkroom processing, studio and natural lighting, digital manipulation and experimental techniques. Creative control, elements and principles of art and documentation through annotations will also be covered.
Students evaluate and share with others their understanding about the role of photography and why photographic art works are made, what they are about and how they are understood in different ways.

Assessment:
- Analysis of Photographic Artworks
- Folio- developmental techniques and finished prints
- End of Semester examination

Possible pathways
There are a variety of government and private photographic TAFE and University courses available. Photjournalist, freelancer, commercial, photo editor, architecture and real estate, food, scientific, wedding, aerial, portrait, fashion, sports, advertising.
Visual Communication Design
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Leanne Joyner

Description:
Students develop skills and knowledge in a range of practical and theoretical design areas that relate directly to environmental and communication design. They develop an understanding of the way in which visual communication dominates their environment and is an integral part of their life. Students complete the following tasks:
- Personal/Family crest design
- Apartment design
- Analysis of visual communications

Areas of Study:
- Communication Design- Logo analysis and Symbol design
- Environmental Design - Architectural drawing and design

Assessment:
- Area of study 1 & 2: Students are to complete written and practical tasks in preparation for the school assessed coursework (SACs) which are assessed against a rubric.
- End of semester examination

Possible pathways
Students who have had experience in this subject are encouraged to undertake further visual arts subjects including Visual Communication and Design in Years 11 and 12. They are then able to select from a range of study pathways in both University and TAFE including Communication Design, Industrial Design and Environmental Design.
English
Year 10

Contact Teacher: Anne Morrison

Description:
In Semester 1 students explore how authors use persuasive techniques to create meaning and experiment with their own creative writing for persuasive purposes and audiences. Students write their own persuasive speech on an issue of their choice and present this to the class. Students read William Shakespeare’s ‘Romeo and Juliet’, and write a sustained analytical essay.

In Semester 2 students compare and contrast Craig Silvey’s novel ‘Jasper Jones’ with ‘Freedom Writers’, a film by Richard LaGravenese. Students explore how ideas, issues and themes can be explored in different texts and presented in different ways. Students write a sustained comparative essay. Students develop their critical thinking skills as they analyse persuasive language in the media. Students read Oscar Wilde’s 'The Importance of Being Earnest' and analyse how Wilde uses irony, satire and humour to critique the social hierarchy of the Victorian era.

Areas of Study:
- Persuasive oral presentation
- William Shakespeare’s play ‘Romeo and Juliet’
- Oscar Wilde’s play ‘The Importance of Being Earnest’
- Craig Silvey’s novel ‘Jasper Jones’ compared to Richard La Gravenese’s film ‘Freedom Writers’

Assessment:
Students undertaking Year 10 English will undertake the following assessment tasks:
- Persuasive oral presentation
- Text Response essay
- Semester one examination
- Comparative Text Response
- Creative writing
- Semester examination

Possible pathways:
VCE Units 1-4
Study at university level in English is often literature based and is often done within an Arts degree. Careers that use effective writing and analysis skills include advertising, policy writing, editing and teaching.
EAL (English as an Additional Language)  
Year 10

Contact Teacher: Angela Velos

Prerequisites: Students of non-English background who have been in Australia for less than five years are eligible to study this subject.

Description:  
This course covers and aims to build confidence and competence in the communication skills of listening, speaking, reading and writing and prepare students for the language and task demands of VCE EAL. Students are introduced to persuasive language and argument, oral presentation skills, and the effect of word choices in persuasive and and creative writing. They examine how texts are constructed to convey meaning, the impact of authorial choices and how to write analytical, comparative and creative responses to texts.

Areas of Study:  
In Semester 1, students are introduced to persuasive language and argument and how to prepare and deliver a persuasive oral presentation on an issue. Students also examine the ways in which literary texts are constructed, how character, plot and themes are developed in texts, and develop their analytical text response skills. In addition, students explore the purpose and techniques of creative writing with a focus on poetry and use of language for creative effect.

In Semester 2, students further explore how meaning is created in literary and film texts. Students analyse how authors use language to represent characters, settings, events, explore themes and build the world of the text for the reader/viewer. They further their understanding through the comparative analysis of two texts and are introduced to the structure and conventions of comparative essay writing. Students continue to develop their understanding of the use of language and argument to persuade through the study and analysis of a range of persuasive texts and create their own persuasive writing.

Assessment:  
Semester 1:  
- Analytical Text Response Essay
- Mid-year exam
- Folio of Creative Writing
- Persuasive Oral Presentation on an Issue
- Listening
- Semester examination

Semester 2:  
- Analytical Text Response Essay
- Comparative Text Response Essay
- Persuasive Writing
- Listening
- Semester examination

Possible pathways:  
VCE Units 1-4
English /EAL is a prerequisite to all TAFE and University courses
English Language
Year 10

Contact Teacher: Stacey Rolph

Description:
English Language explores the ways in which language is used by individuals and groups for different purposes. Informed by the discipline of linguistics, English Language provides students with metalinguistic tools to understand and analyse language use, variation and change. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

Areas of Study:
- Area of Study 1 - Functions of the English Language
  o Students will learn about the subsystems of language, and how they are used to analyse speech situations. They will analyse a variety of texts of different functions and registers.
- Area of Study 2 - Language Change
  o Students will explore the history of the English language, concentrating on language change and variation in Australia. Students will look at the influences on the English language over time, and the influences on the language we see today, focusing on a topic of their choice.

Assessment:
- Language analysis and short answer
- Investigation task – website creation
- Annotated texts
- Short-answer questions
- Expository essay
- Semester examination

Possible pathways:
This subject will prepare students for VCE English Language Units 1-4. A knowledge of how language functions (linguistics) helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science and philosophy.
Contact Teacher: Anne Morrison

Description:
In this subject students are introduced to the study of Literature. They explore a range of text types and are encouraged to examine ways that writers construct texts to create meaning. Students consider the social and historical context of writers and develop their understanding of how literature reflects a range of human experiences. They develop skills and knowledge to help reflect on their own and others interpretations of texts.

Areas of Study:
- A novel
- A 19th Century play
- Poetry
- A range of short stories

Assessment:
- Creative response to a text
- Views and values analytical essay
- Passage analysis
- Oral presentations
- Semester examination

Possible Pathways:
VCE Literature and/or VCE English
The study of Literature develops students’ abilities in critical analysis. Study at university level in English often has a literature focus and many of the skills developed are useful in a range of degrees, e.g. Arts, Commerce and Law. The skills gained are useful in careers that employ writing skills such as journalism, advertising, policy writing, editing public relations, teaching and law.
Health Education
Year 10

Contact Teacher: Lauren Adey

Description:
The first focus of the course is Understanding Health and Development. The Australian Health Status is explored, developing an understanding for the dimensions of health and wellbeing and the factors that influence health and wellbeing. The development throughout the lifespan is examined, and community services and resources are introduced to assist with the health and development of individuals.

The second focus of the elective is Health Issues in Youth. A variety of current health issues are explored, such as nutrition, physical activity, chronic illnesses, smoking, alcohol and illicit substance use, stress and discrimination. Students will investigate risk and protective factors, the impact on the dimensions of health and wellbeing, rates of incidence and prevalence, and personal/community strategies designed to reduce the negative impact.

Areas of Study:
Area of Study 1: Understanding Health and Development
Including the skills and information required to determine an individual’s health status. Students will experience a hands-on approach in conjunction with theoretical material to immerse themselves into their own development and individual health status.

Area of Study 2: Health Issues in Youth -
Understanding the contextual factors that influence health, identity, decision and behaviour. Through their investigation, students go in depth with issues that are prevalent to them and their immediate community.

Assessment:
• Health and Development Assessment Task
• Nutrition and Physical Activity Assessment
• Health Issues in Youth Research Task

Possible Pathways:
Units 1-4 Health & Human Development
Health sciences, public health, nutrition/dietetics, nursing, teaching, social work
Contact Teacher: Drew Smith

Description:
The Year 10 Physical Education & Sports Science course focuses on the major topics of coaching and skill acquisition/biomechanics. Students investigate the various skills and qualities required to be an effective coach, analyse strengths and weaknesses of various coaching styles and undertake a peer coaching session as part of their assessment. In the skill acquisition/biomechanical unit, students explore how physical skills can best be taught and learnt, the classification of motor skills, the progression through stages of learning as well as how changes in technology have impacted on biomechanical principles in a range of sports. This subject is taught through a combination of theory and practical classes and is an excellent foundation to VCE Physical Education studies.

Areas of Study:
Area of Study 1: Coaching
Coaching as a focus allows students to understand and develop the skills and characteristics of an effective coach while looking at styles of coaching and the effective communication techniques used by a coach in various settings of sport.

Area of Study 2: Skills and Biomechanics
Skills become more defined in a theoretical sense when learning about the acquisition of new skills and the various stages of learning that learners progress through as they take on new skills. Skills are then classified using universal terminology leading to a deeper understanding of the learning process. Biomechanics is the study of the human body in motion and at a scientific level, students discover how the body moves and how we can analyse movement to make effective adjustments to further advance a skill.

Assessment:
- Peer coaching assessment
- Technical research task
- End of semester exam

Possible Pathways:
Units 1-4 Physical Education
VET 1-4 Sport & Recreation
Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation.
Contact Teacher: Justin Sharp

Description:
An introduction for students who are conscientious about developing a life-long approach towards physical activity and recreation. In the “Get Active” unit of Sport & Recreation students will be looking at the Dimensions of Physical Activity, Different Types of Experiences in Sport, Benefits of Physical Activity, look at the Australia Physical Activity and Sedentary Behaviour Guidelines and Factors to increase Physical Activity.
In the “Enhancing Performance” unit, students will look at Sport Psychology, Sports Nutrition, Drugs in Sport, Recovery in Sport and Disability Sport and Recreation. The practical component of this subject aims to expose students to extensive range of traditional sports as well as recreational activities such as surfing, bubble soccer, indoor rock climbing, Indoor Trampolining, Wheel Chair Basketball and various Modified Sports.

Areas of Study:
Area of Study 1: Get Active -
Understanding the Australian Physical Activity and Sedentary Behaviour Guidelines and being able to categorise the official dimensions of physical activity are elements students will experience in this unit, along with discovering the factors that increase Physical Activity

Area of Study 2: Enhancing Performance -
Students will experience an introduction into sport psychology and some of the drugs prevalent in sport. While discovering how to enhance performance, students immerse themselves into recovery methods for sport and understand how sport and recreation caters for all abilities. Students also participate in a range of sporting and leisure pursuits.

Assessment:
- Enhancing Performance Assessment
- Get Active (Promoting Physical Activity) Task
- Create a game activity group presentation
- Practical participation
- End of semester examination

Possible Pathways:
Units 1-4 Physical Education
Vet 1-2 Sport & Recreation
Exercise science, human movement, teaching, sports management, sports coaching, sport and outdoor recreation.
French
Year 10

Contact Teacher: Emilie O’Brien

Prerequisites: Students should have successfully completed Year 9 French and be proficient in the language.

Description:
In Year 10 French, students are encouraged to immerse themselves in the language through the use of text types such as movies, music and literary works. They start to use spoken French for all communication within the classroom and record or film conversations and role-plays. Students use notebook extensively to create photo stories, presentations and advertisements, as well as undertaking research and using language tools such as newspaper and grammar sites. Students also use their imagination to embark on trips, recording their experiences in different forms, such as short stories and dialogues. Students develop ties with our sister school in France.

Areas of Study:
Students undertaking this course will study the following topics related to France and to French language. They will also learn aspects of grammar by undertaking listening, writing and speaking tasks in French
- Health
- 1920s Paris
- Advertising
- Technology
- School
- The future

Assessment:
- Produce an engaging visual presentation of Jacques Prévert’s poem ‘Déjeuner du Matin’
- Write a personal/imaginary piece based on their daily life
- Prepare and act out a role play based on key characters in the movie ‘Midnight In Paris’
- Use mixed tenses to describe how life was in the past, how their life is at the present time and imagine how life will be in the future.
- Semester examination

Possible Pathways:
Units 1 and 2 French/Units 3 and 4 French
Further language study can be undertaken as part of many University degrees such as a Bachelor of Arts, Business or International Studies by taking a language major. Languages can also be combined with many vocational areas of study.

Careers
In response to a rapidly changing global marketplace, students with good language skills enhance their future career prospects and opportunities in a wide range of fields such as aid agency work, business services, engineering, finance services, government and public administration, health, hospitality, law, marketing, media and journalism, teaching, travel and tourism.
Chinese
Year 10

Contact Teacher: Betty Liang

Prerequisites: Students should have successfully completed Year 9 Chinese and be proficient in the language.

Description:
Based on your three years of foundation in the language, Year 10 Chinese will take you to explore various aspects in Chinese language and culture in depth. You will be equipped with the essential knowledge, skills and cultural understandings in the practical areas of school life, travel, leisure activities and seeing a doctor. Apart from the continuous focus on listening and speaking, Year 10 Chinese starts to put more emphasis on reading and writing, preparing students for the VCE study in the future.

Areas of Study:
Communicating:
- locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken and written sources, and convey this information to others in speaking and writing
- correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action.

Intercultural understanding:
- reflect on how language and culture both shape and reflect each other
- understand the values and beliefs in both ancient and modern Chinese culture.

Assessment:
- Surveys
- Interviews
- Role plays and other oral presentations
- Tests
- Semester examination

Possible Pathways:
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.
Mathematics
Year 10

Contact Teacher: Rikki Zorella

Description
Mathematics is the study of function and pattern in number, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Students use increasingly sophisticated mathematical language and representations to communicate their ideas and showcase their understanding and mastery of skills through application, problem solving and reasoning tasks. As the appropriate selection and effective use of CAS (Computer Algebra System) technology is an important component of VCE Mathematics, it is compulsory that students own a Casio Classpad CAS calculator.

Areas of Study:
Year 10 Mathematics builds upon the ideas and techniques developed in Year 9 Mathematics. In Year 10, students solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students expand binomial expressions and factorise monic quadratic expressions. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They interpret ratio and scale factors in similar figures. Students use trigonometry to calculate unknown angles in right angled triangles. They list outcomes for multi-step chance experiments and assign probabilities for these experiments. Students construct and interpret box and whisker plots to compare data sets. They explore the association between two numeric data sets using scatterplots and discuss claims made using statistics in various media articles, and other reports, on issues of interest.
Semester 1:
- Trigonometry and Measurement
- Linear Algebra
Semester 2:
- Quadratic Algebra and the Parabola
- Probability and Statistics

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.
The level of achievement will be determined by a CAT for each area of study and an examination at the end of each semester.

Possible Pathways:
This subject is a prerequisite for all VCE Mathematics subjects. The level of achievement in Number & Algebra in semester 1 determines the eligibility of entry into VCE Units 1 & 2 Maths Methods.
Mathematics: Patterns, Proofs and Geometry
Year 10

Contact Teacher: Geoffrey Menon

Description:
Mathematics is the study of function and pattern in number, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Year 10 Patterns, Proofs and Geometry is a semester length elective subject that has been designed for students with a genuine passion, interest and aptitude for Mathematics. It is intended particularly as preparation for Specialist Mathematics Units 1 & 2.

Areas of Study:
Patterns, Proofs and Geometry builds on the mathematical foundations of number, algebra and geometry and encourages students to creatively investigate the mathematical properties of number sequences and geometric objects through rigorous exploration of patterns and proofs. Students will build upon prior knowledge and skills and begin to bring previously separate ideas together in new contexts. This subject challenges students to explain the concepts behind a formula or process. This ranges from impromptu discussions to formal derivations and/or proofs, fostering an environment of curiosity as well as clear mathematical communication. Technology is used throughout the subject to support and develop key skills and understanding.

Topics:
- Geometric reasoning
- Logic and proofs
- Number patterns

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.

The level of achievement will be determined by a CAT for each area of study and an examination at the end of the semester.

Possible Pathways:
It is strongly recommended that students select this subject if they plan to study VCE Units 1&2 Specialist Mathematics in Year 11.
Biology
Year 10

Contact Teacher: Megan Griesser

Description:
Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin.
Year 10 Biology is an introduction to VCE Biology.

Areas of Study:
In this subject students explore the structure and function of DNA, genes and chromosomes, and explain the processes that underpin heredity via karyotypes and Punnett squares. They investigate natural selection as a key mechanism of evolution and the driver of the diversity of life on Earth. They also consider the various lines of evidence for evolution, from fossil analysis through to the use of cutting edge molecular technology. Students analyse how models and theories have developed over time and discuss the factors that prompt their review. Students conduct experiments, analyse data, justify conclusions and identify sources of error. They use appropriate language and representations to communicate scientific ideas, methods and findings.
Topics:
- Genetics
- Evolution

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: What is the role that DNA and genes play in cell division and genetic inheritance?
- Outcome 2: How have scientific theories evolved over time to explain the diversity of life on Earth?
- Outcome 3: Science inquiry
The level of achievement will be determined by a CAT for each area of study and an examination at the end of the semester.

Possible Pathways:
This subject is highly recommended for students intending to undertake VCE Units 1 and 2 Biology. It also suits students considering the study of science, forestry, agriculture, botany, zoology at university and/or careers in medicine, genetics or biotechnology.
Chemistry
Year 10

Contact Teacher: Elizabeth Zammit

Description
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.
Year 10 Chemistry is an introduction to Units 1 and 2 Chemistry.

Areas of Study:
In this subject students study the periodic table and models of chemical bonding to make predictions about the properties of elements and compounds. They investigate different types of chemical reactions, in particular precipitation reactions and acid-base reactions, then apply this knowledge to water quality issues.
The study focuses on taking samples from a water body and using a number of analytical techniques to measure the concentration of various solutes, including chemical contaminants. Finally, students investigate how different factors influence the rate of a reaction. Students design experiments, analyse data, justify conclusions and identify sources of uncertainty. They use appropriate language and representations to communicate scientific ideas, methods and findings in a range of forums.

Topics:
- Chemical bonding
- Water quality

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: How are similarities in the chemical behaviour of elements and their compounds and their atomic structure represented in the periodic table?
- Outcome 2: How can chemical reactions be represented and what is happening at an atomic level when they occur?
- Outcome 3: Science inquiry
The level of achievement will be determined by a CAT for each area of study and an examination at the end of the semester.

Possible Pathways:
This subject is a prerequisite for VCE Units 1 and 2 Chemistry.
It may also lead to tertiary studies in engineering, chemistry, medicine, pharmacology, radiography and sports science.
Psychology
Year 10

Contact Teacher: Elizabeth Foulds

Description:
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspective and the systematic application of this knowledge to personal and social circumstances in everyday life.
Year 10 Psychology is an introduction to Units 1 & 2 Psychology.

Areas of Study:
In this subject students explore Psychology as a Science and study the influence and action of thought on human behaviour. They complete empirical research activities in which they collect and analyse data, present findings, and develop and justify conclusions. They evaluate the validity and reliability of their methodology and data and suggest improvements. Students explore the anatomy and physiology of the Central Nervous System and causes of neurological diseases such as Parkinson’s Disease and Multiple Sclerosis. Students investigate aspects of Human Relationships such as developing friendships, personal space zones and territories. They also investigate elements of Psychopathy, as well as prosocial and antisocial behaviour. They use appropriate language and representations to communicate scientific ideas, methods and findings in a range of forums.
Topics:
• Psychology as a science
• Neurophysiology
• Human relationships

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
• Outcome 1: How can Psychology be used to explain human behaviour?
• Outcome 2: How is brain structure related to neurological disease?
• Outcome 3: How do behaviours impact human relationships?
The level of achievement will be determined by a CAT for each area of study and an examination at the end of the semester.

Possible Pathways:
This subject is highly recommended for students intending to undertake VCE Units 1 and 2 Psychology. It also suits students considering the study of science, health, medicine and any performance related discipline.
Physics
Year 10

Contact Teacher: David Young

Description
Physics seeks to understand and explain the physical world. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.
Year 10 Physics is an introduction to VCE Physics.

Areas of Study:
In this subject students conduct a quantitative study focusing on Newton’s Laws of motion and how motion can be displayed graphically. Students produce video animations on a chosen motion scenario and present associated graphs. The concept of energy is introduced and related to motion via exploration of kinetic and gravitational potential energy. Students also explore the physics of waves focusing on key variables such as amplitude, frequency, wavelength and speed. They make algebraic calculations using the wave equation. Students are required research a practical application of waves or natural wave phenomenon (either sound or electromagnetic, including light), and create a scientific poster to demonstrate their understanding. Students will then build their own LED display which, when in operation, will demonstrate the superposition wave property, whereby white light can be produced by combining specific intensities of red, green and blue light.
Topics:
- How can motion be depicted?
- The motion of waves

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: How can motion be predicted and explained?
- Outcome 2: How can waves be used to explain properties of sound and light?
- Outcome 3: Science inquiry
The level of achievement will be determined by a CAT for each area of study and an examination at the end of the semester.

Possible Pathways:
This subject is a prerequisite for VCE Units 1 and 2 Physics.
It may also lead to tertiary studies in engineering, astrophysics, cosmology, astronomy, physics, radiography, optometry and sports science.
Contact Teacher: Stanly Yu

Description:
This subject focuses on basic financial recording practices using cash accounting procedures. This includes the recording of source documents into cash journals. It also introduces saving and investing options, investigating the risks and rewards of the various options with the aim of maximising reward for future investors.

Areas of Study:
Cash Accounting and Control
This topic focuses on the accounting process, including the recognition of source documents and the process of recording documents into cash journals. Students also conduct research into the various ways to control cash in businesses, including ways to physically protect cash and other assets.

Saving and Investing
In this topic, students research and investigate various saving and investing options, including shares, real estate, gold and term deposits. They are asked to conduct analyses into the risks and rewards of selecting investment options, as well as understanding the importance of a balanced portfolio when making investment choices.

Assessment:
- Cash Accounting Test: Completion of a case study including recording and reporting of financial information and providing advice to the owner
- Research and Analysis Task: Investigation into different types of investment options
- Semester examination

Possible Pathways:
Units 1 and 2 Accounting and Units 3 and 4 Accounting
Tertiary study in accounting, commerce or business studies at TAFE or university.
Careers in commerce, accounting, small business, economics, marketing, finance, or business.
Business Management
Year 10

Contact Teacher: Sarah Groves

Description:
This subject focuses on exploring the world of business as it relates to current day Australia and the rest of the world. Students are introduced to different types of businesses, including for profit, not for profit and social enterprises, and explore how and why these businesses exist, the ways they influence different groups in society and how change can impact upon various elements of business. Students also consider their role as consumers and what influences consumer behaviours and actions. They use case studies and research to locate and analyse information and use examples from the real world to explain theories of business.

Areas of Study:

Consumer and Business Decision Making
This topic introduces students to both for profit and not for profit businesses, with a focus on social enterprises as an emerging business form. Students explore the various types, objectives and stakeholders of different organisations. They also consider ways in which they as consumers make decisions and how their decisions influence business. Students have the opportunity to work collaboratively to develop their own social enterprise concept, and operate this as part of a market day activity.

Change and the Business Response
In this topic, students examine different events and forces that cause change in businesses. This includes the rise of technology, the increasing importance of ethical and socially responsible behaviour in the business world in order to remain competitive and be successful, and the need to consider people/stakeholders.

Assessment:

- Case Studies of Organisations
  - Students use a variety of sources to apply concepts studied to both for profit and not for profit organisations. They reflect on their own social enterprise operation and consider how its success relates to theories studied.

- Inquiry Task
  - Using a change topic of their choice, students investigate the ways in which change impacts upon businesses, as well as the various ways in which businesses can respond to change through actions.

- Semester examination

Possible Pathways:
Units 1-4 Business Management
Tertiary study in management, commerce or business studies at TAFE or university.
Careers in commerce, accounting, marketing, small business, economics, marketing, finance or business.
Classical Studies
Year 10

Contact Teacher: Tricia Radford

Description:
This subject explores the art, architecture and literature of Ancient Rome. It focuses on three of Rome’s most infamous emperors; Caligula, Nero and Domitian. Students investigate the ways these men were represented through art, the buildings they constructed for their own self-aggrandisement and how ancient historians characterized their reigns. The course examines Roman values and beliefs and compares these ideals to the actions of the emperors. The techniques employed in Classical artefacts, including Nero’s Golden House, the Flavian Amphitheatre (the Colosseum) and Suetonius’ The Twelve Caesars, are analysed along with the ideas they embody.

Areas of Study:
- The end of the Roman Republic and birth of Imperial Rome
- Caligula – the emperor and his actions and Classical Works
- Nero - the emperor and his actions and Classical Works
- Domitian - the emperor and his actions and Classical Works

Assessment:
- Classical Work Analysis: Caligula
- Comparative Essay: Nero and Domitian
- Semester examination

Possible pathways:
The aim of the course is to give students skills necessary for descriptive, analytical and evaluative analysis of a range of sources. Students gain an understanding of Imperial Rome and the actions of three of its most well-known emperors.

- Year 10 Literature
- Year 11 (Units 1 and 2): Classical Studies, Literature, 20th Century History, Art
- Year 12 (Units 3 and 4): Classical Studies, Literature, Art, History (Revolutions)

Any course requiring high-level analytic thinking and judgment and associated skills: law, journalism, economics, publishing, editing, education, public administration, research.
Economics
Year 10

Contact Teacher: Stanly Yu

Description:
The Year 10 curriculum gives students the opportunity to develop their understanding of economics concepts by considering Australia’s economic performance and standard of living. The interaction of participants in the global economy and the ways governments manage an economy to improve living standards is explored, along with the reasons why they differ and between economies. Once students have developed a foundational knowledge, this is then applied to a contemporary global economic issue. The economic issue in focus is currently economic debt.

Areas of Study:
Economic Performance and Living Standards
- GDP
- Living Standards
- Business Cycle
- Unemployment
- Inflation
- Sustainability
Australia as a trading nation and government intervention
- Production Possibility Curve
- Opportunity Cost
- Law of Demand and Supply
- Trade
- Government Revenue and Expenses
- Economic Debt

Assessment:
Assessment tasks include:
- Economic Performance and Living Standards
- Australia as a trading nation and government intervention
- Semester examination

Possible pathways:
Accounting; Business Management, Economics, Legal Studies.
Financial analyst; public service officer; economist; government policy advisor; banking and finance; stockbroker; market analyst; foreign affairs and trade, business manager, business adviser, Economics researcher.
**Geography**

**Year 10**

**Contact Teacher:** Peter Campbell

**Description:**
Year 10 Geography has a strong focus on human development and how people live with their environments, both natural and human and particular the question, ‘how do we create a liveable world for our future?’ The unit explores topics at 3 scales, local, regional and global and interconnections between all 3 in terms of cause and effect. It expands and develops student’s practical geographic skills, focuses their research skills on locating and processing information, and broadens their fieldwork experience and skills, with an emphasis on independence and cooperative learning.

**Areas of Study:**

- **Geographies of human wellbeing**
  Investigates the different concepts of human wellbeing and uses a variety of statistical data to measure and assess the global, national and local differences in human wellbeing. With a particular focus on political persecution the unit examines case studies of human trafficking and refugees and how these local and regional issues have global implications. Programs designed to reduce the gap between differences in wellbeing and policies and strategies at national and international levels in response to human trafficking and refugees are evaluated.

- **Environmental change and management**
  Investigates the environmental change taking place in marine environments and evaluates the sustainability of management policies. Through studies of Australia, the Asia Pacific and global the effects of climate change, consumption and waste and human built landscapes influence the environmental characteristics and processes of the ocean and coast. Understanding the causes and consequences of the change, methods to manage the change are examined.

- **Coastal fieldwork**
  A fieldwork excursion will explore a Victorian coastal location to undertake an inquiry on the causes and consequences of human interaction with coastal environments.

**Assessment:**

- Inquiry case study on global human wellbeing issue
- Practical analysis and evaluation of the geographic data of human interaction with marine environments
- Fieldwork Report

**Possible pathways:**

- VCE Geography

GeoCareers is a resource specifically designed to provide students with information about studying Geography at secondary school or a tertiary institution such as a university or college ([http://www.geocareers.net.au/](http://www.geocareers.net.au/)).

The Institute of Australian Geographers provides information on a range of careers that Geography leads to and has links to tertiary institutions across Australia where students can progress their study of Geography. ([http://www.iag.org.au/about-geography/careers-through-geography/](http://www.iag.org.au/about-geography/careers-through-geography/))
History: Conflict and ideas of the Twentieth Century
Year 10

Contact Teacher: Lily Leman

Description:
This subject explores the rise of fascist ideologies in the wake of World War One. It focuses on Hitler’s Germany and Hirohito’s Japan and how these changes led to the spread of fascist imperial regimes in Europe and Asia, culminating in World War Two. It focuses on the racial policies of the Nazi Regime and the Holocaust. Likewise, it focuses on Japan’s conflict with China, the Pacific war with Japan, and the American decision to use the atomic bomb to end it.

Areas of Study:
- The causes and course of WW1
- The conditions in 1920s for rise of fascism and Hitler’s rise to power
- The Holocaust and racial policies
- Japan’s imperial expansion, war with China and USA
- The dropping of the atom bomb

Assessment:
- Document Analysis: Nazi Racial Policies (written and visual)
- Historical Essay
- Semester examination

Possible pathways:
The aim of the course is to give students skills necessary for descriptive, analytical and evaluative analysis of a range of sources. Students gain an understanding of the formative events and ideologies of the twentieth century and their continuing influence.

- Year 11 (Units 1 and 2): Twentieth Century History, Classical Studies, Literature
- Year 12 (Units 3 and 4): History (Revolutions), Classical Studies, Literature

Any course requiring high-level analytic thinking and judgment and associated skills: law, journalism, economics, publishing, editing, education, public administration, research
Contact Teacher: Paul Sturgess

Description:
The Year 10 Law Curriculum develops student understanding of:
1. The Australian legal system’s structure and function
2. The values and practices that enable a democratic society to be sustained compared to other forms of government

The course examines the concept of a cohesive society and looks at the laws that exist to preserve this and the way in which disputes are settled or prevented. It also looks at the threats on a local and international level to a peaceful and cohesive society.

Areas of Study:
- Government and democracy
- Types of government
- Rules and laws
- Living in and sustaining a cohesive society
- Human rights
- Police powers

Assessment:
- Presentation on a system of government
- A report and presentation comparing our system of government to that of an Asian country
- A report into a current or possible criminal threat to our society
- Tests
- Semester examination

Possible pathways:
For more information regarding law-related further education courses, visit:
http://www.monash.edu.au/
http://www.unimelb.edu.au/
http://www.deakin.edu.au/
Food Studies
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Charmaine Macdonald

Description:
This unit explores a range of food production methods to enable students to gain greater expertise in food preparation, production, design and presentation. Food customs and traditions are also covered and Eating well for the Future is encouraged. A variety of food preparation methods are used in combination with new ingredients and trends in food. Analytical skills are developed by investigation work, discussions and projects resulting in students selecting what they produce, analysing and evaluating their results.

Areas of Study:
- Design processes: Students will learn how to use the design process to develop a solution to a design brief they will be provided with.
- Food Safety
- Food customs and the traditional food of Indigenous People
- Food Celebrations and Australian Traditions.
- Eating Well for the Future and Sustainability

Assessment:
- Area of study 1 - Celebration Foods
  Students are to complete a number of written outcome tasks in preparation for the school assessed coursework which is assessed against a rubric
- Area of study 2 - Meal Planning
  Students are to complete a number of written outcome tasks in preparation for the school assessed coursework which is assessed against a rubric
- End of semester written examination

Possible Pathways:
Unit 1-2 Food Studies
This unit can lead into further study at tertiary level.
**Digital Technologies**  
**Year 10**

**Contact Teacher:** Eamon Stewart

**Description:**  
This unit focuses on the principles of Computer science. Through this work students learn the programming language, Python and develop software to meet specified requirements. Students develop their understanding of the user experience and incorporate a wider variety of user needs. Students develop modular software solutions to solve complex problems using a text-based programming language.

Students investigate how digital systems represent text, image and sound data in binary. Students investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. Students analyse compression of data and how data is secured through encryption methods. Students investigate the environmental impacts of digital technologies.

**Areas of Study:**  
Software development:  
Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.

Data and information:  
Students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Students explain simple data compression, and why content data are separated from presentation.

**Assessment:**  
- Software development  
- Data and information  
- Exam

**Possible Pathways:**  
Computer science, software developer, web developer, network engineer, user experience developer, IT consultant, IT project manager, systems analyst.
Product Design
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Description:
Students follow the design process to produce student designed, materials-based solutions to a range of real-life problems. Students will use tools, equipment and machines for processing materials into products that meet client’s needs.

Areas of Study:
Design
Students create a design folio consisting of an end users brief, product constraints, product considerations, a work plan, evaluation criteria and justification, and a final evaluation.

Production
Students construct their production by implementing their work plan as per the design brief. Correct Occupational Health & Safety procedures will be adhered to during the production.

Investigation
Students conduct research into the source and the use of natural and synthetic material in production and present a written report.

Assessment:
- Follow a design process to design and fabricate products of appropriate quality that meet a need or solve a problem. A product design folio will accompany each project.
  - Term 1: Mantle Clock
  - Term 2: Bedside Table
- End of Semester examination

Possible pathways:
VCE: Product Design and Technology
VET/VCAL: Engineering, Building & Construction, Furnishing and Integrated Technologies
Tertiary courses and careers in: Engineering, Product Design, Mechanical/Building apprenticeships, Furniture Design, etc
Systems Engineering
Year 10
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: David Young

Description:
Students follow the design process to produce systems-based solutions to a range of real-life problems. They will create working prototypes of their solutions in the workshop using specialist equipment, digital and traditional fabrication techniques and design software. Prototypes could include electronic, robotic or physical computing solution.

Areas of Study:
- Electronics
- Control systems
- Physical Computing & Programming
- Computer Aided Design & Digital Fabrication
- Mechanical Systems
- Impact of Technology on Society

Assessment:
- Follow a design process to design and fabricate working engineering prototypes of appropriate quality that meet a need to solve a problem
- End of Semester examination

Possible pathways:
VCE: Systems Engineering, Product Design and Technology
VET/VCAL: Engineering, Electrotechnology and Integrated Technologies
Tertiary courses and careers in software engineering, interaction design, robotics, mechatronics, electronic design, computer programming, electrical and mechanical engineering, electrical/mechanical apprenticeships, electrical technicians and digital fabrication
Extended Investigation
Year 10

**Contact Teacher:** Mamoun Scally

An expression of interest and interview is required.

**Description:**
Extended investigation provides the opportunity for students to undertake an extended and detailed investigation into a research area of their choice. They engage in inquiry learning, pursuing an academic interest that they have and focus on a problem. The purpose of extended investigation is to test the student’s ability to think critically, rather than their knowledge of a specific field. The research area of the student’s investigation is a means for them to demonstrate critical thinking and research skills.

**Areas of study:**
- Critical thinking
- Formulating a question
- Researching the field
- Designing a methodology
- Collecting and analysing data
- Reporting on findings

**Assessment:**
- Critical Thinking Test
- 1000 word mini-thesis
- Oral presentation

**Possible pathways:**
Units 3 to 4 Extended Investigation
Extended Investigation aims to better prepare students for success at tertiary level studies, focusing on them being more independent learners. They explore research areas related to university and professional pathways of interest.
VCE SUBJECT DESCRIPTIONS IN LEARNING AREAS
VCE Art
Units 1 & 2
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Megan Watson

Prerequisites: A Visual Arts subject at Year 9 and/or Year 10 is highly recommended

Description:
Students focus and investigate artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They explore how artworks can be created as forms of expression for specific personal, cultural and contemporary contexts. In students’ own artistic practice, they use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way personal and cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Areas of Study:
Unit 1
Outcome 1: Artworks and Meaning
On completion of this unit the student should be able to analyse and interpret a variety of artworks using the structural framework and the personal framework.
Outcome 2: Art Making and Meaning
On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.

Unit 2
Outcome 1: Contemporary Artworks and Culture
On completion of this unit the student should be able to discuss and compare artworks from different cultures and times using the cultural framework and the contemporary framework.
Outcome 2: Art Making and Contemporary Culture
On completion of this unit the student should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

Assessment:
All outcome tasks must be satisfactorily completed to achieve ‘S’ grade. SAC’s are assessed against a given rubric.
- Outcome 1 is assessed on a range of short-answer and extended written responses
- Outcome 2 is assessed on a range of visual responses including at least one finished artwork for each task, documentation of the art process using visual language and the analytical frameworks.
- End of unit examination

Possible Pathways
Units 3 and 4 Art and/or Studio Art
VCE Art
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Megan Watson

Prerequisites: Units 1 and 2 Art

Description:
This subject focuses on the personal exploration of themes and concepts through intermedia and cross medium investigation to produce a body of work and at least two final folio pieces. The interpretation of the structural qualities of art works together with the personal, cultural and contemporary frameworks are used to help understand the meanings and messages which art works convey.

Areas of Study:
Outcome 1: Written response
Students use the analytical frameworks – structural, personal, cultural and contemporary, to analyse and interpret artworks produced before 1990 and since 1990 and compare the meanings and messages of these artworks.
Outcome 2: Artmaking
Students present a body of work that presents explorations within selected art forms that clearly demonstrate the development of the student’s thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions explorations, aesthetic qualities and technical skills, and includes at least two finished artworks that resolve the student’s intentions.

Assessment:
Unit 3
Outcome 1: Artworks, Ideas and Values
On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990 and compare the meanings and messages of these artworks.
Outcome 2: Investigation and Interpretation through art making
On completion of this unit the student should be able to use the art process to produce at least one artwork and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit 4
Outcome 1: Artworks, Ideas and Viewpoints
On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.
Outcome 2: Realisation and Resolution
On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the analytical frameworks to underpin reflections on their art making.

Possible pathways
Visual arts/design courses. Fine arts courses, history of art and related courses
VCE Drama
Unit 1 & 2
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Helen Cull

Prerequisites: Years 9 or 10 Drama is highly recommended

Description:
Units 1 & 2
On the completion of Units 1 & 2, the student should be able to devise, and document solo and/or ensemble drama works based on experiences and/or stories

Areas of Study: Units 1 and 2
Development and documentation of Performance work
Students will use play-making techniques to devise an ensemble performance based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s including records of workshops undertaken in class time.
Outcome 2: Development and Presentation of Ensemble/Solo Performances.
Students will use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
Outcome 3: Ensemble/Solo Performance Analysis.
Students will analyse the development and performance of work created and presented in Outcomes 1 and 2.
Outcome 4: Professional Performance Analysis
Students will identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a professional drama performance.

Assessment:
Outcome 1: Demonstrate the use of play-making techniques to devise and rehearse devised solo and ensemble drama works perspective. Document use of process to create and develop stories and characters
Outcome 2: Performance - SAC
Outcome 3: An analysis of the devised works created for Outcome 1 in the form or a written report - SAC
Outcome 4: A written analysis - SAC

Possible Pathways:
Unit 3 & 4 Drama and Media Studies
Theatre and performance studies
VCE Drama
Unit 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Helen Cull

Prerequisites: Unit 1 & 2 Drama

Description:

Unit 3
This unit focuses on non-naturalistic drama from a diverse range of contemporary and cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of ensemble performance.

Unit 4
This unit focuses on the use of stimulus material and resources from a variety sources to create and develop character(s) within a solo performance. Students complete two solo performances. For a short solo performance, they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of the second 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.

Assessment:

Unit 3
Outcome 1: Develop and present character within a non-naturalistic ensemble performance with a given or negotiated stimulus - SAC
Outcome 2: Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1 - Workbook SAC
Outcome 3: Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist – Written report SAC

Unit 4
- Devise and present a two-minute mini-solo
- Maintain a workbook
- Create and develop a 7 minute solo performance
- Describe, analyse and evaluate the creation, development and presentation of a solo performance
- End-of year performance examination
- A solo performance based on the prescribed structure to a panel of three assessors.
- End-of year written examination

Possible Pathways:
Performance Arts – radio, TV, theatre, musical theatre, visual arts, law
Contact Teacher: Dean James

Prerequisites: Year 9 and/or Year 10 Media is highly recommended.

Description:
Unit 1
In this unit, students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2
In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Areas of Study:
Unit 1
- Media Representations: Students should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and context, are constructed, distributed, engaged with, consumed and read by audiences.
- Media Forms in Production: The student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Australian Stories: Students should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two media forms engage and are consumed and read by audiences.

Unit 2
- Narrative, Style and Genre: Students should be able to analyse the intentions of the media creators and producers and the influences of narratives on the audience in different media forms.
- Narratives in Production: Students should be able to apply the media production process to create, develop and construct narratives.
- Media and Change: Students should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment:
Unit 1
- Media Representations: An analysis of media representations across a range of media forms.
- Media Forms in Production: Practical exercises involving the creation of media representations in a range of media forms.
- Australian Stories: An analysis of fictional and/or non-fictional Australian stories in a range of media forms.
Unit 2

Narrative, Style and Genre: An investigation of the style of media creators.
Narratives in Production: Collaborative production of a fictional and/or non-fictional media narrative.
Media and Change: An analysis of the influence of new media technologies in society.

Possible Pathways:
Units 3&4 Media Studies, Visual Communication, Drama, Information Technology, Psychology, English Literature. Careers: Journalism, Film, TV, Radio Production, Games Design
VCE Media Studies
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Dean James

Prerequisites: Units 1 & 2 Media Studies

Description:
Unit 3
In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of media codes and conventions. They explore and experiment with media technologies to develop skills in their selected media form.

Unit 4
In this unit, students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study:

Unit 3
- **Narrative and Ideology**: Students should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present-day audiences.
- **Media Production Development**: Students should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- **Media Production Design**: Students should be able to develop and document a media production design in a selected media form for a specified audience.

Unit 4
- **Media Production**: Students should be able to produce, refine and resolve a media product designed in Unit 3.
- **Agency and Control in and of The Media**: Students should be able to discuss issues of agency and control in the relationship between the media and its audience.

Assessment:

Unit 3
- **Narrative and Ideology**: An analysis of narratives and how they are constructed and read by audiences
- **Media Production Development**: A folio of documented research, annotated production activities, experiments, exercises and reflections.
- **Media Production Design**: A detailed production design folio that is the written and visual representation of their proposed product for Unit 4.
Unit 4
- Media Production: The realisation of the production design from Unit 3.
- Agency and Control in and of The Media: An analysis of issues of agency and control in the Australian media.

Possible Pathways:
Visual Communication, Drama, Information Technology, Psychology, English Literature
Careers: Journalism, Film, TV, Radio Production, Games Design, Marketing, Administration, Public Relations.
Contact Teacher: Bruce Coombs/David Hirst

Prerequisites: Must be currently having lessons on their chosen instrument, either at school or with a private teacher. Year 10 Music Performance is recommended but not essential.

Description:
This subject caters for students who want to develop their skills in group and/or solo performance on their chosen instrument, including all woodwind, brass, strings and percussion, piano, guitar and contemporary and classical voice. Students will perform as a solo musician or in a group, which students can form themselves including rock, or jazz bands, classical trios, quartets or quintets and acapella vocal groups. They will develop their music literacy skills, compose music and perform in a wide variety of styles.

Areas of Study:
Performance: Students develop knowledge and skills required to present musical engaging performance of music works. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretive demands.
Performance Technique: Students develop knowledge and skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practise a range of technical work and exercises selected to extend and improve command of instrumental and performance techniques.
Musicanship: Students develop music theory knowledge and skills in aural comprehension and analysis. They develop their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. They develop an understanding of ways expressive elements of music can be interpreted in the performance of music works.
Composing/arranging: Focuses on devising original music as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance.

Assessment Tasks:
- Performance – two recitals, one each semester.
- Technical exam – one per semester
- Aural skills and theory
- End of Semester examinations – analysis and listening
- End of Semester assignment

Possible pathways:
- Music Performance (Contemporary/Orchestral/Jazz/Theatre/Shows)
- Music Education (Primary/Secondary)
- Music Therapy

Melbourne University, Monash University, Victorian College of the Arts, La Trobe University, James Morrison Academy, Box Hill TAFE, NMIT
VCE Music Performance (Solo or Group)
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Bruce Coombs

Prerequisites: Study of VCE Music Performance Units 1&2 is highly recommended. Must be currently having lessons on their chosen instrument, either at school or with a private teacher.

Description:
This subject caters for students who want to develop their skills in group and/or solo performance on their chosen instrument, including all woodwind, brass, strings and percussion, piano, guitar and contemporary and classical voice. Students will perform as a solo musician or in a group, which students can form themselves including rock, or jazz bands, classical trios, quartets or quintets and acapella vocal groups. They will develop their music literacy skills, compose music and perform in a wide variety of styles.

Areas of Study:
Performance: Students develop knowledge and skills required to present musical engaging performance of music works. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretive demands.
Performance Technique: Students develop knowledge and skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practise a range of technical work and exercises selected to extend and improve command of instrumental and performance techniques.
Musicianship: Students develop music theory knowledge and skills in aural comprehension and analysis. They develop their ability to identify, recognise, notate and transcribe short music excerpts, as well as to recreate short sections of music by singing, humming and/or playing. They develop an understanding of ways expressive elements of music can be interpreted in the performance of music works.

Assessment Tasks:
- Performance – end of year 25-minute recital 50%
- Technical exam – 2 x15 minutes  20%
- Aural skills and theory – mid-year SAC  10%
- Aural skills and theory, analysis and listening – end of year exam 20%

Possible pathways:
- Music Performance (Contemporary/Orchestral/Jazz/Theatre/Shows)
- Music Education (Primary/Secondary)
- Music Therapy

Melbourne University, Monash University, Victorian College of the Arts, La Trobe University, James Morrison Academy, Box Hill TAFE, NMIT
VCE Music Investigation
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: David Hirst

Prerequisites: Students must be currently having lessons on their chosen instrument at Camberwell High School. This subject is highly specialized and involves independent research. Only students of the highest level of musicianship will be eligible for this subject. Eligibility will be determined by the Director of Music.

Description:
Music Investigation Units 3 and 4 involves both performance research in a focus area selected by the student and performance of works that are representative of that focus area. Students research of music characteristics and performance practices representative of the Focus Area underpins the investigation, composition/arrangement/improvisation and performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Areas of Study:
Investigation: In this area of study, students select and describe a focus area and research issues relevant to performance practice in that Focus Area. They develop knowledge of performance practices used by leading practitioners associated with the focus area. Students use appropriate music terminology and language to describe and discuss characteristics of selected works.
Composition/Improvisation/Arrangement: In this area of study students apply research findings from Outcome 1. They create a folio of composition or arrangement exercises, sketches, or recorded improvisations that demonstrate understanding of the Focus Area.
Performance: In this area of study students plan, rehearse and perform a program of works representative of the selected focus area. They develop relevant instrumental and performance techniques and apply performance practices to build their expertise as performers.

Assessment Tasks:
Research report on performance practices of a focus area 20%
Technical performance exam 10%
Composition/improvisation/arrangement (including written explanation) 20%
Group or solo performance end of year recital 50%

Possible pathways:
Music performance (contemporary/orchestra/jazz/shows/theatre)
Music education (primary/secondary)
Music therapy at Melbourne University, Victorian College of the Arts or Monash University
VCE Visual Communication Design  
Units 1 & 2  
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Leanne Joyner

Prerequisites: A Visual Arts subject at Year 9 and/or Year 10 is highly recommended

Description:
Throughout these units, students develop an awareness of the application of design elements, principles and the design process to produce designs. They develop skills in using freehand, instrumental and computer drawing methods to generate images. Students develop their analytical skills through the analysis of visual communication from past and present contexts.

Areas of Study:
Unit 1 Introduction to Visual Communication Design
- Drawing as a means of communication: students create drawings using a range of drawing methods, media and materials.
- Design elements and design principles: students select and apply design elements and principles to create communication designs.
- Visual communication in context: students produce a written report that describes how visual communications have been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 Application of Visual Communication Design within design fields
- Technical drawing in context: students produce a folio of technical two and three-dimensional drawings (for Environmental design or Industrial design).
- Type and imagery in context: students redesign an advertisement from the past for a contemporary audience.
- Applying the design process: students design an object and produce a concept presentation.

Assessment:
Students will be assessed on the satisfactory completion of the outcomes in each unit of work. There will be an examination at the end of each unit of work.

Possible pathways:
Units 3 & 4 Visual Communication Design
Students who have had experience in this subject are able to select from a wide range of study pathways in both university and TAFE including communication design, visual communication, industrial design, architecture, interior design, urban design, landscape design, advertising, fashion design, visual arts, multimedia design, automotive design, graphic design and ultimately work within these industries.
VCE Visual Communication Design
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Leanne Joyner

Prerequisites: Visual arts Units 1 and 2 recommended/beneficial to have

Description:
Students gain an understanding of the process designer’s use to structure their thinking and communicate ideas. Through practical investigation and analysis of 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. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions for the development of their own design ideas.

Areas of Study:
Unit 3: Visual Communication Design Practices
- Analysis and practice in context (SAC): students create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Design industry practice (SAC): students describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Developing a brief and generating ideas (SAT): students prepare a brief and then undertake research and generate a range of ideas relevant to the brief.

Unit 4: Visual Communication Design, Development, Evaluation and Presentation
- Development, refinement and evaluation (SAT): students develop and refine design concepts for each need identified in the brief written in Unit 3.
- Students evaluate their refined concepts and devise a pitch to explain their design decisions
- Final presentations (SAT): students produce final presentations that satisfy the requirements of their brief.

Assessment:
All SACs and SATs are assessed against set criteria. Percentage contributions to the study score are:
- Unit 3 SAC: 25%
- SAT: 40%
- Examination: 35%

Possible pathways:
Students who have had experience in this subject are able to select from a wide range of study pathways in both university and TAFE including communication design, visual communication, industrial design, architecture, interior design, urban design, landscape design, advertising, fashion design, visual arts, multimedia design, automotive design, graphic design and ultimately work within these industries.
Contact Teacher: Anne Morrison

Description:
In Unit 1 students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students develop the ability to respond to texts in written, spoken and/or multimodal forms. On completion of this unit students should be able to produce analytical and creative responses to texts.
In Unit 2 students compare the presentation of ideas, issues and themes in texts. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students also focus on the analysis and construction of texts that attempt to influence an audience. Students create their own texts intended to position audiences.

Areas of Study:
Unit 1
- Reading and creating texts
- Analysing and presenting argument
Unit 2
- Reading and comparing texts
- Analysing and presenting argument

Assessment:
Unit 1
- Creative response to a set text
- Analysis of the use of argument and persuasive language in written and visual texts
- Analytical response to a set text
- Semester examination

Unit 2
- Comparative analytical response to set texts
- Persuasive text that presents an argument or viewpoint orally and in writing
- Analysis of the use of argument and persuasive language in text/s
- Semester examination

Possible pathways:
For more information on this course please visit:
VCE English
Units 3 & 4

Contact Teacher: Anne Morrison

Prerequisites: Units 1 and 2 English, Literature or English Language

Description:
Students read and respond to a range of texts and analyse and compare how authors of texts create meaning and the different ways in which texts can be interpreted. They also construct their own creative responses to texts. Students analyse and compare the use of argument and language in the media texts relating to a topical issue. They also orally present on an issue in the media.

Areas of Study:
- Reading and creating texts
- Analysing and presenting argument
- Reading and comparing texts
- Presenting argument

Assessment:
The assessment for Units 3 and 4 is determined by school-assessed coursework and an end-of-year examination. Each assessment component will be graded numerically totalling up to 100 marks per unit. Percentage contributions to the study score are as follows:
- Unit 3 school-assessed coursework 25%
- Unit 4 school assessed coursework 25%
- End–of-year examination 50%

Possible pathways:
The Study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. English also develops student’s 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 other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place in it. English helps equip students for participation in a democratic society and the global community.
VCE EAL
(English as an Additional Language)
Units 1 & 2

Contact Teacher: Angela Velos

Prerequisites: Students must have been a resident in Australia or other predominantly English speaking country for no more than seven years as of 1 January in the year they will undertake Units 3 and 4 to be eligible for EAL.

Description:
Unit 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and present a persuasive speech in response to a current media issue.
Unit 2: In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study:
Reading and creating texts
Analysing and presenting argument
Reading and comparing texts

Assessment:
Unit 1:
SAC 1: Analysing argument
SAC 2: Oral presentation of an issue
SAC 3: Analytical text response essay
SAC 4: Creative text response
Unit 2
SAC 1: Comparative text response essay
SAC 2: Listening task
SAC 3: Persuasive writing task
SAC 4: Analysing argument

Possible pathways:
Units 3 and 4 EAL/English is a prerequisite to all TAFE and university courses. Students undertaking EAL could pursue any tertiary course requiring a level of English language competency.
Contact Teacher: Claire Chomiak

Prerequisites: Units 1 and 2 EAL

Description:
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. They listen to a range of spoken texts and arguments and use active listening strategies to understand information, ideas and opinions presented in texts.
Unit 4: In this unit students compare the presentation of ideas, issues and themes in two texts. They use their knowledge of argument and persuasive language as a basis for the development of their own oral presentation intended to position audiences about an issue currently debated in the media since 1st September of the previous year.

Areas of Study:
Reading and creating texts
Analysing and presenting argument
Reading and comparing texts
Reading and comparing texts
Presenting argument

Assessment:
Unit 3:
- **Outcome 1:** (40 marks) produce an analytical interpretation of a text in written form
- **Outcome 2:** (40 marks) Analyse and compare the argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- **Outcome 3:** (20 marks) comprehension of a spoken text through short answer responses and note form summaries.

Unit 4:
- **Outcome 1:** (60 marks): Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- **Outcome 2:** (40 marks): Construct a sustained and reasoned point of view on an issue debated in the media.
- **End of year exam:** 50% total of grade

Possible pathways:
English/EAL is a prerequisite to all TAFE and university courses.
**VCE English Language**

**Units 1 & 2**

**Contact Teacher:** Andrew Batrouney

**Description:**
Informed by the discipline of linguistics, VCE English Language explores the ways in which language is used by individuals and groups and reflects thinking and values. Linguistics is the study of human language in all its aspects. It provides a methodology for exploring the structure of particular languages; it investigates what is universal to all human languages: how language varies over time and between different societies, how language is learnt, and how language is used for human communication. The subject provides students with the metalinguistic tools to describe and analyse language.

**Unit 1: Language and Communication**
This unit focuses on the way language is organised so that its users have means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. Students also investigate children’s ability to acquire language and the stages of language acquisition across a range of subsystems.

**Unit 2: Language Change**
This unit focuses on language change. Students consider factors contributing to the change over time in the English language and factors contributing to the spread of English. Students also consider how attitudes to language change vary considerably and develop an understanding of how English has been transformed over the centuries and explore the various possibilities of or the future of English.

**Areas of Study:**
- Unit 1: Area of Study 1: The nature and functions of language
- Unit 1: Area of Study 2: Language Acquisition
- Unit 2: Area of Study 1: English across time
- Unit 2: Area of Study 2: Englishes in contact

**Assessment:**
- Class tests on the subsystems of language and associated metalanguage, parts of speech, theories and stages of language acquisition as well as modes and functions of language
- Research and essay writing on the history of English and changes to the English Language
- Developing a folio of annotated texts, both spoken and written
- Short-answer questions and discourse analyses, analysing the use of language in various texts from various contexts
- Oral presentation on child language acquisition

**Possible pathways:**
A knowledge of how language functions helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are directly relatable to linguistics and central to areas such as psychology, cognitive science and philosophy.
VCE English Language
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Richard Geddes

Prerequisites: Units 1 and 2 English Language

Description:
English Language explores the way in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand describe and analyse language use, variation and change. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and an objective deconstruction of language. In this course students are expected to study a range of texts and read widely to develop their analytical skills and understanding of linguistics.

Areas of Study:
Unit 3: Language Variation and social purpose
- Area of Study 1: Informal Language
- Area of Study 2: Formal Language
Unit 4: Language variation and identity
- Area of Study 1: Language variation in Australian society
- Area of Study 2: Individual and group identities

Assessment:
- Unit 3 School-assessed coursework worth 25%
- Unit 4 School-assessed coursework worth 25%
- End of year examination: 50%

School-assessed coursework may be written, oral or multi-modal and will consist of tasks drawn from a combination of the following:
- Analytical commentaries
- A folio of annotated texts
- Essays
- Investigative reports
- Short-answer questions

Possible pathways:
A knowledge of how language functions helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science and philosophy.
VCE Literature
Units 1 & 2

Contact Teacher: Jessica Battersby

Description:
Students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study:
Unit 1: Approaches to Literature
In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Unit 2: Contexts and Connections
In this area of study students analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context. Students will also be comparing texts considering the dialogic nature of texts and how they influence each other.

Assessment:
• close passage analysis essay
• reading journal
• creative response
• comparative essay

Possible pathways:
Study at university level in English is often Literature based and is often done within an Arts degree. Study of Literature helps careers that use advanced writing skills such as advertising, policy writing, journalism, editing and teaching.
Contact Teacher: Ekaterina Xanthopoulos

Prerequisites: Units 1 and 2 Literature or English Language and/or Units 1 and 2 English

Description:
In Unit 3 students consider how the form of a text affects meaning, and how writers construct their texts. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. In Unit 4 students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Areas of Study:
- Adaptations and transformations: In this area of study students focus on how the form of text contributes to the meaning of the text.
- Creative responses to texts: In this area of study students focus on the imaginative techniques used for creating and recreating a literary work.
- Literary perspectives: In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader.
- Close analysis: In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts.

Assessment:
**Unit 3: Form and transformation**
- An analysis of how the form of a text influences meaning.
- A creative response to a text.

**Unit 4: Interpreting texts**
- A written interpretation of a text using two different perspectives to inform their response.
- A written interpretation of a text, supported by close textual analysis. AND a written interpretation of a different text, supported by close textual analysis.
- End of year examination (50% of final mark)

Possible pathways:
Students considering careers requiring advanced writing skills such as advertising, policy writing, journalism, editing and teaching would benefit from this course.
VCE Health and Human Development
Units 1 & 2

Contact Teacher: Meg Harper

Description:
VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Areas of Study:
Unit 1: Understanding health and wellbeing -
Understanding health and wellbeing, this unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development -
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment:
- Data analysis
- Written Tests
- Written reports
- Examination

Possible Pathways:
Careers in the areas of mental health, counselling and therapy could be considered as well as clinical psychology or nursing, occupational therapy, social work or as a guidance officer, audiologists, health promotion officer, counsellor, psychologist, alternative medicine practitioner, naturopath, osteopathy, radiation therapist, physiotherapist, speech pathologist, environmental health officer.
VCE Health and Human Development
Units 3 & 4

Contact Teacher: Sarah Bridgewater

Prerequisites: Units 1 and 2 Health and Human Development.

Description:
VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.

Areas of Study:
Unit 3: Australia’s health in a globalised world -
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and Human Development -
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment:
- Case Study
- Structured questions
- Data Analysis
- School assessed coursework
- End of year examination 50%

Possible Pathways:
Careers in the areas of health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.
Contact Teacher: Brenton Murphy

Description:
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.

Areas of Study:
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. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students also evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students investigate how participation in physical activity varies across the lifespan. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Assessment:
Assessment involves a satisfactory achievement of set Outcome Tasks as well as a range of School Assessed Coursework (SACs). A core assessment task for Outcome 1 and 2: written report. At least 2 other assessment tasks per unit which may include:
- Data Analysis
- Laboratory report
- Written report
- Research task
- Test Questions
- End of year exam

Possible Pathways:
Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation, health science, physiotherapist/osteopath/myotherapy, nutrition/dietetcs etc.
VCE Physical Education
Units 3 & 4

Contact Teacher: David Wyatt

Prerequisites: Units 1 and 2 Physical Education.

Description:
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.

Areas of Study:

Unit 3: Physical activity participation and physiological performance
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Enhancing 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 within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Assessment:
Assessment involves a satisfactory achievement of set Outcome Tasks as well as a range of School Assessed Coursework (SACs). These tasks may include:
- Data Analysis
- Laboratory report
- Written report
- Research task
- Case study analysis
- End of year exam

Possible Pathways:
Tertiary studies in health and fitness or exercise science. Careers in the areas of mental health, counselling and therapy could be considered as well as clinical psychology or nursing, occupational therapy, social work or as a guidance officer.
Contact Teacher: Mamoun Scally

Prerequisites: Year 10 French

Description:
Students will establish and maintain spoken or written exchanges related to personal areas of experience, family, friends and schooling. They will listen to, read and obtain information from written and spoken texts, using the information to create original texts such as advertisements. Students also give expression to real or imaginary experience in written or spoken form.

Areas of Study:
Unit 1
- Youth culture in France
- The role of sport in the lives of young people
- Teenage-adult relationships
- The French school system
- The environment

Unit 2
- The world of work
- French culture - literature, art and cinema
- Holidays and tourism

Assessment:
- Personal and creative written pieces
- Reading and responding in English and French
- Listening and responding in English and French
- Oral presentation

Possible pathways:
Further study can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, and Business or International Studies. These qualifications can lead to careers in many different areas such as international aid, diplomacy, finance and business.
VCE French
Units 3 & 4

Contact Teacher: Mamoun Scally

Prerequisites: French Units 1 and 2

Description:
This study is designed to enable students to use French to communicate with others and to understand and appreciate the cultural contexts in which French is used. The belief underlying this is that one understands one’s own culture and language through the study of others. It is important to understand language as a system and to make connections between French and English, and other languages, and by doing so, to apply French to work, further study, training or leisure.

Areas of Study:
The individual – personal world, education and aspirations, personal opinions and values
The French-speaking communities – lifestyles, historical perspectives, arts and entertainment.
The changing world – social issues, the world of work, scientific and technological issues

Assessment:
Unit 3 - School-assessed coursework 25%
• Outcome 1: Express ideas through the production of original texts (a 250-word personal or imaginative written piece – 20 marks).
• Outcome 2: Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested – 10 marks).
• Outcome 3: Exchange information, opinions and experiences (a three to four minute role-play, focusing on the resolution of an issue).

Unit 4 - School-assessed coursework 25%
• Outcome 1: Analyse and use information from written texts (A response to specific questions, messages or instructions, extracting and using information requested – 10 marks).
• Outcome 2: Respond critically to spoken and written texts which reflect the language and culture of the French-speaking communities (a 250–300 word informative, persuasive or evaluative written response and a three to four minute interview on an issue related to the texts studied – 20 + 20 marks).
• Examinations: oral component: 12.5% and written component: 37.5%

Possible pathways:
Further study can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts and Business or International Studies. These qualifications can lead to careers in many different areas such as international aid, diplomacy, finance and business.
VCE Chinese (First Language)
Units 1 & 2

Contact Teacher:  Eve Xia

Prerequisites: Year 10 Chinese

Description:
Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Areas of Study:
There are three prescribed themes:
- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

Assessment:

Unit 1
Outcome 1: On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.
Outcome 2: On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.
Outcome 3: On completion of this unit the student should be able to produce a personal response to a fictional text.

Unit 2
Outcome 1: On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue
Outcome 2: On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts
Outcome 3: On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations.

Possible pathways:
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.
VCE Chinese (First Language)
Units 3 & 4

Contact Teacher: Betty Liang

Prerequisites: Units 1 and 2 Chinese (first language)

Description:
Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Areas of Study:
There are three prescribed themes:
- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

Assessment:
Unit 3
Outcome 1: On completion of this unit the student should be able to express ideas through the production of original texts.
Outcome 2: On completion of this unit the student should be able to analyse and use information from spoken texts.
Outcome 3: On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4
Outcome 1: On completion of this unit the student should be able to analyse and use information from written texts.
Outcome 2: On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture.

Possible pathways:
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.
Contact Teacher: Betty Liang

Prerequisites: Students should have successfully completed Year 10 Chinese and be proficient in the language.

Description:
VCE Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. VCE Chinese Second Language Advanced is designed for students who will, typically, have had more experience of Chinese. Students should consult with their relevant teachers to determine eligibility for either Chinese 2nd Language or 2nd Language Advanced. Year 11 Chinese is the study of different themes and topics, text types, kinds of writing, vocabulary and grammar. It not only contributes the students’ growth in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. The study of Chinese provides access to an important cultural and linguistic heritage.

Areas of Study:
Unit 1:
Outcome 1: Establish and maintain a spoken or written exchange related to personal experience
Outcome 2: Listen to, read and obtain information from spoken and written texts
Outcome 3: Produce a personal response to a text focusing on real or imaginary experience

Unit 2:
Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions
Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts, and translate from characters into English
Outcome 3: Give expression to real or imaginary experience in spoken or written form

Assessment:
Assessment shall be drawn from a variety of written and oral forms including, but not limited to:
- Informal conversation
- Reply to personal communication (e.g. letter)
- Listening to spoken texts (e.g. conversations, interviews) to obtain information
- Read written texts (e.g. extracts, advertisements) to obtain information
- Oral communication (e.g. oral presentation, role play, interview)
- Journal entries/personal accounts
- Short stories

Possible pathways:
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance, Business and Tourism.
Contact Teacher: Betty Liang

Prerequisites: Students should have successfully completed Year 10 Chinese and be proficient in the language.

Description:
VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English.

Areas of Study:
Unit 1:
- Outcome 1: Discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China
- Outcome 2: Establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community
- Outcome 3: Read and comprehend simple texts and create a simple piece of writing in Chinese

Unit 2:
- Outcome 1: Research selected examples of Chinese mythology and legends, and art, and produce a written report in English
- Outcome 2: Establish and maintain a basic spoken exchange in Chinese related to planning travel in China
- Outcome 3: Read and comprehend simple written texts and create a simple text in Chinese about the geography of China

Assessment:
Assessment shall be drawn from a variety of written and oral forms including, but not limited to:

- Interview/role play/oral presentation in Chinese
- Writing in English (e.g. magazine articles, research reports)
- Writing in Chinese (e.g. articles, informative reports/articles, imaginative stories)

Possible pathways:
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance, Business and Tourism.
VCE Further Mathematics
Units 1 & 2

Contact Teacher: Anna Mouratidis

Prerequisites: Year 10 Mathematics

Description
Further Mathematics Units 1 and 2 is designed to promote students’ awareness of the usefulness of mathematics in everyday life and increase students’ confidence in making effective use of mathematical ideas, techniques and processes. It provides a sound basis for students intending to study Further Mathematics Units 3 & 4. As CAS technology is used throughout the course to support and develop key skills and understanding, it is compulsory that students own a Casio Classpad CAS calculator.

Areas of Study:
Further Mathematics Units 1 and 2 builds on the mathematical foundation of number, linear algebra, linear graphs and statistics and introduces students to statistical analysis of univariate and bivariate data, matrices, graphs and networks, number patterns and financial mathematics.

Unit 1:
- Matrices
- Graphs and Networks
- Linear equations
- Linear graphs and modelling

Unit 2:
- Statistics - Univariate and bivariate data
- Number patterns - Sequences and series
- Financial Mathematics

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.

The level of achievement will be determined as follows:
- Unit 1 assessment comprises a SAC for each area of study and two end of semester exams (multiple choice and extended response)
- Unit 2 assessment comprises a SAC for each area of study and two end of semester exams (multiple choice and extended response)

Associated Areas of Study/Careers:
Units 1 and 2 Further Mathematics can be taken as a standalone subject or as preparation for VCE Units 3 & 4 Further Mathematics.

OUTCOME 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

School based assessment tasks, which consists of assignments, tests, in-context problem solving tasks, modelling tasks, investigations, summary and review notes, and the end of semester examinations, will be used to determine performance against the outcomes.

Possible Pathways:
Further Mathematics can be taken as a standalone subject or as preparation for Units 3 & 4 Further Mathematics.
VCE Further Mathematics
Units 3 & 4

Contact Teacher: Wendy Blakeley

Prerequisites: Further Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2

Description:
Further Mathematics is a valuable and interesting study covering a variety of areas of mathematics. It is designed to provide general preparation for employment and further study. During each unit, students develop their mathematical understanding, fluency, problem solving and reasoning skills by completing tasks that allow them to practice and apply standard mathematical routines, analyse results and identify errors, solve non-routine problems, model real-life situations, articulate their reasoning and construct summary/review notes. As CAS technology is used throughout the course to support and develop key skills and understanding, it is compulsory that students own a Casio Classpad CAS calculator.

Area of Study:
The course expands on many of the topics studied in Units 1 & 2 Further Mathematics. It consists of two compulsory areas of study ‘Data Analysis’ and ‘Recursion and Financial Modelling’ and two optional modules. At CHS the two optional modules studied are Matrices, and Networks and Decision Mathematics.

Unit 3:
- Data Analysis
- Recursion and Financial Modelling

Unit 4:
- Matrices
- Networks and Decision Mathematics

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.

The level of achievement will be determined as follows:
- Unit 3 assessment comprises a SAC for each area of study that contribute 20% of the final study score
- Unit 4 assessment comprises a SAC for each area of study that contribute 14% of the final study score
- Examination 1: Multiple Choice contributes 33% of the final study score
- Examination 2: Extended Response contributes 33% of the final study score

Possible Pathways:
Further Mathematics provides general preparation for employment and for future study.
VCE Mathematics Methods
Units 1 & 2

Contact Teacher: Rowena McCoy

Prerequisites: At least level 9.5 for Number & Algebra for Year 10 semester 1

Description
Mathematics is the study of function and pattern in number, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematical Methods Units 1 and 2 provides an introductory study of functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. It is designed as preparation for Mathematical Methods Units 3 and 4 and suits students with strong algebraic and numeric skills. As CAS technology is used throughout the course, it is compulsory that students own a CAS calculator.

Areas of Study:
In Unit 1 students study functions and graphs focusing on co-ordinate geometry, polynomial and power functions. In Unit 2 they expand their knowledge of functions and graphs to circular functions and exponential and logarithmic functions. They also are introduced to calculus and further develop their understanding of probability. Throughout each unit students complete tasks that allow them to apply techniques, routines and processes; with and without the use of technology; apply modelling and problem solving skills, and enhance their reasoning and analytical skills.

Unit 1
- Linear and Quadratic Functions
- Cubic and Quartic Functions
- Functions, Relations and Transformations

Unit 2
- Circular Functions
- Exponential & Logarithmic Functions
- Calculus and its application
- Probability

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.

The level of achievement will be determined as follows:
- Unit 1 assessment comprises a SAC for each area of study and two end of semester exams
- Unit 2 assessment comprises a SAC for each area of study and two end of semester exams

Possible Pathways:
This subject is a prerequisite for VCE Units 3 & 4 Mathematical Methods. It is also recommended for many science, commerce, engineering, health and IT courses
Contact Teacher: Ursula Parker

Prerequisites: Units 1 & 2 Mathematical Methods must be successfully completed to undertake Units 3 & 4 Mathematical Methods

Description:
Mathematics is the study of function and pattern in number, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematical Methods Units 3 & 4 may be studied alone or in conjunction with either Specialist Mathematics Units 3 & 4 or Further Mathematics Units 3 & 4. It is a fully prescribed course with an emphasis on functions and calculus. The course progressively expands on the topics studied in Units 1 & 2 Mathematical Methods and students are asked to apply their knowledge to unfamiliar settings, working both abstractly and in applied settings.

Areas of Study:
In Unit 3 students expand on their study of calculus and functions and graphs. In Unit 4 students study integration, discrete and continuous probability distributions and statistical inferences. Throughout each unit students complete tasks that allow them to apply techniques, routines and processes; with and without the use of technology; develop their ability to use CAS (Computer Algebra Systems) technology efficiently and effectively; apply modelling and problem solving skills in non-routine contexts; and enhance their mathematical reasoning and analytical skills.

Unit 3:
- Functions and Relations
- Differential Calculus

Unit 4:
- Integration
- Probability and Statistics

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.

- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.

The level of achievement will be determined as follows:

- Unit 3 assessment comprises an Application SAC on Functions & Calculus that contributes 17% of the final study score
- Unit 4 assessment comprises two SACs that contribute 17% of the final study score
- Examination 1: Short Answer Technology Free contributes 22% of the final study score
- Examination 2: Technology Active contributes 44% of the final study score

Possible Pathways:
The rigorously academic approach to this course is intended to provide an appropriate background for further study at tertiary level in, for example, science, commerce, engineering or medicine.
**VCE Specialist Mathematics**
**Units 1 & 2**

**Contact Teacher:** Andrew Phelps

**Prerequisites:** Year 10 Mathematics. Year 10 Patterns, Proofs and Geometry is recommended.

**Description:**
Specialist Mathematics is designed for our most able mathematics students and must be studied in conjunction with Units 1 and 2 Mathematical Methods. Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to structure, modelling, problem solving and reasoning. As CAS technology is used throughout the course, it is compulsory that students own a CAS calculator.

**Areas of Study:**
Units 1 and 2 Specialist Mathematics builds on the mathematical foundations of algebra, number, statistics and geometry, and introduces students to advanced mathematical theories such as imaginary numbers, vectors in the plane, numerical and geometric proofs, logic, random sample design and kinematics. Students use increasingly sophisticated mathematical language and representations to communicate their ideas and showcase their understanding and mastery of skills through application, problem solving and reasoning tasks. Technology is used throughout each unit to support learning.

- **Unit 1:**
  - Number Theory
  - Geometry in the plane and proof
  - Vectors and Statics

- **Unit 2:**
  - Transformations using matrices
  - Circular functions and complex numbers
  - Graphs of non-linear relations
  - Kinematics
  - Simulation, sampling and sampling distributions

**Assessment:**
On completion of this study students should be able to demonstrate achievement in all outcomes.

- **Outcome 1:** Apply mathematical processes in routine contexts
- **Outcome 2:** Apply mathematical processes in non-routine contexts
- **Outcome 3:** Use technology to develop ideas, produce results and analyse results.

The level of achievement will be determined as follows:

- Unit 1 assessment comprises a SAC for each area of study and two end of semester exams
- Unit 2 assessment comprises a SAC for each area of study and two end of semester exams

**Possible Pathways:**
This subject is a prerequisite for VCE Specialist Mathematics Units 3 and 4. It is also recommended for many engineering, economics, mathematics, physics and IT algorithmic based courses.
Contact Teacher: Geoffrey Menon

Prerequisites: Units 1 & 2 Mathematical Methods AND Specialist Mathematics must be successfully completed to undertake Units 3 & 4 Specialist Mathematics.

Description:
Specialist Mathematics is designed for our most able mathematics students and must be studied in conjunction with Units 3 and 4 Mathematical Methods. Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to structure, modelling, problem solving and reasoning. As CAS technology is used throughout the course, it is compulsory that students own a CAS calculator.

Areas of Study:
The subject extends core ideas from Units 1 & 2 Specialist Mathematics whilst also introducing new concepts fundamental to Applied Mathematics. Students will be challenged to find and justify their solutions to complex problems, requiring a high level of perseverance, flexibility and clarity to their thinking and written work. Technology is used throughout each unit to support and develop key skills and understanding.
Unit 3:
- Functions and graphs
- Algebra
- Calculus
- Vectors
Unit 4:
- Mechanics
- Probability and Statistics

Assessment:
On completion of this study students should be able to demonstrate achievement in all outcomes.
- Outcome 1: Apply mathematical processes in routine contexts
- Outcome 2: Apply mathematical processes in non-routine contexts
- Outcome 3: Use technology to develop ideas, produce results and analyse results.
The level of achievement will be determined as follows:
- Unit 3 assessment comprises an Application SAC on Functions & Calculus that contributes 17% of the final study score
- Unit 4 assessment comprises two SACs that contribute 17% of the final study score
- Examination 1: Short Answer Technology Free contributes 22% of the final study score
- Examination 2: Technology Active contributes 44% of the final study score

Possible Pathways:
Units 3 and 4 Specialist Mathematics is intended for students with a strong interest in mathematics, science, physics, engineering, economics and related disciplines.
VCE Biology
Units 1 & 2

Contact Teacher: Ben Kozel

Highly recommended: Year 10 Biology

Description:
Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
Unit 1: How do living things stay alive? Students examine the cell as the structural and functional unit of life and its requirements for sustaining life. They analyse types of adaptations that enhance survival and consider the role played by homeostatic mechanisms. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.
- Outcome 1: How do organisms function?
- Outcome 2: How do living things sustain life?
- Outcome 3: Student directed practical investigation (scientific poster)

Unit 2: How is the continuity of life maintained? Students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions.
- Outcome 1: How does reproduction maintain the continuity of life?
- Outcome 2: How is inheritance explained?
- Outcome 3: Student directed investigation on an issue in genetics or reproduction science

Assessment:
The level of achievement will be determined as follows:
- Unit 1 assessment comprises a SAC related to each outcome and an end of semester exam
- Unit 2 assessment comprises a SAC related to each outcome and an end of semester exam
The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set of required outcomes related to the course.

Possible Pathways: Units 3 and 4 Biology
VCE Biology
Units 3 & 4

Contact Teacher: Megan Griesser

Prerequisites: Units 1 and 2 Biology

Description:
Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
Unit 3: How do cells maintain life? This unit focuses on the structure of cells, how genes are regulated, biochemical processes of life, and how technological advances are changing the way diseases are diagnosed and treated. A student designed practical investigation is undertaken and the findings are presented as a scientific poster.
  • Outcome 1: How do cellular processes work?
  • Outcome 2: How do cells communicate?
Unit 4: How does life change and respond to challenges over time? In this unit consideration is given to how changes to the genetic code have contributed to evolution, in particular human evolution. The biological consequences, and social and ethical implications, of manipulating DNA and applying biotechnologies is explored for both the individual and the species.
  • Outcome 1: How are species related?
  • Outcome 2: How do humans impact on biological processes?
  • Outcome 3: Practical Investigation

Assessment:
The level of achievement will be determined by school-assessed coursework and an end of year exam
  • Unit 3 assessment comprises of two SACs that contribute 16% of the final study score.
  • Unit 4 assessment comprises of two SACs that contribute 16% of the final study score.
  • The practical investigation contributes 8% of the final study score
  • The end of year examination accounts for 60% of the final study score.
The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set of required outcomes related to the course.

Possible Pathways:
The study of VCE Biology leads to opportunities in a range of careers including those related to medicine, environmental science, pharmacy, conservation, biochemistry, biotechnology, nursing and allied health fields.
VCE Chemistry
Units 1 & 2

Contact Teacher: Mandy Crofts

Prerequisites: Year 10 Chemistry

Description:
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
Unit 1: How can the diversity of materials be explained? The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

- Outcome 1: How can knowledge of elements explain the properties of matter?
- Outcome 2: How can the versatility of non-metals be explained?
- Outcome 3: Student directed research investigation

Unit 2: What makes water such a unique chemical and how do substances interact with water? 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 structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

- Outcome 1: How do substances interact with water?
- Outcome 2: How are substances in water measured and analysed?
- Outcome 3: Student directed practical investigation (scientific poster)

Assessment:
The level of achievement will be determined as follows:

- Unit 1 assessment comprises a SAC related to each outcome and an end of semester exam
- Unit 2 assessment comprises a SAC related to each outcome and an end of semester exam

The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set of required outcomes related to the course.

Possible Pathways: Units 3 and 4 Chemistry
VCE Chemistry
Units 3 & 4

Contact Teacher: Selena Lau

Prerequisites: Units 1 and 2 Chemistry.

Description:
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice. Students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Areas of Study:
Unit 3: How can chemical processes be designed to optimise efficiency? In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.
- Outcome 1: What are the options for energy production?
- Outcome 2: How can the yield of a chemical product be optimised?
Unit 4: How are organic compounds categorised, analysed, and used? The carbon atom has unique characteristics that explain the diversity and number of organic compounds found not only in living tissues but also in the fuels, foods, medicines and many of the materials we use every day. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds. A student designed practical investigation is undertaken and the findings are presented as a scientific poster.
- Outcome 1: How can the diversity of carbon compounds be explained and categorised?
- Outcome 2: What is the chemistry of food?

Assessment:
The level of achievement will be determined by school-assessed coursework and an end of year exam.
- Unit 3 assessment comprises of two SACs that contribute 16% of the final study score.
- Unit 4 assessment comprises of two SACs that contribute 16% of the final study score.
- The practical investigation contributes 8% of the final study score
- The end of year examination accounts for 60% of the study score.
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of specified outcomes related to each area of study.

Possible Pathways:
Tertiary studies in science, medicine, environmental science, pharmacy, nursing and engineering
VCE Physics
Units 1 & 2

Contact Teacher: David Young

Prerequisites: Year 10 Physics

Description: Physics seeks to understand and explain the physical world. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
Unit 1: What ideas explain the physical world? In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

- Outcome 1: How can thermal effects be explained?
- Outcome 2: How do electric circuits work?
- Outcome 3: What is matter and how is it formed?

Unit 2: What do experiments reveal about the physical world? In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

- Outcome 1: How can motion be described and explained?
- Outcome 2: Option: study related to different observations of the physical world
- Outcome 3: Student directed practical investigation (scientific poster)

Assessment:
The level of achievement will be determined as follows:

- Unit 1 assessment comprises a SAC related to each outcome and an end of semester exam
- Unit 2 assessment comprises a SAC related to each outcome and an end of semester exam

The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set of required outcomes related to the course.

Possible Pathways: Units 3 and 4 Physics.
VCE Physics
Units 3 & 4

Contact Teacher: Renee Gordon

Prerequisites: Units 1 and 2 Physics

Description:
Physics seeks to understand and explain the physical world. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
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 and delivery of electricity and consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Newton’s laws and Einstein’s theories are explored to explain motion.

- Outcome 1: How do things move without contact?
- Outcome 2: How are fields used to move electrical energy?
- Outcome 3: How fast can things go?

Unit 4: How can two contradictory models explain both light and matter? Students use the wave and particle theories to model properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students design and undertake investigations involving at least two continuous independent variables.

- Outcome 1: How can waves explain the behaviour of light?
- Outcome 2: How are light and matter similar?
- Outcome 3: Practical Investigation

Assessment:
The level of achievement will be determined by school-assessed coursework and an end of year exam.

- Unit 3 assessment comprises of two SACs that contribute 21% of the final study score.
- Unit 4 assessment comprises of two SACs that contribute 11% of the final study score.
- The practical investigation contributes 8% of the final study score
- The end of year examination accounts for 60% of the study score.

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of specified outcomes related to each area of study.

Possible Pathways:
The study of VCE Physics leads to opportunities in a range of careers including those related to science, engineering, physiotherapy, sports science, radiotherapy, optometry, aerospace, nanotechnology and telecommunications.
Contact Teacher: Angelina Stojanoska

Prerequisites: Year 10 Psychology

Description:
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspective and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. Students examine classical and contemporary research, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
Unit 1: How are behaviour and mental processes shaped? In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

- Outcome 1: How does the brain function?
- Outcome 2: What influences psychological development?
- Outcome 3: Student-directed research investigation

Unit 2: How do external factors influence behaviour and mental processes? A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

- Outcome 1: What influences a person’s perception of the world?
- Outcome 2: How are people influenced to behave in particular ways?
- Outcome 3: Student-directed practical investigation

Assessment:
The level of achievement will be determined as follows:

- Unit 1 assessment comprises a SAC related to each outcome and an end of semester exam
- Unit 2 assessment comprises a SAC related to each outcome and an end of semester exam

The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set of required outcomes related to the course.

Possible Pathways: Units 3 and 4 Psychology
VCE Psychology
Units 3 & 4

Contact Teacher: Gabrielle Harrison

Prerequisites: VCE Units 1 and 2 Psychology

Description:
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspective and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. Students examine classical and contemporary research, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking any VCE science study is the opportunity to engage in a range of inquiry tasks, develop key science skills and interrogate the links between theory, knowledge and practice.

Areas of Study:
Unit 3: How does experience affect behaviour and mental processes? This unit focuses on examining the functioning of the nervous system in enabling a person to interact with their internal and external world and be able to apply biological and psychological explanations for learning and memory.
- Outcome 1: How does the nervous system enable psychological functioning?
- Outcome 2: How do people learn and remember?
Unit 4: How is wellbeing developed and maintained? This unit focuses on explaining consciousness, understanding the purpose and nature of sleep and applying the biopsychosocial approach to the development and management of specific phobia. A student designed practical investigation is undertaken and the findings are presented as a scientific poster.
- Outcome 1: How do levels of consciousness affect mental processes and behaviour?
- Outcome 2: What influences mental wellbeing?
- Outcome 3: Practical Investigation

Assessment:
The level of achievement will be determined by school-assessed coursework and an end of year exam.
- Unit 3 assessment comprises of two SACs that contribute 16% of the final study score.
- Unit 4 assessment comprises of two SACs that contribute 16% of the final study score.
- The practical investigation contributes 8% of the final study score
- The end of year examination accounts for 60% of the study score.
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of specified outcomes related to each area of study.

Possible Pathways:
Tertiary studies in science, education, nursing, allied health fields, counselling, social work, human resource management and criminology.
VCE Accounting
Units 1 & 2

Contact Teacher: Stanly Yu

Description:
Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students also record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2 allows students to develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students will prepare both historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve performance.

Areas of study:
Unit 1: role of accounting in business
• The role of accounting
• Recording financial data and reporting accounting information for a service business
Unit 2: accounting and decision-making for a trading business
• Accounting for inventory
• Accounting for and managing accounts receivable and accounts payable
• Accounting for and managing non-current assets

Assessment:
Assessment tasks may include –
• A folio of exercises
• Structured questions
• Assignments
• Case studies
• Classroom presentations
• Reports

Possible pathways:
Units 3&4 Accounting
Further study in accounting, commerce or business studies at TAFE or University. Careers in commerce, accounting, economics, marketing, finance or business
Contact Teacher: Stanly Yu

Prerequisites: Units 1 and 2 Accounting

Description:
Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recoding financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4 allows students to extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Areas of study:
Unit 3: financial accounting for a trading business
- Recording and analysing financial data
- Preparing and interpreting accounting reports
Unit 4: recording, reporting, budgeting and decision-making
- Extension of recording and reporting
- Budgeting and decision-making

Assessment:
Assessment tasks may include –
- A folio of exercises
- Structured questions
- Case studies
- Reports

Possible pathways:
Further study in accounting, commerce or business studies at TAFE or University. Careers in commerce, accounting, economics, marketing, finance or business.
Contact Teacher: Sarah Groves

Description:
In VCE Business Management, students examine the ways businesses manage resource to achieve objectives, including the complexity of challenges facing decision makers in managing these decisions. In Year 11, students investigate businesses and varying sizes and how they contribute to the economy and society. They explore business ideas and how they become reality, including the various factors that affect these business ideas both from within and outside the organisation, including innovation, technological development and social change. Furthermore, they examine the various legal requirements that must be satisfied when establishing a business, strategies to staff organisations with the best people and various strategies organisations can use to promote and market their business ideas.

Areas of Study:
Unit 1:
- Different size and type of businesses
- Contributions of businesses to the economy and society
- Developing and testing business ideas
- Pressure from political, economic, social and technological factors
- Stakeholders and their vested interests

Unit 2:
- Choosing the right location, support services and finance options
- Marketing strategies and their effectiveness in persuading customers to purchase
- Public relations and its importance in the contemporary business world
- Establishing and maintaining the employment relationship with staff

Assessment:
Assessment tasks are chosen from:
- Case study analysis
- Business research
- Test
- Media analysis
- Investigation report
- Business simulation activity
- Direct business interviews

Each unit will also be assessed with a written examination

Possible Pathways:
Human Resource Management; Marketing and public relations; supply chain management; international business; tourism; management information systems. Career opportunities in business management are varied and can include: management consultant; marketing executive; training officer; systems analyst; operational and social researcher; logistics and distribution manager; human resources manager; industrial relations officer; OH&S office.
VCE Business Management
Units 3 & 4

Contact Teacher: Sarah Groves

Prerequisites: Business Management Units 1 and 2

Description:
In VCE Business Management, students examine the ways businesses manage resources to achieve objectives, including the complexity of challenges facing decision makers in managing these decisions. In Year 12, students explore various processes and issues concerned with managing a business successfully to meet objectives. Students examine different types of businesses and their differing objectives as well as how organisations develop their own unique corporate culture. They investigate different styles and skills managers can use as well as strategies to motivate and manage staff and the daily operations of both service and manufacturing organisations. Using contemporary case studies, students consider the importance of strategically managing organisations in times of significant change and the importance of leadership during these times.

Areas of Study:
Unit 3:
• Characteristics of various types of businesses
• Stakeholders and their vested interests in business
• The role and importance of objectives in business
• The role of corporate culture and strategies for development
• Motivating and managing employees over the employment relationship, including the maintenance and termination phases.
• The role of important players in ensuring appropriate pay and working conditions for staff
• Strategies to manage daily operations/production efficiently and effectively, including the use of technology

Unit 4:
• The need for and importance of change in order to improve performance
• Forces that drive and restrain change in organisations
• Strategies to manage change in organisation
• The effect of change on people and organisations

Assessment:
• Unit 3 & 4: Case studies with short answer and extended response questions 50%
• End-of-year examination 50%

Possible pathways:
Human Resource Management; Marketing and public relations; supply chain management; international business; tourism; management information systems.
Career opportunities in business management are varied and can include: management consultant; marketing executive; training officer; systems analyst; operational and social researcher; logistics and distribution manager; human resources manager; industrial relations officer; OH&S officer.
VCE Classical Studies
Units 1 & 2
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Tricia Radford

Description:
Unit 1: Mythical Worlds: This unit explores the myths of ancient Greece and Rome and how they were used to explain the physical world, the foundations of institutions and aspects of daily life. Students explore their representation in a range of forms including epic, sculpture, tragedy, vase and wall painting. They also study the way in which archaeology was used to examine the historical basis of particular myths.
Unit 2: Classical Imaginations: This unit examines classical works across time. Starting with the study of Classical Greece by exploring its intellectual and material culture students will learn how such works offer understanding of the social and political life of the society. They will explore the ways in which classical works are reference points for later ages to aspire to or react against.

Areas of Study:
- The difference between myths and legends
- The form, function and content of myths and legends
- How myths and legends are communicated through art and literature
- The historical, artistic, intellectual and social context of myths and legends
- The role of the gods in classical society
- Development of archaeological methods
- Archaeological evidence associated with particular sites
- The historical basis of myths
- How ideas and values are presented in classical works
- The relationship between a classical work and the society in which it was created
- The Classical legacy-classical influences evident in later works

Assessment:
- Oral Presentation on a classical myth or god
- Essays on selected texts
- Research project on an archaeological site with a particular myth
- Written analyses of selected classical works
- Documentary analysis on historical context
- A comparative report on a classical and modern work or scenario.

Possible Pathways:
History, literature, art philosophy, University arts, archaeology degrees.
VCE Classical Studies
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)
NOT RUNNING IN 2020

Contact Teacher: Tricia Radford

Prerequisites: Units 1 and 2 Classics or Units 1 and 2 History (Literature and Art would be an advantage).

Description:

Units 3 and 4: Classical Worlds
Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works Lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Analysis of individual works enables students to engage with ideas that are explored by particular authors, artists and ancient historians. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different authors, artists and ancient historians dealt with the same concept. This analysis reveals the changing nature of the classical world.

Areas of Study:

Individual Study: Students will study TWO individual works over the course of the year.
They will explore:
- the socio-historical context of the classical work;
- the relationship of the classical work to its socio-historical context;
- key ideas contained in a classical work;
- the techniques used by the classical author, artist and ancient historian to express these ideas;
- the relationship of sections of a work to the work as a whole or of an artwork to its form

Comparative Study: Students will compare two sets of classical works.
They will explore:
- the socio-historical contexts of classical works;
- the relationship of the classical works to their socio-historical contexts;
- key ideas presented in classical works;
- techniques used by classical writers or artists to express ideas;
- similarities and differences between the classical works

Assessment:
Students will be assessed on their ability to:
- research the socio-historical contexts of classical works;
- analyse ideas and techniques in classical works;
- compare ideas and techniques in classical works;
- discuss the relationship of classical works to their socio-historical contexts;
- draw on evidence from classical works to support a point of view.

Possible pathways:
Classical Studies can lead to tertiary study of History, Literature, Art History and Philosophy as part of University Arts and Archaeology degrees among other degree
Contact Teacher: Stanly Yu

Description:
In VCE Economics, students study how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Students explore their role in the economy and the way economic models and theories help explain causes and effects of decisions. Using the core economic concepts of scarcity, opportunity cost, resources and the laws of demand and supply, students explore how different markets operate and how different groups interact within markets to improve living standards. In addition, students investigate economic issues of global significance, develop understandings of why these are important and how they affect the various groups in the economy. They develop and critically evaluate solutions to these economic issues, including government policies and actions taken to gain a greater appreciation of the micro and macro economies they interact with on a daily basis.

Areas of Study:
Students undertaking this study will examine the following topics and issues:

Unit 1:
- Thinking like an economist
- Decision making in markets

Unit 2:
- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and equity
- Global economic issues

Assessment Tasks:
Students may be assessed on:
- An analysis of written, visual and statistical evidence
- A folio of applied economic exercises
- A report of an investigation
- Case studies
- An essay
- Tests and an end of semester examination

Possible pathways:
Commerce, Accounting, Banking, Finance, Economics
Contact Teacher: Stanly Yu

Prerequisites: Units 1 and 2 Economics.

Description:
Economic decisions are about resource use in producing goods and services, and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. It also requires an understanding of the influence of political, ethical, environmental and social forces on economic decision-making.

Unit 3: Australia's Economic Prosperity: This unit focuses on the operation of the market mechanism and the extent to which it operates freely in Australia. It also analyses the factors which affect the nature and level of economic activity in Australia and measures the performance of the economy in terms of the economic objectives. It closely examines economic activity in Australia as well as the economic objectives and performance in Australia.

Unit 4: Managing the Economy: This unit focuses on the nature and operation of government macroeconomic policy, that is budgetary and monetary policy, and also microeconomic policy in managing the Australian economy. It also evaluates the effectiveness of these economic policies in relation to the nation's economic objectives. The course also analyses the current policy mix and its effectiveness.

Areas of Study:
Unit 3:
An introduction to microeconomics
- Market system
- Resource allocation
- Government intervention
Domestic macroeconomic goals
Australia and the world economy

Unit 4:
Aggregate demand policies and domestic economic stability
Aggregate supply policies and influence on the Australian Government's domestic macroeconomic goals and living standards.

Assessment:
Students are required to demonstrate achievement of three outcomes in Unit 3 and two outcomes in Unit 4. As a set these outcomes encompass both areas of study. Outcomes may consist of any or all of the following:
- An analysis of written, visual and statistical evidence
- A folio of applied economic exercises
- A folio of media articles (print, internet, visual)
- A report of an investigation
- Case study
- Tests and an end of year examination

Possible pathways:
Economics, accounting, commerce, banking and finance
VCE Geography
Units 1 & 2

Contact Teacher: Peter Campbell

Description:
Unit 1: investigates the geographic characteristics of two contrasting hazards, geological and biological (HIV) and the human response to them. It examines the processes involved with hazards, including their causes and impacts, human efforts to reduce vulnerability to, the impact of hazard events and the interconnections between human activity and natural phenomenon.
Unit 2: investigates the development of the global growth of tourism. The characteristics of a variety of tourist attractions are assessed and how they impact on the social development of a location and the impacts on the environment. Inquiry fieldwork is undertaken at Lysterfield examining its features, management and impacts.

Areas of Study:
Unit 1:
- Investigation of the natural processes that cause the geological hazards of earthquakes, volcanoes and tsunamis with a particular focus on case studies in the Asia Pacific region. The human response to these geological hazards is studied through case studies and strategies to manage the negative impacts are evaluated.
- Investigation of HIV as a global issue and a hazard to human wellbeing. Differences in the spatial variation of the incidence of HIV across the world are examined and the success of responses at global, regional and local scales is evaluated.

Unit 2:
- Investigation of the characteristics of tourism, its development (and spatial) and its impact on people, places and environments. Examples of tourism from within Australia and elsewhere in the world support investigations with an emphasis on the interconnection between local, regional and global locations.
- Fieldwork inquiry into a tourism resource in the Melbourne region with a focus on the characteristics of the site that attract tourists, management of the tourism resource and the impacts on people and the local environment.

Assessment:
- Geological hazards (SAC) practical analysis and evaluation of geographic data on case studies
- HIV – Global biological hazard (SAC) seminar delivery, participation and the analysis of findings
- Tourism (SAC) practical analysis and evaluation of geographic data
- Lysterfield Park fieldwork report – Inquiry report assessing characteristics, management and impacts of tourism at the park
- End of year examination

Possible pathways:
Units 1 and 2 Geography lead on to Units 3 and 4. Geography can also be studied as an enhancement through Monash University and is offered as tertiary study at many higher education institutions. GeoCareers is specifically designed to provide secondary and tertiary students with info about studying Geography at a secondary school or tertiary level and the career opportunities and paths available [http://www.geocareers.net.au](http://www.geocareers.net.au)
The institute of Australian Geographers provides information on a range of careers that Geography leads to and has links to tertiary institutions across Australia where students can progress their study of Geography. [https://www.iag.org.au/about-geography/careers-through-geography](https://www.iag.org.au/about-geography/careers-through-geography)
VCE Geography
Units 3 & 4
(NOT RUNNING IN 2020)

Contact Teacher: Peter Campbell

Prerequisites: No prerequisites required for Unit 3, however Unit 3 must be completed before Unit 4

Description:
Unit 3: investigates the geographic issue of land change in regards to deforestation, desertification and melting glaciers and ice sheets and how the interconnection between climate, soil, landforms, flora and fauna are changed over time by human action and natural processes. Inquiry based fieldwork is completed to assess land use and land cover change in the Melbourne Region.
Unit 4: investigates the geography of human populations. Patterns of population change, movement and distribution, the response of governments, organisations and individuals to those changes in different parts of the world are examined.

Areas of Study:
Unit 3:
- Investigation of the geographic characteristics of deforestation, desertification and melting ice and the causes and consequences of change in locations where these processes are occurring. Case studies in the Antarctic, Asia Pacific and African regions are used to deepen the understanding of the changes to land cover produced by these processes, the impacts and the responses to these changes at different scales.
- Fieldwork inquiry in the Melbourne region evaluating changes in land use and cover, human management of the location and the interconnection with natural processes and how these interconnections impact people and the environment at this location.

Unit 4:
- Investigation of the changes over time in global population growth and the spatial variations throughout the world. Population models are evaluated and assessed for validity in terms of application to current trends, specific nations and future predications. Socioeconomic and political factors are examined to understand forced and unforced migration and changes in fertility and mortality.
- Investigation of the ageing population trend of Japan and Cambodia, which has the second highest population growth rate in South East Asia. The regional and global contexts of these trends are examined with the interconnections with population dynamics of fertility and mortality made. The impacts and the national strategies to manage these population trends in these two countries are evaluated.

Assessment:
- Land change (SAC) practical analysis and evaluation of geographic data through case studies
- Fieldwork report – inquiry report on the impacts of land use and cover change
- Population (SAC) – practical analysis and evaluation of population dynamics and trends

Possible pathways:
Units 3 and 4 Geography lead on to further study in Geography at a tertiary level at many higher education institutions.
VCE Legal Studies
Units 1 & 2

Contact Teacher: Paul Sturgess

Description:
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia, and examines the processes of law-making, dispute resolution and the administration of justice in Australia.

Areas of Study:
Unit 1: Guilt and liability: students investigate the key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights: students undertake a detailed investigation of criminal and civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in other countries and possible reforms to the protection of rights. They examine a significant case in relation to protection of rights in Australia.

Assessment:
Unit 1
• Folio of exercises
• Criminal law classroom presentation
• Civil law case study analysis
Unit 2
• Structured questions
• Human rights report
• Folio of exercises

Possible pathways:
Units 3 & 4 Legal Studies, Law, Commerce, Accounting, Business Marketing, Arts.
Business marketing, arts.
VCE Legal Studies
Units 3 & 4

Contact Teacher: Helen Koutsougeras

Description:
The subject examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes. There is an examination of the Constitution and of the processes of law-making through parliament and the courts and the relationship between the two.

Areas of Study:
Unit 3
The Victorian Criminal Justice System – students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions.

The Victorian Civil Justice System – students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

Unit 4
In this area of study - students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

The People, the Parliament and the Courts - students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

Assessment:
Internal Assessment Unit 3 Outcome 1 and 2 - 50 marks each
Internal Assessment Unit 4 Outcome 1 and 2 - 50 marks each
(SACs will comprise structured questions, folio of exercises, reports, case study, and essay)

Possible pathways:
Law, Commerce, Accounting, Business Marketing, Arts.
VCE 20th Century History
Units 1 & 2
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Andrew Batrouney

Description:
20th Century History: Students explore the nature of political, social and cultural change in the twentieth century. Students will investigate the western world between the world wars. Following this students investigate the Cold War and Civil Rights movements. Students will examine the challenges and changes to existing political, economic, and social arrangements and how individual and group movements changed ideas, values and political systems.

Areas of Study:
Unit 1: 20th Century History
  - Ideology and conflict – the emerging and competing ideologies of capitalism, communism, socialism and fascism
  - Social and cultural change – the 1920s and the Great Depression in the USA
Unit 2: 20th Century History
  - Competing Ideologies – the Cold War causes and consequences
  - Challenge and Change – Civil Rights Movements

Assessment:
Common for both units:
  - Analysis of primary sources
  - Essay
  - Extended written response
  - Examination
    - Part 1 - Analysis of primary sources
    - Part 2 - Essay

Possible pathways:
Links to other subjects include English and English Literature, Classical Societies and Cultures, History Revolutions, Politics, Legal Studies. Key skills and knowledge relevant to a wide range of tertiary studies and careers include:
  - research using visual, oral and written sources, referencing, essay writing, problem solving, critical thinking, analysis, evaluation and reasoning, and communication skills
Contact Teacher: Tricia Radford

Prerequisites: History Units 1 and 2

Description:
The major revolutions of the past two centuries have directly shaped contemporary society. Students will study how the old regimes of eighteenth-century France and twentieth-century Russia came to be overthrown in violent and dramatic revolution and how the revolutionary governments addressed the expectations of their people in their attempts to reshape society. They will study the rise of revolutionary leaders and radical ways of thinking that have influenced our current history.

Areas of Study:
For both France (Unit 3) and Russia (Unit 4), we study:
- The old regime of monarchies and how they grew weaker
- The rise of opposition, revolutionary movements and new ideas, such as communism or the sans-culottes
- The overthrow of the old regimes, usually through violent action by crowds, such as the Fall of the Bastille or the Bolshevik Revolution of 1917
- How the new revolutionary governments attempt to consolidate their power in the face of economic, political and military crises by policies of terror
- How forces opposed to the revolution attempt to reinstate their power through civil war and counter-revolution
- The way in which key events and important people – such as Lenin, Robespierre, or Rasputin and war influenced the nature of revolution

Assessment:
Assessment consists of two SACs per unit (semester). The four SACs in total will consist of one of each of the following:
- extended – response questions
- a document analysis (visual or text)
- a short essay.
The results of these tasks will be worth 50% of the units marks. The final exam is worth 50% of the marks and consists of documentary analyses, short essay, and short paragraph answers.

Possible pathways:
The skills of historical analysis, synthesis and writing are directly transferable to careers linked to law, journalism, humanities subjects, government, politics, all forms of writing.
Contact Teacher: Charmaine Macdonald

Prerequisites: Year 9 or 10 Food Studies recommended.

Description:
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 investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Areas of Study:
Unit 1: Food around the world
In this area of study students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

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.

Assessment:
- Two outcomes
- Oral presentation
- Practical demonstration
- Food testing analysis
- Exam

Possible pathways
Unit 3 and 4 food studies
Contact Teacher: Charmaine Macdonald

Prerequisites: Unit 1 & 2 Food studies

Description:
Looks at the diversity of food, its preparation and safe storage to maximise quality of raw and cooked foods. Food classification and properties are investigated in relation to different cooking methods. This knowledge is applied to food preparation. Students investigate the best methods, tools and equipment to produce results when preparing food for a variety of situations in optimum sensory, physical and chemical properties of food. Design brief work, both individually and in teams to prepare food for challenges such as nutritional considerations, cultural beliefs, resources access and availability.

Areas of Study:

Unit 3: Food in Daily Life
This unit investigates the many roles and everyday influences of food.

- **Area of Study 1 the Science of Food**
  In this area of study students explore the science of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They investigate food allergies, food intolerances and the microbiology of food contamination. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

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

Unit 4: Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems.

- **Area of Study 1 Environment and Ethics**
  This focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

- **Area of Study 2 Navigating Food Information**
  This focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.
Assessment:
- Oral presentation
- Practical demonstration
- Food testing analysis
- Exam

Possible pathways
Further study at tertiary level
Contact Teacher: Eamon Stewart

Prerequisites: Beneficial to have year 9 or year 10 Digital Technology.

Description:
In unit 1, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students collect primary data when investigating an issue and create a digital solution that graphically presents the findings. Students examine the technical underpinnings of wireless and mobile networks. Students create a website to present different viewpoints on a contemporary issue.

In unit 2, students focus on how the application of computational, design and systems thinking skills support the creation of digital solutions. Students develop their computational thinking skills when using a programming language. Students develop a sound understanding of data and how a range of software tools can be used to extract and manipulate data from large repositories. Students apply all stages of the problem-solving methodology to create a solution using database management software.

Areas of Study:
- Programming skills (Python programming language)
- Web development
- Networks
- Online communities
- Relational database management systems
- Spreadsheets

Assessment:
Unit 1
- SAC 1: Spreadsheets and visual design software
- SAC 2: Networks
- SAC 3: Web development

Unit 2
- SAC 1: Design and develop software using the Python programming language
- SAC 2: Present data from a large data repository
- SAC 3: Develop a relational database management system

Possible pathways:
Computer science, software developer, web developer, network engineer, user experience developer, IT consultant, IT project manager, systems analyst.
VCE Computing (Software Development)  
Units 3 & 4

Contact Teacher: Eamon Stewart

Prerequisites: VCE Computing Units 1 & 2

Description:
Students focus on the application of a problem-solving methodology and underlying skills to create solutions using a programming language. In unit 3, students use a programming language to create working software modules. Students respond to given software designs and develop a set of working modules through the use of a programming language. Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

In unit 4, students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. Students continue to study the programming language used in Unit 3. Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Areas of Study:
- Programming skills (Python programming language)
- Software development
- Information management
- Organisations and data management
- Organisations and information needs
- Key legislation

Assessment:
Unit 3
- SAC 1: Programming skills (Python programming language)
- SAC 2: Analysis and design stage of software solution

Unit 4
- SAC 1: Development stage of software solution (Python programming language)
- SAC 2: Students investigate the interactions and impacts of networks
- End of year examination

Possible pathways:
Computer science, software developer, web developer, network engineer, user experience developer, IT consultant, IT project manager, systems analyst.
VCE Product Design & Technology

Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: Year 9 and/or 10 Product design would be beneficial

Description:
Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product. Students will also 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 end-user/s’ needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Areas of Study:

Unit 1 Sustainable product redevelopment
Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Unit 2 Collaborative Design
Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Assessment:

Unit 1
- Short written report that includes pillars of sustainability
- Product and records of production and modifications
- End of semester exam

Unit 2
- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report.
- Product and records of production and modifications
- End of semester exam

Possible pathways
Product designer, furnisher, builder
VCE Product Design & Technology
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: Unit 1 & 2 Product Design and Technology

Description:
Students are engaged in the design and development of a product that meets the needs and expectations of an end-user, developed through a design process and influenced by a range of complex factors.

Areas of Study:
- Unit 3: The designer, and end-user in product development
  Product development in industry and designing for others
- Unit 4: Product analysis and comparison, product manufacture, product evaluation

Assessment:
Unit 3
- **Outcome 1** - A structured, annotated design brief, four-part evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to key words and phrases.
- **Outcome 2** - A written report explaining and analysing the product design factors, development and manufacture of products within industrial settings.
- **Outcome 3** – Production

Unit 4
- **Outcome 1** - A written report comparing, analysing and evaluating similar commercial products, taking into account a range of factors and using appropriate techniques.
- **Outcome 2** - Safely apply a range of production skills and processes to make the product designed in Unit 3 and manage time and resources effectively and efficiently.
- **Outcome 3** - Evaluate the outcomes of the design, planning and production activities, explain the products design features to the client and/or an end-user and outline its care requirements.

Possible pathways:
VCE Systems Engineering
Units 1 & 2
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: Year 9 or 10 Systems Engineering is recommended

Description:
VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective by designing and manufacturing systems-based solutions to real world problems.

Areas of Study:
Unit 1: Introduction to mechanical systems
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components.

Unit 2: Introduction to electrotechnology systems
Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system. The system should be predominately ElectroTech based but would generally have electromechanical components within the system. The constructed system should provide a tangible demonstration of some of the theoretical principles studied in this unit.

Assessment:
Unit 1:
- Engineers Notebook
- Major project (mechanical)
- End of semester exam.

Unit 2:
- Engineers Notebook
- Major project (ElectroTech)
- End of semester exam

Possible pathways
This unit leads on to Units 3 and 4 Systems Engineering and further study at TAFE or University. Careers in mechanical and electrical engineering, product design, robotics, automation, electronic design, manufacturing and technical trades.
VCE Systems Engineering
Units 3 & 4
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)
( NOT RUNNING IN 2020)

Contact Teacher: Martin Blake

Prerequisites: Unit 1 & 2 Systems engineering

Description:
VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective by designing and manufacturing systems-based solutions to real world problems.

Areas of Study:
Unit 3: Integrated systems engineering and energy
In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the impacts of the use of renewable and non-renewable energy sources. Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system.

Unit 4: Systems control and new and emerging technologies
In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. Students expand their knowledge of new and emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific new or emerging innovation, including its impacts.

Assessment:
Percentage contributions to the study score in Systems Engineering are as follows:
- School-assessed Coursework: 20 per cent
- School-assessed Task (major project): 50 per cent
- End-of-year examination: 30 per cent

Possible pathways:
This course leads on to further study at TAFE or University.
VET Sport and Recreation
Units 1 & 2
(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher:  Drew Smith

Description:
This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service and or administrative assistance. This qualification also provides for multi skilled roles, which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

Areas of Study:
VET certificates are divided into a series of Units of Competency where each topic area is a standalone learning sequence that is assessed and totalled towards the certificate completion. The Units of Competency in this course are as follows:

- Organise personal work priorities and development.
- Respond to emergency Situations
- Provide First Aid
- Participate in workplace health and safety
- Use social media for collaboration and engagement
- Conduct non-instructional sport or recreational sessions
- Provide quality service
- Develop and update officiating knowledge
- Conduct a non-sport and recreational event

Assessment:
Assessment includes a combination of written tests, projects and practical demonstration of skills. Student’s competency against each area of study is assessed during each unit undertaken throughout the course. Students are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Possible Pathways:
The following are indicative job roles for this qualification:

- Recreation assistant
- Administration assistant
- Grounds assistant
- Retail assistant
VCAL SUBJECT DESCRIPTIONS IN LEARNING AREAS
VCAL Numeracy
Year 11

Contact Teacher: Brendan Carrick

Prerequisites: Year 10 Mathematics

Description:

VCAL Numeracy is designed to support students undertaking VET studies and has a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, family, employment, further learning and community.

Areas of Study:
Unit 1:
The purpose of this unit is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design. It also includes the use of software tools and devices applied to tasks that are part of the students’ normal routine but extends to applications outside their immediate personal environment such as in the workplace and the community.

- Outcome 1: Numerical skills and processes
- Outcome 2: Financial literacy
- Outcome 3: Planning and organisation
- Outcome 4: Measurement. Representation and design

Unit 2:
The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to the VET units in their VCAL program or employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy, and Probability and Statistics. This unit seeks to extend students’ understanding of how numerical knowledge and skills can be transferred to an industry area. The key processes involve identifying mathematics, applying it and communicating the results.

- Outcome 1: Numeracy based project plan in a familiar industry area
- Outcome 2: Apply numerical skills in an industry context
- Outcome 3: Use appropriate software tools and devices to represent data
- Outcome 4: Communicate the results of the project

Assessment:
Students must demonstrate achievement in all the learning outcomes to be credited with this unit. Assessment is ongoing and based on a folio of evidence which may include teacher observations, samples of written work, written reports, journal entries and self-assessments.

Possible Pathways:
VCAL Numeracy does not provide a basis for undertaking Units 3 and 4 studies in Mathematics.
VCAL Literacy Senior
Year 12

Contact Teacher: Scott Kirkby

Prerequisites: Year 11 English/Intermediate Literacy/Enrollment in Senior VCAL

Description:
Literacy includes reading, writing and oral communication skills. The broad purpose of VCAL Literacy is to enable the development of skills that allow progression in the main social contexts of:
- workplace and institutional settings
- education and training contexts
- community and civic life
- family and social life

Areas of Study:
There are four domains of VCAL literacy:
- Literacy for self-expression: focuses on aspects of personal and family life, and the cultures which shape these
- Literacy for practical purposes: focuses on forms of communication used in workplace and institutional settings
- Literacy for knowledge: focuses on scientific, technological and mechanical concepts relevant to education and training
- Literacy for public debate: focuses on matters of public concern, and the forms of argument used in the public arena.

Assessment:
Assessment takes place through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency in each of the four domains, through group activities or individual work. Assessment methods include but are not restricted to:
- oral presentations
- written tasks
- discussions and debates
- projects
- role-plays
- folios of tasks or investigations
- performance of practical tasks

Possible Pathways:
VCAL is an alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction; hospitality; child care; community services; fitness industry; mechanical engineering; business administration; beauty therapy, and many more.
VCAL Personal Development Intermediate
Year 11

Contact Teacher: Scott Kirby

Prerequisites: Enrolled in Intermediate VCAL.

Description:
Personal Development focuses on the development of self through personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in projects connected to school and external community.

Areas of Study:
The learning program is general to enable maximum flexibility of content selection. Content is linked to one or more of the following contexts
- Personal development
- Community
- Leadership
- Culture
- Team building
- Health and wellbeing

Assessment:
Assessment takes place through class work throughout the year. There is no examination for this subject. Students are to demonstrate achievement in each of the following areas:
- Plan and organise a complex project or activity
- Demonstrate knowledge and skills in the context of a complex project or activity
- Demonstrate self-management skills for goal achievement in the context of a project or activity
- Describe leadership skills and responsibilities
- Demonstrate interpersonal skills to communicate ideas and information

Students will be expected to complete both written and practical task within this unit in order to satisfactorily meet the outcomes.

Possible Pathways:
VCAL is an alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction, hospitality; child care; community services; fitness industry; mechanical engineering; business administration and many more.
VCAL Personal Development
Senior - Year 12

Contact Teacher: Scott Kirby

Prerequisites: Enrolled in Senior VCAL.

Description:
Personal Development focuses on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in projects connected to school and external community.

Areas of Study:
The learning program is general to enable maximum flexibility of content selection. Content is linked to one or more of the following contexts
- Personal development
- Community
- Leadership
- Culture
- Team building
- Health and wellbeing

Assessment :
Assessment takes place through class work throughout the year. There is no examination for this subject. Students are to demonstrate achievement in each of the following areas:
- Plan and organise to completion a complex project in an autonomous manner
- Demonstrate an awareness of social diversity within a complex project
- Apply strategies to improve communication
- Demonstrate leadership skills for group and teamwork
- Use decision-making skills in a group or team context

Possible Pathways:
VCAL is an alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction, hospitality; child care; community services; fitness industry; mechanical engineering; business administration and many more.
VCAL Work Related Skills Intermediate
Year 11

Contact Teacher: Scott Kirby
Prerequisites: None.

Description:
Work Related Skills (WRS) develops employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. Students are required to participate in one day a week work placement during semester and a two week block at end of semester 1 and semester 2. The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts

Employability Skills:
Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Areas of Study:

- Learn about basic conditions and entitlements of a specific industry.
- Obtain and communicate information in response to a work related OH&S issue.
- Develop knowledge and understanding of OH&S in a work related context.
- Identify problems or safety hazards that can affect the safety of the work environment.
- Contribute to team objectives to achieve safe work procedures and to achieve a work related goal.
- Use information and communications technology in relation to a work related activity.
- Using a work related goal students learn to analyse and organise information, communicate information and ideas, plan, organise and manage activities and Identify and solve problems.

Assessment:
Assessment is on-going through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency through individual work and group activities. Assessment methods include but are not restricted to:

- oral or written reports and presentations
- discussion and debates
- folios of tasks or investigations
- performing practical tasks self-assessment
- student logbooks and reflective journals teacher observation and/or checklists

Possible Pathways:
VCAL is an alternative to VCE, designed to prepare students for success in a range of vocational career paths. Such careers include automotive; building; media; engineering; events; floristry; furniture making; hairdressing; sport and recreation; telecommunications and many more.
VCAL Work Related Skills Senior
Year 12

Contact Teacher: Scott Kirby
Prerequisites: None, but must be enrolled in Senior VCAL.

Description:
Work Related Skills (WRS) develops employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. Students are required to participate in one day a week work placement during semester and a two week block at end of semester 1 and semester 2. The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts

Employability Skills:
Employability skills contain key personal attributes and skills that are important for young people (entry level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Areas of Study:
- Research information about the career pathways, functions and layout of a specific workplace.
- Communicate ideas and information about OH&S requirements for a work environment.
- Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context.
- Develop an OH&S plan for a work environment that addresses OH&S issues.
- Work with others and in teams in a work environment in accordance with defined workplace procedures.
- Use and evaluate information and communications technology in relation to a complex work related activity.
- Use technology in accordance with OH&S guidelines in a work related context.
- Communicate ideas and information in a work environment.
- Plan, organise and manage activities in a work environment, incorporating quality assurance.
- Identify and solve problems in a work environment.

Assessment:
Assessment is on-going through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency through individual work and group activities. Assessment methods include but are not restricted to:

- oral or written reports and presentations
- discussion and debates
- folios of tasks or investigations
- performing practical tasks
- self-assessment
- student logbooks and reflective jobs

Possible Pathways:
VCAL is an alternative to VCE, designed to prepare students for success in a range of vocational career paths. Such careers include automotive; building; media; engineering; events; floristry; furniture making; hairdressing; sport and recreation; telecommunications and many more.
## Appendix 1 - Redemption Process VCE

**Appendix 1 Redemption Process Camberwell High School VCE: Redemption Process – VCE Outcome Tasks**

### REDEMPTION

A redemption is issued when the Outcome Task:

- does not satisfy the prescribed requirements as directed by the teacher based on the VCAA Study Design
- is not submitted by the due date

### STAGE 1

- The teacher sends an email via Compass to the parents/guardians and students, notifying them of the unsatisfactory Outcome Task
- The teacher enters an amber academic entry on Chronicle to notify Sub School

**PROVISIONAL N AWARDED**

Student has 48 hours from point of email notification to submit the Outcome Task to the required standard in order to redeem the S result

### STAGE 2

#### SUBMITTED – MEETS REQUIREMENTS

<table>
<thead>
<tr>
<th>The teacher will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create new red academic entry on Chronicle to notify Sub School of Provisional N</td>
</tr>
<tr>
<td>The House Leader will:</td>
</tr>
<tr>
<td>• Communicate with the subject teacher to gather further information (as required)</td>
</tr>
<tr>
<td>• Conference with student regarding the Provisional N and determine process for final submission opportunity</td>
</tr>
<tr>
<td>• Complete first section of the Redemption Contract and hand to SSAO for filing</td>
</tr>
<tr>
<td>• Update teacher of progress by adding comment(s) under original red Chronicle entry</td>
</tr>
<tr>
<td>• Update parents of progress via email</td>
</tr>
<tr>
<td>The student will:</td>
</tr>
<tr>
<td>• Complete first section of Redemption Contract with House Leader</td>
</tr>
<tr>
<td>• Complete required Outcome Task by due date agreed to in Redemption Contract</td>
</tr>
<tr>
<td>• Submit Outcome Task to SSAO, ensuring Receipt of Submission section of Redemption Contract is completed</td>
</tr>
</tbody>
</table>

#### SUBMITTED – DOES NOT MEET REQUIREMENTS

<table>
<thead>
<tr>
<th>The Sub School Administration Officer (SSAO) will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete Receipt of Submission section of Redemption Contract</td>
</tr>
<tr>
<td>• Chronicle submission as a comment under original red Chronicle entry</td>
</tr>
<tr>
<td>• Staple Redemption Contract to front of Outcome Task and place task in teacher’s pigeonhole</td>
</tr>
</tbody>
</table>

**NOT SUBMITTED**

#### SUBMITTED – MEETS REQUIREMENTS

| S | PROVISIONAL N |

**Important Notice**

A second redemption being issued within a unit will result in an N for the unit.
Redemption Contract

This Redemption Contract is to be used as part of Stage 2 of the VCE Redemption Process. The **Task Information** section is to be completed by the House Leader and student, and details how/when the Outcome Task will be redeemed.

The **Receipt of Submission** section is to be completed by the Sub School Administration Officer (SSAO) and student upon submission of the Outcome Task.

The entry onto Chronicle is to be completed by the SSAO upon submission. All elements of this Redemption Contract must be completed before the Outcome Task can be submitted to the teacher’s pigeonhole.

### Task Information

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>House Leader</td>
<td></td>
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<tr>
<td>Subject</td>
<td></td>
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<tr>
<td>Subject Teacher</td>
<td></td>
</tr>
<tr>
<td>Outcome Task Name</td>
<td></td>
</tr>
<tr>
<td>Agreed Submission Date</td>
<td></td>
</tr>
<tr>
<td>Signature – Student</td>
<td></td>
</tr>
<tr>
<td>Signature – House Leader</td>
<td></td>
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</tbody>
</table>

### Receipt of Submission

<table>
<thead>
<tr>
<th>Date Submitted</th>
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</thead>
<tbody>
<tr>
<td>Signature – Student</td>
<td></td>
</tr>
<tr>
<td>Signature – SSAO</td>
<td></td>
</tr>
<tr>
<td>Entry on Chronicle</td>
<td></td>
</tr>
</tbody>
</table>

**REMINDER:** Before delivering to teacher’s pigeonhole, ensure the Redemption Contract is stapled to the front over the Outcome Task submission and a comment noting submission is placed on the teacher’s red Chronicle entry.

**IMPORTANT NOTICE**

A second redemption being issued within a unit will result in an N for the unit.
Camberwell High School Acceleration Policy and Process 2019 to 2020

Timeline

Applications open

Year 9 Applications close

SSL confirms outcomes & gives feedback to all applicants Year 9

Year 9 Student Led Conferences Subject Selection

Online 2020 Course Selection Due

Friday 19/07/19

Friday 02/08/19

Friday 09/08/19

Wednesday 14/08/19

Monday 19/08/19
Camberwell High School
Acceleration Policy

Rationale:
Camberwell High School provides students with an opportunity to maximise their learning potential whilst at the school. All students, where it may improve their educational outcomes and contribute positively to the learning of others, may accelerate their VCE program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11. There are several advantages to undertaking a Year 11 subject in Year 10 as acceleration may provide:

- a more challenging and stimulating program for the students in their senior years
- an opportunity for students to enhance their ATAR score by completing six Unit 3 and 4 sequences instead of five and
- exposure to the demands of VCE at an earlier stage of their studies

Criteria for selection:
All students are encouraged to express their interest in accelerating their VCE studies at Camberwell High School. In deciding who is approved to accelerate their VCE program the only criterion to be used is:

Will accelerating this student improve their educational outcomes?

In answering this question the following aspects may be considered:

- Attendance and general academic performance and Learning Disposition results in Year 9
- Academic performance in the relevant subject(s)
- Demonstration of sound organisational skills, such as completing set tasks and managing due dates
- Interest in the subject area

Acceleration Application Information:

- Acceleration is available in all subjects except Physics, Chemistry, Further Maths, Maths Methods and Specialist Maths, English and EAL
- LOTE acceleration is available in some circumstances
- If you choose to accelerate English Language or Literature you will still be required to study an additional English in Year 11 and 12
- An acceleration subject should **not** be a student’s best subject, but one which will be useful to them
- All students considering an acceleration subject should discuss this with their Mentor teacher and the relevant subject advisor prior to submitting an application (see list of Subject Advisors)
- As preference into Year 11 subjects is given to current Year 10 students, it is essential that all Year 9 students applying for acceleration provide 2 subject preferences
- All students are required to study 5 Unit 3 & 4 subjects in their Year 12 year of study, even if they have previously completed other accelerated units
- Students seeking acceleration will be evaluated on their overall academic performance by their Student Learning Leader and also the Teaching and Learning Team Leader.
Subject Advisors

Art: Megan Watson
Drama: Helen Cull
Media Studies: Dean James
Music Performance: David Hirst
Visual Communication Design: Leanne Joyner
English: Anne Morrison
English as an Additional Language: Angela Velos
English Language: Stacey Rolph
Literature: Stacey Rolph
Health & Human Development: Sarah Bridgewater
Physical Education: Drew Smith
French: Emilie O’Brien
Chinese: Betty Liang
Biology: Ben Kozel
Psychology: Gabrielle Harrison
Accounting: Stanly Yu
Business Management: Sarah Groves
Classical Studies: Tricia Radford
Economics: Stanley Yu
Geography: Peter Campbell
History: Tricia Radford
Legal Studies: Helen Koutsougeras
Food Studies: Charmaine Macdonald
Computing: Eamon Stewart
Product & Systems Engineering: Geoffrey Menon
Product Design & Technology: Martin Blake
CHS SELECTION PROCESS

Students who wish to undertake a VCE Acceleration Study whilst in Year 10 are required to complete a number of specific tasks.

Approval will be subject to the following selection process.

Each stage of the process has been established to ensure that students are fully aware of the choice(s) they make, and that the school is satisfied that the student is fully prepared to attempt and complete the selected VCE study satisfactorily.

Criteria for approval:

1. General academic performance in Year 9
2. Attendance and academic performance in the relevant subject(s) and Learning Disposition results
3. Demonstration of sound organisational skills, such as completing set tasks and managing due dates
4. Interest in the subject area

Priority for allocating students to classes:

1. Units 1 & 2
   a. Students in Year 11
   b. Students in Year 10
2. Units 3 & 4
   a. Students in Year 12 who have completed Units 1 & 2
   b. Students in Year 11 who have completed Units 1 & 2
   c. Students in Year 12 who have not completed Units 1 & 2
   d. Students in Year 11 who have not completed Units 1 & 2

Note: For Unit 3 & 4 acceleration approval is given based on performance in the Units 1 and 2 accelerated subject.

<table>
<thead>
<tr>
<th>Acceleration for Year 10 2020</th>
<th>Acceleration for Year 11 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online link sent out to students in Week 1, Term 3.</td>
<td>1. (Paper) Application forms are available from Course Counsellors or the Senior School Office.</td>
</tr>
<tr>
<td>2. Fill in the online form, detailing your 1st and 2nd Subject Preference for Acceleration. Make sure this subject/s are not listed within Year 10 selection list.</td>
<td>2. Fill in paper form, detailing your 1st and 2nd Subject Preference for Acceleration, as well as the reasons for your choices.</td>
</tr>
<tr>
<td>3. Press ‘Submit’, print a copy and have your parent/guardian sign your form. Return form to the Junior School Office no later than 1.00pm Friday 2nd August.</td>
<td>3. Have your parent/guardian sign your form. Return it to the Senior School Office no later than 1.00pm Friday 2nd August.</td>
</tr>
</tbody>
</table>
Process for evaluation:
Student Learning Leader/House Leader will initially review all student applications indicating their support / decline based on:
   i. Their knowledge of the student
   ii. Academic and disposition reports as well as student progress
   iii. Consultation with Subject Teachers/Teaching and Learning Team Leader

Feedback:
1. Applicants are informed of outcome by email in Week 4.
2. A copy of all successful/unsuccessful applicants will be given to Year 9 Mentor teachers in preparation for Course Conferencing on Wednesday 14th August.
3. Families wishing to discuss successful/unsuccessful applications are welcome to email the Year 9 Student Learning Leader.

Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Applications open</td>
<td>Friday 19th July 2019</td>
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<tr>
<td>Applications close</td>
<td>Friday 2nd August 2019</td>
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<tr>
<td>Sub School Leader confirms outcomes and gives feedback to all applicants in Year 9</td>
<td>Friday 9th August 2019</td>
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<tr>
<td>Year 9 Student Led Conferences Subject Selection</td>
<td>Wednesday 14th August 2019</td>
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<tr>
<td>Online 2020 Course Selection Due</td>
<td>Monday 19th August 2019</td>
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