“The child grew and became strong,
filled with wisdom;
and the favour of God was upon him.”
(Luke 2:40 – 41)
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"Ask, and you will receive; seek, and you will find; knock, and the door will be opened to you. For everyone who asks will receive, and anyone who seeks will find, and the door will be opened to those who knock."

Matthew 7: 7-8
Dear Trinity College families

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

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

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

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

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

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

When investigating which subjects to select, students should:

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

**PROCEDURE**

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20th July 2015</td>
<td>Distribution of Curriculum Handbook to current students in Years 9-11</td>
</tr>
<tr>
<td>23rd July 2015</td>
<td>Subject Selection Session for Year 11 students (period 6)</td>
</tr>
<tr>
<td>28th July 2015</td>
<td>Senior Pathways Night (for parents and students in Years 9 and 10)</td>
</tr>
<tr>
<td>29th July 2015</td>
<td>VCE Subject Information session for students in Years 9 and 10</td>
</tr>
<tr>
<td>30th July to 7th Aug 2015</td>
<td>Year 10 subject interviews at allotted times. Year 11 interviews upon request</td>
</tr>
<tr>
<td>10th August 2015 (midnight)</td>
<td>DUE DATE: Online subject preferences close for current Year 9, 10, 11 students</td>
</tr>
<tr>
<td>19th August 2015</td>
<td>• Distribution of Curriculum Handbook to current students in Years 7 and 8</td>
</tr>
<tr>
<td></td>
<td>• Subject Information Sessions for current students in Years 7 and 8</td>
</tr>
<tr>
<td>31st August 2015 (midnight)</td>
<td>DUE DATE: Online subject preferences close for current Year 7 and 8 students</td>
</tr>
</tbody>
</table>

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

Mrs Cheryl Pefanis,
Deputy Principal.
Under the leadership of a Domain Head, the curriculum at Trinity College has been divided into eleven domains. Within each of these domains, there are various subjects that pertain to the domain area. These Domain Heads, together with the Principal, the Deputy Principal and the Director of Learning, form the Curriculum Committee which is responsible for the learning and teaching of the curriculum implemented at Trinity College.

**Religious Education**

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

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

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

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

The content of the Religious Education Programme at Trinity College:

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

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

**Creativity, Design and Technology (CDT): Food, Textiles, Wood**

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

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

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

<table>
<thead>
<tr>
<th>CDT</th>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Core Unit</td>
<td>08FO01S</td>
<td>09FO31S 09FO32S</td>
<td>10FO61S 10FO62S</td>
<td>Food Technology</td>
</tr>
<tr>
<td>Textiles</td>
<td>Core Unit</td>
<td>08TX01S</td>
<td>09TX31S</td>
<td>10TX62S</td>
<td>Product Design and Technology - Textiles</td>
</tr>
</tbody>
</table>
Digital Technologies

Digital Technologies is the hardware and software that enables data to be digitally processed, stored and communicated. Digital Technologies can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others. Digital Technologies aims to expose students to a wide range of media and technologies. These include the use of computers, printers, scanners, various cameras and responsible use of the Trinity email and intranet system as well as the internet. Students who choose a variety of middle school units will be well prepared to continue on to VCE Computing Units 1 & 2, VCE Media 1 & 2 or VET Digital Media III.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09IT31S</td>
<td>09IT31S</td>
<td>Computing 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10IT61S</td>
<td>10IT61S</td>
<td>Media 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10IT62S</td>
<td>10IT62S</td>
<td>VET Media 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10IT63S</td>
<td>10IT63S</td>
<td>Informatics 3 &amp; 4</td>
</tr>
</tbody>
</table>

English

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

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>10EN61S/2S (Core Units)</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10EN63S</td>
<td>Literature</td>
</tr>
</tbody>
</table>

Health and Physical Education

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

- Students will undertake Health and Physical Education for the whole year.
- Assessed HPE learning areas will include: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, lifelong physical activities, rhythmical and expressive movements activities.
- It is highly recommended that students wishing to study VCE Physical Education and/or Health and Human Development, choose either 10HPE63E or 10HPE64E as one of their electives in the second year of middle school.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09HP31S</td>
<td>10HP62S</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10HP63E</td>
<td>Health and Human Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10HPE64E</td>
<td>VET Sport and Recreation</td>
</tr>
</tbody>
</table>

We value our Learning.
In forming life-long learners, we cultivate a thirst for knowledge and a quest for understanding so all will strive to be their best.

Trinity College Colac Core Value
**DOMAINS AT TRINITY COLLEGE**

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

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

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics and Business</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09EC31S</td>
<td>10EC61S</td>
<td>Accounting, Australian and Global Politics</td>
</tr>
<tr>
<td>History</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09HI31S (Core Unit)</td>
<td>10HI61S</td>
<td>Business Management, Economics, Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09GE31S</td>
<td>10GE61S</td>
<td>History - Twentieth Century 1900 - 1945, History - Australian, History - Revolutions, Legal Studies</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>Core Unit</td>
<td>Core Unit</td>
<td>Included in 09EC31S and 10EC61S</td>
<td>10CC61S</td>
<td></td>
</tr>
</tbody>
</table>

**Languages**

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

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

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09IN31S</td>
<td>10IN63S</td>
<td>Indonesian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09IN32S</td>
<td>10IN64S</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics**

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

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

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

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE/VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09MA33</td>
<td>09MA34</td>
<td>10MA65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09MA35E</td>
<td>10MA65</td>
<td>General / Further Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09MA34</td>
<td>10MA66</td>
<td>Maths Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 09MA35E</td>
<td></td>
<td>Specialist Maths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VCAL Numeracy</td>
</tr>
</tbody>
</table>
Performing Arts: Drama, Music

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

<table>
<thead>
<tr>
<th>PERFORMING ARTS</th>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Core Unit</td>
<td>08PA01S</td>
<td>09PA31S</td>
<td>10PA61S</td>
<td>Drama</td>
</tr>
<tr>
<td>Music</td>
<td>Core Unit</td>
<td>08MU01S</td>
<td>09MU31S</td>
<td>10MU64S</td>
<td>09MU31S</td>
</tr>
</tbody>
</table>

Science: Agriculture, Biology, Chemistry, Physics, Psychology

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

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

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

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

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Core Unit</td>
<td>09SC31S</td>
<td>10SC61S</td>
<td>10SC62S</td>
</tr>
</tbody>
</table>

Visual Arts: Art, Graphics

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

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

<table>
<thead>
<tr>
<th>THE ARTS</th>
<th>Year 7</th>
<th>Year 8</th>
<th>1st Year Middle School</th>
<th>2nd Year Middle School</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Core Unit</td>
<td>08AR01S</td>
<td>09AR31S</td>
<td>10AR68S</td>
<td>Art</td>
</tr>
<tr>
<td>Graphics</td>
<td>Core Unit</td>
<td>08VC01S</td>
<td>09VC31S</td>
<td>10VC62S</td>
<td>Visual Communication Design</td>
</tr>
<tr>
<td>Studio Art</td>
<td>10AR69S</td>
<td>09AR69S</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Assessment Policy and our Reporting Policy reflect the philosophy of a Catholic School, as framed in the Trinity College Core Values, Vision and Mission. These policies aim to recognise the Gospel values of community, hope, justice and dignity for the individual.

Why Do We Assess?

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

Reporting

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

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

The report format will follow the assessment and reporting requirements as set out in the AusVELS.

AusVELS - Reporting for all Year 7-10

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programmes, assess student progress and report to parents.

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

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

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

Trinity College Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A+</td>
</tr>
<tr>
<td>80-89%</td>
<td>A</td>
</tr>
<tr>
<td>75-79%</td>
<td>B+</td>
</tr>
<tr>
<td>70-74%</td>
<td>B</td>
</tr>
<tr>
<td>65-69%</td>
<td>C+</td>
</tr>
<tr>
<td>60-64%</td>
<td>C</td>
</tr>
<tr>
<td>55-59%</td>
<td>D+</td>
</tr>
<tr>
<td>45-54%</td>
<td>D</td>
</tr>
<tr>
<td>35-44%</td>
<td>E+</td>
</tr>
<tr>
<td>25-34%</td>
<td>E</td>
</tr>
<tr>
<td>0-24%</td>
<td>Ungraded</td>
</tr>
</tbody>
</table>

Parent Access Module (PAM)

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

To access PAM, parents will need a computer, tablet or handheld device (such as a Smart Phone) with web access. To login, the parent/guardian must enter the username and password provided by the College. Office staff post each family’s login details at the start of the College year. Should parents forget their password, it can be reset for them by contacting the College office.

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

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

LEARNING AREAS: Parents can log in to PAM to see their child’s homework and current assessment tasks. For Assessment Tasks, parents will be able to see the description of the current task and the due dates. When the task has been completed and marked by the teacher, the comments will also be available via PAM. This provides timely feedback to parents and can generate discussion points for the Parent-Teacher-Student interviews.
OVERVIEW OF CURRICULUM

Trinity College delivers a curriculum for its students through three discernible stages: Junior (Years 7 and 8), Middle School (Years 9 and 10) and Senior School (Years 11 and 12). It is, nevertheless, a connected curriculum, as it carries the student from the protected and safe environment in the Junior School, through the more adventurous years of Middle School, to independence and responsibility in the Senior School.

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

Students in Middle School (Years 9 and 10) are offered a Vertical Curriculum which is a curriculum structure that recognises that students are individuals who learn at different rates. They should therefore be able to choose courses of study which allow them to meet their individual interests, needs and abilities.

Senior students can choose between completing a Victorian Certificate of Education (VCE) or a Victorian Certificate of Applied Learning (VCAL). Details of these various curricula are explained in this Curriculum Handbook.

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

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

---

Year 7 Curriculum

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

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

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

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

---

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

Nelson Mandela
Year 8 Curriculum

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

**CORE SUBJECTS**

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

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

**ELECTIVE SUBJECTS**

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

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

- **ONE** elective from the Creativity, Design and Technology (CDT) Domain
- **ONE** elective from the Visual Arts Domain
- **ONE** elective from the Performing Arts Domain
- an additional **TWO** units to complete the required number of units for the year.

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

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>Order of preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must choose at least ONE unit from the CDT Domain.</td>
<td>Creativity, Design and Technology (CDT)</td>
<td>Year 8 Food</td>
<td>08FO01S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Textiles</td>
<td>08TX01S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Wood</td>
<td>08WO01S</td>
</tr>
<tr>
<td>Students must choose at least ONE unit from the Performing Arts Domain.</td>
<td>Performing Arts</td>
<td>Year 8 Drama</td>
<td>08PA01S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Music</td>
<td>08MU01S</td>
</tr>
<tr>
<td>Students must choose at least ONE unit from the Visual Arts Domain.</td>
<td>Visual Arts</td>
<td>Year 8 Art</td>
<td>08AR01S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 8 Graphics</td>
<td>08VC01S</td>
</tr>
</tbody>
</table>
### Year 8 Core Subjects

#### Religious Education
**Code: 08RE01S**

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

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

2. **Church: How do we Experience Community?**
   In this unit students study the development of the early church and the experiences of the Christian community. After studying the early church, the students critically reflect upon their local church and consider ways of expressing the ideals of the early Christian community in today’s world.

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

4. **Religion and Society: Why are there differences in the World?**
   Students explore the meaning of religion and the place of religious practice in life. Human beings are drawn towards the search for answers to fundamental questions such as the meaning and purpose of life.

#### Digital Technologies
**Code: 08IT01S**

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

The software includes:
- Adobe Design Suite
- Microsoft Office Suite
- Animation Software
- Programming Software

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

**Assessment Tasks:**
- Digital Products
- Media Reviews
- Assignments
- Keyboarding Skills

#### English
**Code: 08EN01S**

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

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

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

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

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

**Assessment Tasks:**
- Writing Folio
- Text Responses
- Oral
- Exam
## Year 8 Core Subjects (continued)

### Health and Physical Education

**Code**: 08HP01S

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

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

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

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

### Humanities

**Code**: 08HU01S

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

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

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

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

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

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

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

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. Students link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

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

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

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**Mathematics**  
**Code: 08MA01S**

At Year 8 students will be challenged through skills practice, ICT, and practical problem solving to further their mathematical knowledge in a structured manner. The activities offered aim to expand their understanding, fluency, problem solving strategies and reasoning. The areas studied will be drawn from three areas of content: Number and Algebra, Measurement and Geometry and Statistics and Probability.

**Number and Algebra:** In the Number area, students will complete calculations involving addition, subtraction, multiplication and division of integers, including positive and negative numbers, fractions and decimals, percentages and ratios. In the Algebra area students are introduced to algebraic terminology, equations, coordinates and graphs.

**Measurement and Geometry:** In the measurement topics, students will use metric units to estimate and measure length, perimeter, area, surface area and volume of common shapes and apply this knowledge to practical situations. It will also consolidate and extend Geometry skills.

**Statistics and Probability:** In the Statistics area, students examine methods for the collection, analysis, interpretation and display of statistical information. In Probability students investigate the language of probability, events and their complements and methods of displaying this information in Venn diagrams.

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

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**Indonesian**  
**Code: 08IN01S**

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

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

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Curriculum Handbook for 2016
This unit explores the relationship between nutrition and good health with the Australian Guide to Healthy Eating as the model studied. Students will investigate the key foods Fruit, Dairy, Meat, Vegetables, Eggs, Cereals and Legumes and explore ways of optimizing the properties of these foods. Through practical sessions, students will build their skill set and achieve personal success whilst developing life skills.

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

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

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

Safety and safe workshop procedures will be taught and continually stressed

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

**Assessment Tasks:**
- Module - Assignments, certificates and research notes
- Design Plans - sketches, accuracy of graphic designs and cutting lists
- Practical Work - Model construction (design, construction and finish)
## Year 8 Electives
### Performing Arts and Visual Arts Domains

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

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

**Assessment Tasks:**
- Journal / Reviews
- Mime performance
- Mime assessment task
- Play performance
- Play assessment task

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

**Unit Requirements:**
- Workbook
- Contribution to class discussions
- Music Elements Mind Map

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

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

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

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

**Units Requirements:**
- Sketchbook - all preparatory sketches and ideas for main works.
- Research - on works being studied in the practical area.
- Folio - All individual works.

**Assessment Tasks:**
- Sketchbook - all designs and sketches for folio pieces.
- Research - on artists and topics being studied in practical area.
- Folio - All individual topics models

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

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

**Assessment Tasks:**
- Folio of work taking into account
  - presentation
  - neatness
  - accuracy
  - creativity
  - ability to communicate clearly
The Vertical Curriculum structure offers students at Years 9 and 10 the opportunity to plan their own learning programme.

The Vertical Curriculum runs over four semesters or across two years. Each unit is one semester in duration and each semester a student takes allocated core units: English, Mathematics, Science, Humanities, Physical Education and Religious Education Unit (the time allotted to Religious and Physical Education is half that given to other units within each semester). The remaining units are selected from electives units. Some units are specifically offered at Year 9 level whilst others are offered to Year 10 students; however, many are open to students of either year level. Students are encouraged to follow the sequential unit order for the various domains, as listed in the unit subject recommended prerequisites.

Students and parents will be guided to the appropriate choice of units, with such advice being based on student interest, previous achievements, study habits, possible career aspirations and teacher recommendation.

**OVERVIEW OF VERTICAL CURRICULUM**

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

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**Year 9 Curriculum**

As Year 9 students enter their middle school years, they have a wider choice of subject selections than previously. In total, students will be required to complete 14 units for the year: 9 units will be from their Core Subjects and five units from their Elective Subjects. Each unit comprises of 11 periods over the rostered timetable per fortnight (except for RE and HPE which together comprise the 11 periods). The following pages in this section of the handbook contain domain descriptions of the possible units available for Year 9 students. These descriptions should assist students in making informed decisions about their choice of electives.

**CORE SUBJECTS**

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

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>UNIT NAME</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Religious Education</td>
<td>09RE31S</td>
<td>Discipleship (Semesters 1 and 2)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>09EN31B/G</td>
<td>Year 9 English (Semesters 1 and 2)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education</td>
<td>09HP31S</td>
<td>Sport And Health for Everyone (Semesters 1 and 2)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>09HI31S</td>
<td>Shaping Australia (compulsory for all Year 9 students to do for one semester)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>09MA33/4</td>
<td>Year 9 Mathematics (Semesters 1 and 2)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>09SC31S</td>
<td>Year 9 Science (Semesters 1 and 2)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>TOTAL UNITS (9 units)</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
# Year 9 Elective Subjects

During the year, all Year 9 students must study **five electives** over the year. When completing their online subject selection process, students must indicate **seven choices** in **preferential order** (in the order that students would prefer to study those units). Please note that, should students choose to study Indonesian, they need to select both elective choices as Indonesian is studied across the whole year. Within the Vertical Curriculum structure, Year 9 students have the opportunity to choose some advanced subjects across various domains and these are indicated in the electives table below. The table below explains the various possibilities for students' choice of electives.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subject</th>
<th>Code</th>
<th>Unit Name</th>
<th>Order of preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity, Design and Technology</td>
<td><strong>Food</strong> - May choose only one Food unit</td>
<td>09FO31S</td>
<td>Eating Well for Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
<td>09FO32S</td>
<td>Cooking Around the World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood</td>
<td>09TX31S</td>
<td>Sewing Made Easy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood</td>
<td>09WO31S</td>
<td>Wood and Function</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>10IT61S</td>
<td>Game Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>09IT31S</td>
<td>Introduction to Multi-Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10IT62S</td>
<td>Multi-Media</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>History</td>
<td>10HI61S</td>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>09GE31S</td>
<td>Sustainable Futures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10GE61S</td>
<td>Scorched Earth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
<td>09EC31S</td>
<td>Opportunity Knocks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10EC61S</td>
<td>Action Economics</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>Students that choose Indonesian must indicate both units as it is studied across both semesters.</td>
<td>09IN31S</td>
<td>Bahasa Indonesian (Intermediate) Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>09IN32S</td>
<td>Bahasa Indonesian (Intermediate) Semester 2</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>09MA35E</td>
<td>Thinking Mathematically</td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Drama</td>
<td>09PA31S</td>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>09PA32S</td>
<td>Theatricality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10PA61S</td>
<td>Advanced Performing Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>09MU33S</td>
<td>Music and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>09MU31S</td>
<td>Performance Development</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>10SC61S</td>
<td>It's all in Your Genes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>10SC62S</td>
<td>Modern Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>10SC63S</td>
<td>Chemical Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>10SC65S</td>
<td>Psychology in Action</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Art</td>
<td>09AR31S</td>
<td>Exploring Materials and Techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graphics</td>
<td>09VC31S</td>
<td>Developing Graphics Skills</td>
<td></td>
</tr>
</tbody>
</table>

**Total Elective Units** (must study 5 but choose 7 in case some options not available)
Year 10 Curriculum

As Year 10 students complete their middle years of schooling units and commence a more focused study programme, students are required to complete 14 units for the year: 8 units will be from their Core Subjects and six units from their Elective Subjects. Each unit comprises of 11 periods over the rostered timetable per fortnight (except for RE and HPE which together comprise the 11 periods). Year 10 students also have the option of selecting VCE Units 1/2 or a VET Certificate should they have attained the appropriate level of achievement in that subject choice. Please refer to the Electives block below for more information on this option.

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

CORE SUBJECTS

All Year 10 students must complete the following CORE SUBJECTS: Religious Education, English, Mathematics, Health and Physical Education, one Science unit and one unit from the Humanities Domain.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>UNIT NAME</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
<td>10RE61S</td>
<td>Scripture (Semesters 1 and 2)</td>
<td>1</td>
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<tr>
<td>English</td>
<td>English</td>
<td>10EN61S</td>
<td>Year 10 English (Semesters 1 and 2)</td>
<td>2</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>10HP62S</td>
<td>Sport and Health for Everyone (Semesters 1 and 2)</td>
<td>1</td>
</tr>
<tr>
<td>Humanities</td>
<td>History</td>
<td>10HI61S</td>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>09GE31S</td>
<td>Sustainable Futures</td>
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<td>10GE61S</td>
<td>Scorched Earth</td>
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<tr>
<td></td>
<td>Economics and Business</td>
<td>09EC31S</td>
<td>Opportunity Knocks</td>
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<td></td>
<td></td>
<td>10EC61S</td>
<td>Action Economics</td>
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<td></td>
<td>Civics and Citizenship</td>
<td>10CC61S</td>
<td>People and Power</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>010MA65S</td>
<td>Year 10 Mathematics (Semesters 1 and 2)</td>
<td>2</td>
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<tr>
<td>Science</td>
<td>Biology</td>
<td>10SC61S</td>
<td>It’s all in Your Genes</td>
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<td></td>
<td>Physics</td>
<td>10SC62S</td>
<td>Modern Physics</td>
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<td>Chemistry</td>
<td>10SC63S</td>
<td>Chemical Connections</td>
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<td>Agriculture</td>
<td>10SC64S</td>
<td>Paddock to Plate</td>
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<td></td>
<td>Psychology</td>
<td>10SC65S</td>
<td>Psychology in Action</td>
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</table>

TOTAL UNITS (8 units)

YEAR 10 ELECTIVE SUBJECTS

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

Year 10 students are permitted to select one advanced subject from the VCE subject selections, although this choice is not guaranteed. Permission to study a VCE Unit 1/2 or a VET Certificate will be at the discretion of the Director of Learning, the Year Level Coordinator and the Domain Head. Students are permitted to choose only ONE VCE Unit 1/2 sequence. Students that select a VCE/VET subject must select this subject for the entire year; hence this choice will count as two preferences.
## Year 10 Curriculum (continued)

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

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>UNIT NAME</th>
<th>Order of preference</th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>Creativity, Design and Technology</td>
<td>Food</td>
<td>10FO61S</td>
<td>Food Glorious Food</td>
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<td></td>
<td>10FO62S</td>
<td>Food for Life</td>
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<td>Textiles</td>
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<td>Garments to Go</td>
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<td>Wood</td>
<td>10WO61S</td>
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<td>10WO62S</td>
<td>Advanced Wood (Sem 2)</td>
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<td>Digital Technologies</td>
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<td>Game Making</td>
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<td>Media</td>
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<td>Introduction to Multi-Media</td>
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<td>Multi-Media</td>
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<td>10IT63S</td>
<td>Media in Print</td>
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<tr>
<td>C</td>
<td>English</td>
<td>Literature</td>
<td>10EN63S</td>
<td>Introduction to Literature</td>
</tr>
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<td>T</td>
<td>Health &amp; Physical Education</td>
<td>Physical Education</td>
<td>10HP63E</td>
<td>Peak Fitness</td>
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<td>10HP64E</td>
<td>Youth Health and Human Development</td>
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<tr>
<td>I</td>
<td>Humanities</td>
<td>History</td>
<td>10HI61S</td>
<td>Modern History</td>
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<td>Action Economics</td>
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<tr>
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<td></td>
<td>10IN64S</td>
<td>Bahasa Indonesian Adv Sem 2</td>
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<td>Drama</td>
<td>09PA31S</td>
<td>Performing Arts</td>
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<td>Music Styles</td>
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<td>Music Performance</td>
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<td>Psychology</td>
<td>10SC65S</td>
<td>Psychology in Action</td>
</tr>
<tr>
<td>V</td>
<td>Visual Arts</td>
<td>Art</td>
<td>10AR68S</td>
<td>An Individual Approach to Art</td>
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<tr>
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<td>Graphics</td>
<td>10AR69S</td>
<td>Student Artist, Clay &amp; Canvas</td>
</tr>
<tr>
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<td></td>
<td>10VC62S</td>
<td>Observing, Drawing and Creating</td>
</tr>
</tbody>
</table>

**TOTAL ELECTIVE UNITS (must study 6 units but choose 8 in case some options are not available)**

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**Year 10 Curriculum (continued)**

The table below explains the various possibilities for students' choice of electives.
### RELIGIOUS EDUCATION

#### Discipleship
**Code: 09RE31S**

This course consists of four units.

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

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

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

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

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

#### Scripture
**Code: 10RE61S**

This course consists of four units.

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

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

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

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

#### Assessment Tasks:
From the following:
- Research Assignments
- Project / Reports
- Tests
- Oral Presentations
- Multimedia presentations
- Journaling
- Creative responses
- Group productions
### Sport and Health for Everyone
**Code:** 09HP31S

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

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

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

### Sports and Health for Everyone
**Code:** 10HP62S

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

These sports/games will be covered at this year level:
- Outdoor Camp
- Dancing
- Speedaway
- Netball
- Badminton
- Football
- Athletics
- Cross Country
- Ultimate
- Table Tennis
- Pateka
- Tennis
- Gaelic Football
- Basketball
- Golf
- Cultural games/sports
- ‘Lifelong’ sports and activities

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

### Peak Fitness
**Code:** 10HP63E (Extension Unit)

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

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

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

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

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

Comparisons will be made between the health of youth globally and the rationale for the establishment of national health priority areas will be explored. Study may also include the various nutritional requirements for the health of youth. This elective unit is being offered for the first time in 2015.

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

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

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

#### Boys
Code: 09EN31B

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

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

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

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

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

#### Girls
Code: 09EN31G

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

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

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

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

**Assessment Tasks:**
- Writing Folio
- Text Responses
- Oral
- Exam
English - Year 10 - Semester 1
Code: 10EN61S

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

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

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

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

The persuasive language of the media will be a focus this semester. Students will be expected to plan, rehearse and deliver presentations using appropriate content and multimodal elements to influence their audience.

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

English - Year 10 - Semester 2
Code: 10EN62S

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

Students will write sustained pieces that deal with challenging issues and experiment with different voice, language techniques and purpose. They will write persuasive folio pieces dealing with complex ideas and use language features to position an audience. Students will be expected to review, edit and refine their own and others’ texts in a peer editing process.

Students will engage in the study of Shakespeare, poetry and an allegorical text to investigate different historical, social and cultural contexts. Students will compare texts and the interpretation of texts. Students will analyse poetic techniques to evoke a particular emotional response in the reader.

The study of newspapers and the media will be significant this semester to prepare students for their VCE studies in English.

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

Introduction to Literature
Code: 10EN63S

Note: Students can only study this unit as an additional English unit in Year 10.

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

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

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

**History**

**Shaping Australia**

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

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

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

**Modern History**

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

**Unit Requirements:**
- Research Skills
- Analysis Skills
- Writing Skills

**Assessment Tasks:**
- Document Analysis
- Depth Study Test
- Essay
- Examination

**Geography**

**Sustainable Futures**

Students explore the question of 'What will life be like in the year 2040, when they will be approaching 50 years of age?' Further quandaries presented include; what will our environment be like, will our cities have changed, what will life be like? This unit puts our future environment and cities under the microscope. Core topics will be: Coastal sustainability – an environmental topic challenging students to plan and promote growth and sustainability to ensure future use, and Planning that perfect Place – a practical unit centred on designing sustainable housing, transport and cities using current technology.

Both topics incorporate field trips, guest speakers and model construction.

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

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

**Scorched Earth**

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

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

**Assessment Tasks:**
- Group Presentation
- Analysis Task
- Essay
- Report
- Research Projects
**Economics and Business**

**Opportunity Knocks**  
Code: 09EC31S

Students begin with the study of our economy, an introduction to economic concepts such as demand and supply and the basics of budgeting and preparing financial statements. Students then move on to examining Australia’s legal system, in particular the role of the police, courts and government in protecting society and resolving disputes. The final part of the unit explores the changing workplace and skills needed for employment. This unit equips students with the basic skills of the job application process such as writing resumes, application letters and attending interviews.

**Unit Requirements:**
- Workbook presentation
- Assignments (Economics – knowledge, understanding and reasoning)
- Topic Tests

**Assessment Tasks:**
- Financial proposal for a school social
- The Geelong Law Courts excursion report
- Careers Folio
- Topic Tests and Examinations

**Action Economics**  
Code: 10EC61S

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

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

**Assessment Tasks:**
- Tests
- Advertisement Productions
- Research Tasks

**Civics and Citizenship**

**People and Power**  
Code: 10CC61S

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

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

**Assessment Tasks:**
- Tests
- Research Projects
- Role Plays
This unit allows for further development of mathematical skills for everyday life as well as preparation for future study at a variety of levels. The areas studied will be drawn from three areas of content: Number and Algebra, Measurement and Geometry and Statistics and Probability.

**Number and Algebra:** In the Number area students continue to build on basic operations involving addition, subtraction, multiplication and division of integers, including positive and negative numbers, fractions and decimals and apply these concepts to real world problems. In the Algebra area students build on their algebraic terminology and manipulation of equations.

**Measurement and Geometry:** Students will continue to work on the development of their skills in the estimation and calculation of perimeter, area, surface area and volume using metric units.

**Statistics and Probability:** In Probability students continue to investigate the language of probability, events and their complements and methods of displaying this information. Students will be introduced to the functions and use of CAS calculator. Appropriate use of calculators as a tool to improve speed and accuracy is encouraged and is an integral part of the course.

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

This unit will provide a good basis for further mathematical studies by using applications from real situations in society. The areas studied will be drawn from three areas of content: Number and Algebra, Measurement and Geometry and Statistics and Probability.

**Number and Algebra:** The focus of this topic is on the continued development of algebraic manipulation and graphing techniques.

**Measurement and Geometry:** Students are introduced to Right-angled triangles, Pythagoras theorem and Trigonometry ratios. The focus is on practical applications of these skills.

**Statistics and Probability:** In Statistics area students continue to examine methods for the collection, analysis, interpretation and display of statistical information. The main focus is on summarising statistical information in a variety of different ways and the analysis of the information collected.

Students will continue their use of the CAS calculator particularly in the algebra topics. Appropriate use of the calculator encouraged and is an integral part of the course.

**Assessment Tasks:**
- Topic tests
- Homework
- Tasks chosen from:
  - Assignment
  - Investigation
  - Analysis task
  - Application task
- Unit Exam
Year 10 Mathematics  
Semester Two  
Code: 10MA66S or 10MA66A

This unit provides a background for further study of mathematics into VCE. The areas studied will be drawn from three areas of content: Number and Algebra, Measurement and Geometry and Statistics and Probability.

**Number and Algebra:** Students continue to make use of basic number operations in applications to Consumer Mathematics, calculating simple and compound interest. In Algebra there is a focus on manipulative algebraic skills, solving Simultaneous equations. Quadratic equations and their graphs are introduced; also Circular Functions and Exponential expressions feature in this unit.

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

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

Students will continue their use of the CAS calculator particularly in the algebra topics. Appropriate use of the calculator encouraged and is an integral part of the course.

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

Thinking Mathematically  
Year 9 or 10  
Code: 09MA35E

Students can only do this unit as an extra mathematics unit in Year 9 or 10. This elective is intended to help students develop skills and confidence in using mathematical processes and mathematical thinking, and to develop a sense of mathematical inquiry. It is not about any particular branch of mathematics nor any specific mathematical topics; rather, it is about tackling questions conscientiously, reflecting on this experience, examining the process of carrying out mathematical investigations and solving mathematical problems, and drawing attention to the important features of thinking mathematically.

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

The work for the unit will focus on developing a “toolbox” of strategies to use when tackling problems. These strategies will be identified, named and practised through suitable investigations. Students will be expected to participate in group discussions, work with other students to develop solutions and communicate the results of their work to the rest of the class. Investigations will come from a variety of areas of traditional mathematics, such as arithmetic and geometry and will be able to be undertaken using techniques familiar from school mathematics.

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

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

Year 9 Science
Code: 09SC31S
Students are introduced to the notion of the atom as a system of protons, electrons and neutrons and then examine how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic systems. Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe interrelationships between science and technology and give examples of developments in science which have affected society. Students will continue to develop their scientific investigative skills in the applied unit of Science: ‘Forensics’.

Assessment Tasks:
• Research Projects
• Assignments
• Tests
• Exam

It’s All in Your Genes
Code: 10SC61S
This unit will provide students with a solid foundation in the area of Biology. The focus of this unit will be on comprehensively studying DNA structure and function, predicting the outcomes of crosses involving different types of inheritance (dominant/recessive – partial dominance – sex-linked), using pedigrees to analyse why certain traits run in families, studying the different types of microbes and their impact on human health and industry, the components of the immune system and their function and evidence for evolution.

Assessment Tasks:
• Research Projects
• Assignments
• Tests
• Exam

Chemical Connections
Code: 10SC63S
This unit will provide students with a solid foundation in the area of Chemistry. The focus will be on Atomic Theory, Periodic Table, Metals and Non-Metals, Bonding, Chemical Formula and Reactions, Hydrocarbons, Acids and Bases and Nanotechnology.

Assessment Tasks:
• Research Projects
• Assignments
• Tests
• Exam

Modern Physics
Code: 10SC62S
This unit explores the following: evolving theories of the origin of the universe and the scientists involved in these discoveries, measuring current, voltage and resistance in circuits and examining the links between electricity and electronics. Students will also examine the motion of objects as they relate to the laws of physics.

Assessment Tasks:
• Research Projects
• Assignments
• Tests
• Exam

Paddock to Plate
Code: 10SC64S
This unit will provide students with an introduction to Agricultural Science and a background for further studies in Agriculture and Horticulture. Students will study the structure and function of plants and animals, in a practical hands-on environment. They will be responsible for the care and welfare of their own animals and plants. Students will focus on the economic importance of different agricultural and horticultural industries within Australia, as well as how the raw materials are utilised to add value to the product.

Assessment Tasks:
• Practical Task: Vegetable Garden
• Scientific Analysis: Effects of Selection
• Animal Project: Dairy Industry
• Business Analysis: Aquaponics

Psychology in Action
Code: 10SC65S
This unit offers an introduction to some of the different fields of Psychology in order to gain a clearer knowledge of the types of Psychology we encounter on a day to day basis. Students will be introduced to the work of Clinical, Developmental, Forensic and Sports psychologists, and investigate some of the aspects of human nature which these psychologists assess, treat and support through their work. Topics covered include research methods, childhood and adolescent development, mental health the workings of the criminal mind and the pursuit of peak performance in sport.

Assessment Tasks:
• Classroom based activities
• Written Tasks
• Tests and Exam
Year 9 and 10 Electives

CREATIVITY, DESIGN AND TECHNOLOGY

Food

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

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

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

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

**Cooking Around the World**
Code: 09FO32S

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

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

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

**Food Glorious Food**
Code: 10FO61S

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

Students will use the Design Process to design, create and evaluate problems. This unit will prepare students to move into Food and Technology or Hospitality at VCE level.

**Recommended Prerequisites:**
09FO31S or 09FO32S.

**Unit Requirements:**
- Maintain a workbook
- Variety of Productions
- Research projects
- Evaluation reports on productions

**Assessment Tasks:**
- Workbook will be assessed
- Research projects
- Test upon completion of UNIT.

**Food For Life**
Code: 10FO62S

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

**Recommended Prerequisites:**
09FO31S or 09FO32S.

**Unit Requirements:**
- Maintain a workbook
- Variety of Productions
- Field Trip

**Assessment Tasks:**
- Workbook
- Research project
- Test
Textiles

Sewing Made Easy
Code: 09TX31S

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

Unit Requirements:
• Workbooks containing Design Briefs
• Production of Articles
• Short Exercises
• Evaluations

Assessment Tasks:
• Workbooks
• Three Production Articles
• Written Evaluations
• Research Project

Garments To Go
Code: 10TX62S

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

Recommended Prerequisites: 09TX31S

Unit Requirements:
• Workbook to include Design Briefs
• Production of Garments
• Evaluation of Garment productions
• Research Investigation
• Grooming presentation for Job Interview

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

Wood

Wood and Function
Code: 09WO31S

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

Unit Requirements:
• Module - for preparatory notes and assignments

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

A Unit of Furniture
Code: 10WO61S

The students will analyse and develop ideas on manufactured materials and processes, while taking into account the commercial and environmental requirements. The students will prepare detailed design proposals using the appropriate technical language with the help of computer aided software. Students will construct three models of furniture using a selection of joints, techniques and equipment safely and responsibly. Students will critically analyse and evaluate their own models. A logbook will be kept on a weekly basis. This unit is compulsory for VCE Design & Technology - Wood.

Recommended Prerequisites:
09WO31S

Unit Requirements:
• Design Plans - completion of all Graphic Plans and sketches
• Practical Work - on completion of project, demonstrating the correct use of tools

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

Advanced Wood - Semester 2
Code: 10WO62S

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

Prerequisites: 10WO61S.

Unit Requirements:
• Completion of Research Data & Assignments
• Design Plans – Completion of Plans & Logbook
• Practical Work

Assessment Tasks:
• Assignment – Particle Board/Excursion
• Assignment – Veneering & Laminating
• Design Plans
• Projects – Free Project Completion 1
• Projects – Free Project Completion 2
### Game Making
**Code: 10IT61S**
This unit is offered as an acceleration unit to prepare students primarily for VCE Software Development and for some skills necessary in VET Multi-media and IT applications. Students will explore;
- Game design using Game Maker, Flash Action Scripting and Microsoft Visual Basic Net
- Web design using HTML/JavaScript and Adobe Dreamweaver software
- The capabilities and limitations of software applications
- The uses and components of computers and other information systems

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

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

**Assessment Tasks:**
- Assignments
- Projects

### Multi-Media
**Code: 10IT62S**
This unit aims to develop students understanding of the components of multimedia. This Unit may lead as a pathway to VCE VET Multimedia or Media studies. Students will aim to:
- Develop an understanding of the multimedia industry.
- Develop an awareness of the occupational health, safety and security procedures relevant to this industry.
- Apply processes of investigating planning, producing and evaluating.
- Create, manipulate 2D graphics using Adobe Photoshop, Illustrator and InDesign
- Incorporate text, graphics, audio and animation presentations into multimedia presentations.
- Use Sony Vegas Movie Studio to design and produce digital production.

**Recommended Prerequisites:** 09IT31S

**Work Requirements:**
- Folio – Practical Tasks
- Workbook
- ePortfolio

**Assessment Tasks:**
- Assignments
- Projects
- Digital Products

### Introduction to Multi-Media
**Code: 09IT31S**
Multimedia is a part of our everyday world. This unit aims to introduce students to the various components that are used to create multimedia products. These elements include digitalized forms of:
- Sound /music
- Images
- Text
- Animation
- Video
- Programming – (Animation and Game Production)
A number of industry standard software applications are used. Students are expected to develop their expertise in using a range of computer hardware such as printers, scanners, digital cameras, web cameras and video cameras. This Unit of work is primarily investigative as students are expected to explore software and hardware and use them to produce creative products. They will use the Information Technology processes of investigating, planning, producing and evaluating.

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

**Assessment Tasks:**
- Assignments
- Research Projects
- Digital Products

### Media in Print
**Code: 10IT63S**
In this unit students will be working as a team to develop skills needed to create a professionally printed magazine. Learning the art of basic photography, layout and typography, students will collate and design the Trinity College Yearbook. This unit is ideal in preparation for VCE subjects including Media, Visual Communication and Design as well as English. Students will learn;
- Photography
- The Design Process
- Image Editing in Adobe Photoshop
- Layout Design in Adobe InDesign
- Typography

- Print Media Skills & Specifications
- Working with a Professional Printshop
- Advertising

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

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

**Assessment Tasks:**
- Assignments
- Projects
- Digital Products
- Work on Magazine
Bahasa Indonesian Intermediate
Semester 1
Code: 09IN31S
In this unit students will increase their confidence in using the Indonesian language by studying areas such as health and history. Students will be introduced to grammar points such as supaya and sehingga and me-kan verbs (causative) and ke-an nouns (abstract). Grammar points learnt in Semester 1, such as object focus, will be revised this Semester.

Unit Requirements:
• Workbook
• Role-play
• Projects
• Homework

Assessment Tasks:
• Tests
• Role-play
• Projects
• Homework

Bahasa Indonesian Intermediate
Semester 2
Code: 09IN32S
In this unit students will increase their confidence in using the Indonesian language by comparing Australian-Indonesian sport and entertainment. They will also develop an understanding of Indonesian grammar points with proficient use of affixes, auxiliary verbs and question indicators.

Unit Requirements:
• Workbook
• Role-play
• Projects
• Homework

Assessment Tasks:
• Tests
• Role-play
• Projects
• Homework

Bahasa Indonesian Advanced
Semester 1
Code: 10IN63S
In this unit students will increase their confidence in using the Indonesian language by covering information such as student exchange programs, and through exploring the contrasting lifestyle between the city and the village. Students will also develop an understanding of using etiquette and learn about time markers, such as the appropriate use of ‘when’.

Unit Requirements:
• Workbook
• Role-play
• Projects
• Homework

Assessment Tasks:
• Tests
• Role-play
• Projects
• Homework

Bahasa Indonesian Advanced
Semester 2
Code: 10IN64S
In this unit students will increase their confidence in using the Indonesian language by studying areas such as health and history. Students will be introduced to grammar points such as supaya and sehingga and me-kan verbs (causative) and ke-an nouns (abstract). Grammar points learnt in Semester 1, such as object focus, will be revised this Semester.

Unit Requirements:
• Workbook
• Role-play
• Projects
• Homework

Assessment Tasks:
• Tests
• Role-play
• Projects
• Homework
Performing Arts
Code: 09PA31S

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

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

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

Theatricality
Code: 09PA32S

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

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

Assessment Tasks:
- Research Assignment
- Group Performance
- Performance review
- Stagecraft Assignment

Advanced Performing Arts
Code: 10PA61S

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

Recommended Prerequisites: 09PA31S and 09PA32S

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

Assessment Tasks:
- Theatre Review
- Research Assignment
- Group Performance
- Solo Performance
Music

Music and Culture
Code: 09MU33S

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

Unit Requirements:
- Workbook
- Contribution to class discussions

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

Music Performance
Code: 09MU31S

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

Recommended Prerequisite: Successful completion of Year 8 Music.

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

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

Music Styles
Code: 10MU64S

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

Unit Requirements:
- Workbook
- Contribution to class discussions

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

Music Performance
Code: 10MU62S

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

Recommended Prerequisite: Successful Completion of Year 9 Performance Development.

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

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

Art

Exploring Materials and Techniques
Code: 09AR31S

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

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

Assessment Tasks:
- Sketchbook - Record of all designs for finished pieces.
- Research - Set Assignments on topics studied in practical areas.
- Folio – All completed works.

The Student Artist, Clay & Canvas
Code: 10AR69S

This unit allows students to extend their skills in painting media particularly oils and acrylics. Clay techniques include, hand building, press moulds and primitive kiln building. Research revolves around contemporary artists and how they organise their work, studio techniques and cultures. An excursion to a Regional Gallery benefits the students by extending their awareness of gallery management and a variety of work, contemporary and past. A solid understanding of the elements and principles of art and how inter media and cross media ideas can be used to express ideas across cultures.

A brief introduction to the analytical frameworks will be introduced. Use of annotation to express thought processes, design development and aesthetic awareness.

This unit is a skills advanced unit from 10AR68S.

Recommended Prerequisites: 09AR31S

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

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

An Individual Approach to Art
Code: 10AR68S

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

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

A brief introduction to the analytical frameworks will be introduced.

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

This unit is generally a prerequisite to VCE Art.

Recommended Prerequisites: 09AR31S or consultation with Arts Domain.

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

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

**Code:** 09VC31S

This unit of Visual Communication has been designed to build on and further develop the skills and experiences students have had in 08VC01S. It gives them an opportunity to improve their understanding of the Visual Communication production process and its role in developing solutions to a particular problem through developmental work.

Students will also experience further exercises involving the use of instruments and will research existing Visual Communication to give them an appreciation of their own work and the work of others.

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

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

### Observing, Drawing and Creating

**Code:** 10VC62S

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

**Recommended Prerequisites:**
09VC31S or an approval by Graphics Teacher.

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

**Assessment Tasks:**
- Folio of work taking into account
- presentation
- neatness
- accuracy
- creativity
- ability to communicate clearly
OVERVIEW OF YEAR 11 & 12 CURRICULUM

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

All Trinity College students have a Pastoral Care period, a Literacy/Numeracy period and an Assembly period incorporated into their 10 - day timetable.

The Victorian Certificate of Education (VCE)

Overview

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

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

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

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

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

Subjects

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

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

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

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

Assessment

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

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

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

Further Study

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

Careers

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

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

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

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

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

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

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<tr>
<th>SUBJECT PREFERENCE</th>
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<td>CORE UNITS</td>
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<tr>
<td>Religious Education</td>
<td>Religion and Society</td>
<td>Unit 1</td>
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<tr>
<td>English</td>
<td>English / Literature</td>
<td>Units 1/2</td>
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<td>ONE ADVANCED VCE ELECTIVE</td>
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<td>Preference 1</td>
<td>Units 3/4</td>
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<td>Preference 6</td>
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<td>Preference 7</td>
<td>Units 1/2</td>
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**VCE ELECTIVES UNITS 1/2**

*Year 11 students intending to follow a VCE course must choose a possible SEVEN VCE subjects for 2015.*

"God doesn't require us to succeed; he only requires that you try." — Mother Teresa

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

Year 12 Curriculum

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

VCE PATHWAY: for their CORE SUBJECTS, students complete Religious Education as well as a Unit 3/4 English sequence: English Units 3/4 and/or Literature Units 3/4. For their ELECTIVE SUBJECTS, students choose an additional FOUR VCE subjects. When completing their online subject selection process, students must indicate their choices in PREFERENTIAL ORDER (in the order that students would prefer to study those units). The table explains the various possibilities for Year 12 students’ choice of a VCE programme.

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<th>SUBJECT PREFERENCE</th>
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<tr>
<td>CORE UNITS</td>
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<tr>
<td>Religious Education</td>
<td>Religion and Society</td>
<td>Unit 2</td>
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<tr>
<td>English</td>
<td>English: Students must complete a sequence of an English Units 3/4. This may be either English Literature or may be both subjects.</td>
<td>Units 3/4</td>
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<tr>
<td>VCE ELECTIVES</td>
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<tr>
<td>Preference 1</td>
<td>Units 3/4</td>
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<td>Preference 2</td>
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<td>Preference 4</td>
<td>Units 3/4</td>
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VCAL PATHWAY: Year 12 students will follow the Senior VCAL programme and should refer to the section in this handbook that explains the VCAL options. CORE subjects for VCAL students include Religious Education, Literacy, Numeracy and Personal Development Skills. Students have various options to complete their Work Related Skills and their Industry Related skills. As there are many unit possibilities within a VCAL pathway, it is important the each student that wishes to pursue this option has an interview with the VCAL Coordinator. This is in order to ascertain the best possible individualised learning programme for these students.
Accounting
Art
Australian and Global Politics
Biology
Business Management
Chemistry
Computing
Drama
Economics
English
Food & Technology
Geography
Health and Human Development
History
  - Australian
  - Revolutions
Indonesian
Legal Studies
Literature
Mathematics
  - General Mathematics
  - Mathematical Methods
  - Further Mathematics
  - Specialist Mathematics
Media
Music Performance / Music Investigation
Physical Education
Physics
Product Design and Technology – Wood or Textiles
Psychology
Religion and Society
Studio Art
Visual Communication Design
Rationale

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

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

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

Unit 1: Establishing and operating a service business

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

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

Unit 2: Accounting for a trading business

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

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

Unit 3: Recording and reporting for a trading business

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

Unit 4: Control and analysis of business performance

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

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

Assessment

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

Levels of Achievement

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

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

Entry

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

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

Rationale
Within the VCE Art study, theoretical research and investigation informs artmaking. Students are encouraged to recognise the interplay between research and artmaking. The study acknowledges the value of creativity and analytical thinking in preparing students for today’s world by encouraging imagination, flexibility, adaptability and risk-taking. Students develop their visual language through personal and independent learning by combining a focused study of artworks with practical artmaking.

The Art study challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Throughout their study, students develop skills in research, analysis and arts criticism to interpret and debate the issues that are raised. Through exploration and experimentation using art forms, materials, techniques and processes, students progressively develop their own artworks and develop an awareness of appropriate health and safety practices.

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

Unit 1
This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and artmaking.

Unit 2
In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues. They explore how art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Unit 3
In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. They explore ways in which ideas and issues can influence the making and interpretation of art. Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Their artmaking is supported through investigation, exploration and application of a variety of materials and techniques. In this study, 1970 is considered to mark a shift in art practice and theory away from the emphasis of modern art on originality and uniqueness, towards a more self-critical and diverse series of approaches that have been impacted upon by societal changes, including postmodernism, globalisation and environmental issues.

Unit 4
In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries. Students select artworks of at least one artist not previously studied in Unit 3, and use these artworks and selected related commentaries to discuss the chosen art issue. In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity, imagination, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

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

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

Unit 3 and 4
School-assessed coursework, school-assessed task, and an end of year examination:
• Unit 3 school-assessed coursework: 10 percent
• Unit 4 school-assessed coursework: 10 percent
• Units 3 and 4 school-assessed task: 50 percent
• End of year examination: 30 percent.
Australian and Global Politics

Australian and Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Rationale
VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

AUSTRALIAN AND GLOBAL POLITICS UNITS 1 AND 2

Unit 1: The national citizen
Students are introduced to politics; the exercise of power by individuals, groups and nation-states. Students consider concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The ideas behind democracy are studied, as well as contemporary Australian democracy. Students examine why people seek political power, the characteristics of successful politicians, and the ideas that motivate them. They examine how political power is used and challenged and resisted by others. Students also examine the role and influence of social and political movements.

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

Unit 2: The global citizen
Students examine their place within the modern international community through considering the debate over the 'global citizen'. First, they explore the ways their lives have been affected by increased interconnectedness of the world through globalisation. Next, students consider how the notion of an international community exists, and investigate its ability to manage global cooperation and respond to global conflict and instability.

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

GLOBAL POLITICS UNITS 3 AND 4

Unit 3: Global actors
Students investigate the key actors in twenty-first century global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through in-depth examination of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

The term ‘non-state actors’ covers a range of global actors: altruistic non-government organisations (NGOs), such as Amnesty International; organised religions; terrorist movements and organised crime syndicates.

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

Unit 4: Global challenges
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

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

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

Levels of Achievement

Unit 1 and 2
'S' and 'N' achievement with graded results.

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

Entry
There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Rationale
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

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

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

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

UNITS 1 AND 2: 2016-2021
Unit 1: How do living things stay alive?
Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism. They analyse types of adaptations that enhance the organism's survival in a particular environment. Students investigate how a diverse group of organisms form a living interconnected community. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?
Students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, and interpret pedigree charts. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.

UNITS 3 AND 4: 2016
Unit 3 Signatures of life
This unit is the study of molecules and biochemical processes that are indicators of life and focuses on the structure of DNA, genes and the code for production of proteins.

Unit 4 Continuity and change
This unit focuses on molecular genetics including the role genes play in establishing biodiversity. Also included is a study of evolution including the historical development of ideas and the use of evidence.

UNITS 3 AND 4: 2017-2021
Unit 3: How do cells maintain life?
Students investigate the workings of the cell from several perspectives. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses.

Unit 4: How does life change and respond to challenges over time?
How does life change and respond to challenges over time? Students consider the continual change and challenges to which life on Earth has been subjected. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

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

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

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

Rationale
In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1: Small business management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4: Managing people and change
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

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

Levels of Achievement

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

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

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

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

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

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

UNITS 1 AND 2: 2016-2021

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

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

Unit 2: What makes water such a unique chemical?

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

UNITS 3 AND 4: 2016

Unit 3: Chemical Pathways

The main focus is on the Chemical Analysis and Organic Chemical Pathways. Students investigate the scope of techniques available to the analytical chemist and the organic reaction pathways and the chemistry of particular organic molecule. This understanding is applied to chemical analysis in areas of forensics, food manufacturing, environmental science, biochemistry and green chemistry.

Unit 4: Chemistry at Work

The main focus is on industrial chemistry and supplying and using energy. Students investigate the industrial production of chemicals and energy changes. Features that affect chemical reactions such as the rate and yield of equilibrium position are investigated. Students explore how energy is produced from available resources and processes, evaluating the efficiency and environmental concerns for each.

UNITS 3 AND 4: 2017-2021

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

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

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

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination.

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

Entry

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

Accreditation Period 2016-2019

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

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

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

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

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

Unit 3 & 4: Informatics
Students focus on data, information and information systems. They consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data. They examine how relational database management systems store and manipulate data and they use software to create user flow diagrams that depict how users interact with online solutions.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. They take an organised approach to problem solving by preparing a project using data. Students focus on strategies and techniques for manipulating, managing and securing data. They will then draw on the analysis and conclusion of their hypothesis determined in Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates their findings.

AND/OR

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

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

Assessment

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

Levels of Achievement

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

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

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

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

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

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

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

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

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

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

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

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

**Units 4: Non-naturalistic solo performance**
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a 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. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

**Assessment**

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

**Levels of Achievement**

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

**Units 3 and 4**
School-assessed coursework and two end-of year examinations.

- Unit 3 and 4 school-assessed coursework: 40 percent
- End of year performance examination: 35 percent
- End of year written examination: 25 percent
Rationale
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.
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. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.
VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.
Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

Unit 1: Economics: choices and consequences
The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population.
Students examine the importance of maintaining sustainable rates of economic growth for current and future living standards. Students examine important economic issues such as inflation and the distribution of wealth and income.

Unit 2: Economic change: issues and challenges
The changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards. With a large group of citizens approaching retirement age, the government faces challenges associated with balancing its budget and funding the healthcare. Through an examination of the factors affecting demographic makeup and change, students gain an appreciation of the challenges facing businesses wishing to expand and future living standards.
Students will evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards.
Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

Unit 3: Economic activity
Students examine the importance of maintaining sustainable rates of economic growth and living standards. Students examine important economic issues such as inflation and the distribution of wealth and income.
Students examine the role of trade with international households, businesses, governments and other groups.
Students examine the role of trade with international households, businesses, governments and other groups.
Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.

Unit 4: Economic management
The federal government attempts to influence the achievement of its economic goals using a range of policies. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand.
The government also aims to improve living standards through effective management of the supply side of the economy. Students investigate how the government utilises fiscal policy to influence the economy. The role of microeconomic reform in promoting competition, efficiency and expanding the productive capacity is also evaluated in terms of its impact on domestic and international economic goals.

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

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

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

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

UNITS 1 AND 2: 2016-2020
Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

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

UNITS 3 AND 4: 2016
Unit 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors. A list of prescribed Contexts will be published annually in the VCAA Bulletin.

Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

UNITS 3 AND 4: 2017-2020
Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

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

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL/D)
EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

Students who are eligible to complete the VCE EAL/D study units must fulfil the criteria of an EAL student as defined by VCAA.

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. EAL students must undertake the study as outlined in the VCAA study design.

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

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

Unit 3 and 4
School-assessed coursework and examinations:
• Unit 3 school-assessed coursework: 25 percent
• Unit 4 school-assessed coursework: 25 percent
• End of year examination: 50 percent.
Rationale
VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. Contemporary society is aware of the links between food, food processing, nutrition, health and well-being, and issues associated with these have become a high priority for consumers. VCE Food and Technology challenges students to make these links and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Students also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed. Through this study students develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. They develop and apply the knowledge and skills to prepare food safely and hygienically. Students use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they also develop independent and cooperative learning skills. The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

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

Unit 1: Food safety and properties of food
In this unit students study safe and hygienic food handling and storage practices and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Unit 2: Planning and preparation of food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Unit 3: Food preparation, processing and food controls
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques. Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

Unit 4: Food product development and emerging trends
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

Assessment

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

Levels of Achievement

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

Units 3 and 4
School assessed coursework, a school assessed task and an end of year examination.
- Unit 3 school-assessed coursework: 18 percent
- Unit 4 school-assessed coursework: 12 percent
- Unit 3 and 4 School-assessed Task: 40 percent
- End of year examination: 30 percent.
Geography

Rationale
VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

Unit 1: Hazards and disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

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

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

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

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

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

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

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

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

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes.

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

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

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

Rationale
VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

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

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes.

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

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

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

Rationale

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

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

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

Unit 1: The health and development of Australia’s youth

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

Unit 2: Individual human development and health issues

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

Unit 3: Australia’s health

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

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

Unit 4: Global health and human development

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

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School-assessed coursework and examination:

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

Entry

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

**Accreditation Period 2016-2020**

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

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

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

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

**Students undertake Units 1 and 2 History and then continue Units 3 and 4 History: Australian and/or History: Revolutions**

**HISTORY - Introduction**

**Unit 1: Twentieth century history 1918-1939**
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

**Unit 2: Twentieth century history 1945-2000**
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. This period saw challenge and changes to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global.

**HISTORY - Australian**

**Units 3 and 4: Australian History**
In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

**HISTORY - Revolutions**

**Units 3 and 4: Revolutions**
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people.

**Assessment**

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

**Levels of Achievement**

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

**Units 3 and 4**
School-assessed coursework and examination:
- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent
Indonesian (Second Language)

Accreditation Period 2005-2018

Rationale
This study develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world. The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

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

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

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

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

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

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

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

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

Students must also undertake Unit 3 prior to undertaking Unit 4.
Unit 1: Criminal law in action
The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

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

Unit 2: Issues in civil law
The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

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

Unit 3: Law-making
In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

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

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

Unit 4: Resolution and justice
The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system.

Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation. Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

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

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

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

Entry
There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Rationale
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the ways texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

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

UNITS 1 AND 2: 2016-2020

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

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

UNITS 3 AND 4: 2016

Unit 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

UNITS 3 AND 4: 2017-2020

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

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

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

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

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

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise and a means by which people can understand and manage their environment. Essential mathematical activities include calculating, abstracting, proving, applying, investigating, modelling and problem solving.

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

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

General Mathematics Units 1 & 2
General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 & 2, while others will intend to study Further Mathematics Units 3 & 4. The areas of study are 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and trigonometry'.

Mathematical Methods Units 1 & 2
These units are designed in particular as preparation for Mathematical Methods CAS Units 3 and 4. The areas of study are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'.

Specialist Mathematics Units 1 & 2
To study Specialist Mathematics Units 1 & 2, students must also undertake to study Mathematical Methods Units 1 & 2 (or have previously done so). Specialist Mathematics Units 1 & 2 is designed, in particular, as preparation for Specialist Mathematics Units 3 & 4. It is also very useful (though not essential) additional preparation for Mathematical Methods Units 3 & 4. The areas of study include 'Algebra', 'Number systems and sets', 'Sequences and series', 'Circular (trigonometric) functions', 'Circle theorems', 'Vectors', 'Polar co-ordinates and complex numbers', 'Kinematics' and 'Statics of a particle'. 
Entry

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

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

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

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

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

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

Further Mathematics Units 3 & 4

Further Mathematics consists of a compulsory area of study ‘Data analysis’ and then a selection of three from six modules in the ‘Applications’ area of study.

- Number patterns
- Geometry and trigonometry
- Graphs and relations
- Business related mathematics
- Networks and decision mathematics
- Matrices

Mathematical Methods Units 3 & 4

Mathematical Methods CAS Unit 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability’ which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

Specialist Mathematics Units 3 & 4

Specialist Mathematics consists of the following areas of study: ‘Functions relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’. The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

Further Mathematics

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

Mathematical Methods

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

Specialist Mathematics

- Unit 3 school-assessed coursework: 17 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 and 4 Examination 1: 22 percent
- Unit 3 and 4 Examination 2: 44 percent
Rationale
VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

Unit 1: Representation and technologies of representation
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2: Media production and the media industry
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative and media production design
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Media: process, influence and society's values
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

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

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

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

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
However, students need to have a solid background in Digital Technologies and it is recommended that students undertake either 10IT61S, 10IT62S or 10IT63S.
Music Performance / Music Investigation
Accreditation Period 2011-2016

Rationale
Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE programme overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Units 1 and 4: Music Performance
Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2
In this unit students build performance and musicianship skills gained in Unit 1. Students also devise an original composition or improvisation.

Unit 3
This unit prepares students to present convincing performances of group and solo works. Students select a programme of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Unit 4
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

OR - Units 3 and 4: Music Investigation
Unit 3
In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area which they explore through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Students plan, rehearse and perform a programme of works and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4
In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of programme notes to accompany their end of year performance programme. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3.

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

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

Unit 3 and 4
School-assessed Coursework, an end of year performance examination and an end of year aural and written examination.

VCE Music Performance Units 3 and 4
- Units 3 and 4 School-assessed Coursework: 30 percent
- External end of year performance examination: 50 percent
- External end of year aural and written examination: 20 percent

VCE Music Investigation Units 3 and 4
- Unit 3 School-assessed Coursework: 25 percent
- Unit 4 School-assessed Coursework: 25 percent
- External end of year performance examination: 50 percent

Entry
There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance or for entry to Unit 3 of Music Investigation. Students must undertake Unit 3 prior to undertaking Unit 4 in these studies. Students are strongly recommended to undertake Units 3 and 4 Music Performance before or in the same year that they undertake Units 3 and 4 Music Investigation. Music Investigation Units 3 and 4 are designed for students with considerable music experience.
Unit 1: Bodies in motion
Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy.

One of two detailed studies will be chosen from either: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation.

Unit 2: Sports coaching and physically active lifestyles
Students explore a range of coaching practices and their contribution to improved performance. Students are introduced to physical activity and the role it plays in the health and wellbeing. They explore a range of factors that influence participation in regular physical activity.

One of two detailed studies will be chosen from either: Decision making in sport and Promoting active living.

Unit 3: Physical activity participation and physiological performance
Students analyse factors contributing to physical activity and sedentary behaviour. Students identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. Students explore causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

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

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

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

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

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

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

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

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

UNITS 1 AND 2: 2016-2021

Unit 1: What ideas explain the physical world?

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

Unit 2: What do experiments reveal about the physical world?

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

UNITS 3 AND 4: 2016

Unit 3

Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions and Electronics and photonics. This unit focuses on ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry.

Unit 4

Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter. This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered.

UNITS 3 AND 4: 2017-2021

Unit 3: How do fields explain motion and electricity?

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

Unit 4: How can two contradictory models explain both light and matter?

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

Assessment

Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School-assessed coursework and examination:

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

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

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

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

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

Area of Study 1 - provides an introduction and structured approach towards the Product design process.
In Area of Study 2 - Students re-design a product.

Unit 2: Collaborative design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.
In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.
In Area of Study 1 - Students will work in a small design.
In Area of Study 2 - The product produced individually or collectively is evaluated.

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

Design and product development and manufacture occur in a range of settings. This unit examines different settings and takes students through the Product design process as they design for others.
In Area of Study 1 - Students develop and examine a design brief.
In Area of Study 2 - Students examine design and development of products in various settings.
In Area of Study 3 - Students commence the Product design process.

Unit 4: Product development and evaluation
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.
In Area of Study 1 - Students develop analysis and evaluation methods.
In Area of Study 2 - Students continue to develop and safely manufacture the product designed in Unit 3.
In Area of Study 3 - Students will evaluate the techniques and quality of their final product. Students will produce an informative presentation to highlight the product’s features to the client and/or an end-user and explain its care requirements.

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

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

Units 3 and 4
School-assessed tasks, school-assessed coursework and an end of year examination.
- School-assessed coursework (Units 3 & 4) 20 percent
- School assessed task (Units 3 and 4) 50 percent
- End of Year examination 30 percent
Psychology

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

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

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

UNITS 1 AND 2: 2016-2021
Unit 1: How are behaviour and mental processes shaped?
Students investigate the structure and functioning of the human brain. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions.

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

UNITS 3 AND 4: 2016
Unit 3: The conscious self
This unit focuses on the study of the relationship between the brain and the mind through examining the basics of consciousness, behaviour, cognition and memory. Students consider advances in brain research methods, study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness. Students also consider the functions of memory and investigate the ways in which information is processed, stored and utilised by the brain.

Unit 4: Brain, behaviour and experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness.

UNITS 3 AND 4: 2017-2021
Unit 3: How does experience affect behaviour and mental processes?
Students examine both macro-level and micro-level functioning of the nervous system to explain how a person interacts with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

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

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

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

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

Rationale
VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Unit 1: Religion in society
Students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups.

Unit 2: Ethics and morality
Students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Unit 3: The search for meaning
Students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members.

Unit 4: Challenge and response
Students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

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

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

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

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

**Rationale**

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork.

The foundation for the individual design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques.

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions.

**Entry**

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

**Unit 1: Artistic inspiration and techniques**

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

**Unit 2: Design exploration and concepts**

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

**Unit 3: Studio production and professional art practices**

This unit focuses on students establishing and using a design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks.

**Unit 4: Studio production and art industry contexts**

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings.

**Assessment**

**Satisfactory Completion**

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

**Levels of Achievement**

**Unit 1 and 2**

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

**Unit 3 and 4**

School-assessed tasks and examination:

- Unit 3 school-assessed task: 33 percent
- Unit 4 school-assessed task: 33 percent
- End of year examination: 34 percent.
Visual Communication and Design

Accreditation Period 2013-2017

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

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

Unit 3: Design Thinking and Practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Design Development and Presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

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

Levels of Achievement

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

Units 3 and 4
School-assessed coursework, school assessed task and an end of year examination:
- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 5 percent
- Unit 4 school-assessed task: 40 percent
- End of year examination: 35 percent.

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

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

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

Trinity College strongly recommends a satisfactory completion of 10VC62S prior to undertaking Units 1 & 2 and satisfactory completion of Units 1 & 2 prior to undertaking Unit 3 & 4.
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. Trinity College offers two levels of VCAL: Intermediate (Year 11) and Senior (Year 12). Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE which is widely used by students as a pathway to university, students who do the VCAL are more likely to be interested in going to training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

Upon completion of VCAL, students receive a certificate and statement of results that details the area of study completed. Generally it takes one year to complete a level. At Trinity College, all students are required to complete a Religious Education unit and VCAL students will complete VCE Units 1 and 2 Religion and Society.

The VCAL’s flexibility enables students to design a study programme that suits their interests and learning needs. Because of the many varied possibilities required to complete a VCAL programme, it is important that every student who is considering following a VCAL pathway meets with the VCAL Coordinator to work out their individual pathway.

There are numerous options available in these areas and it is always dependent on the student’s interests as to the study areas chosen. The VCAL units can be combined with VCE study units and/or VET certificates. Any VCE studies successfully completed as part of the VCAL programme will count towards the VCE. To complement their senior studies, students may also choose from auxiliary programmes that run parallel with the VCE and VCAL. Options available to students include a range of VET (Vocational Educational and Training) courses and ASBAs (Australian School Based Apprenticeships). All VCAL students in Years 11 and 12 are required to complete a structured work placement, generally relevant to the VET courses they choose.
VCAL - Victorian Certificate of Applied Learning

Units are selected from the following four compulsory strands:

**Literacy and Numeracy Skills**
The VCAL programme must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills and VCAL Numeracy Skills units and/or VCE English and Maths units.

**Work Related Skills**
Trinity College offers a unit in Work Related Skills. This is especially designed to enable students to develop employability skills. Topics include occupational health and safety and job interview skills. VCAL also gives students the choice of undertaking a structured work placement or traineeship. Alternatively, students may choose to complete a VET Certificate or VCE technology unit to satisfy this requirement.

**Industry Specific Skills**
A VCAL programme, at the Intermediate and Senior levels, must include components of nationally recognised VET programmes. The range of VET options is extensive and some examples are automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty. Some VET courses are offered at Trinity College and details can be found in the VET section of this book.

**Personal Development Skills**
This is a compulsory for VCAL students and is aimed at developing students’ teamwork skills, self-confidence and other skills important for life and work. Some of the work undertaken in this unit is project-based. The learning gained doing these types of projects counts towards the VCAL.

The table below explains the various possibilities for Year 11 and 12 students’ choice of a VCAL programme.

### Year 11 and Year 12 VCAL Curriculum

**VCAL PATHWAY:** Year 11 students will follow the Intermediate VCAL programme and will study Religion and Society Unit 1. Year 12 students will follow the Senior VCAL programme and will study Religion and Society Unit 2. CORE subjects for VCAL students include Religious Education, Literacy, Numeracy and Personal Development Skills. Students have various options to complete their Work Related Skills and their Industry Related skills. As there are many unit possibilities within a VCAL pathway, it is important the each student that wishes to pursue this option has an interview with the VCAL Co-ordinator, in order to ascertain the best possible individualised learning programme for these students.

<table>
<thead>
<tr>
<th>CORE STRANDS: the following FOUR strands are compulsory.</th>
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<tbody>
<tr>
<td>1 Religious Education</td>
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<td>2 Personal Development Skills</td>
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<tr>
<td>3 Literacy</td>
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<tr>
<td>4 Numeracy</td>
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<th>ELECTIVE OPTIONS: students must choose three of these options.</th>
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<tr>
<td>VCAL Work Related Skills Unit</td>
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</table>
| Industry Specific Skills: VET Certificate                    | Compulsory to choose a VET Certificate. Students can choose from two VET options:  
  • VETis UNITS offered at Trinity College  
  • VETis UNITS offered off campus. | Certificate II in Agriculture |
| Australian School Based Apprenticeship (ASBA)                | Optional                                | Certificate III in Media                |
|                                                             |                                         | Certificate III in Sport and Recreation |
|                                                             |                                         | VETis Unit off campus                   |
|                                                             |                                         | The VCAL Co-ordinator must be consulted |
|                                                             |                                         | and evidence of the ASBA must be provided |
|                                                             |                                         | if this option is chosen                 |

Trinity College Colac

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Vocational Education and Training (VET) and Australian School Based Apprenticeship (ASBA)

“I am like a little pencil in God’s hand. He does the writing. The pencil has nothing to do with it.”

Mother Teresa
Vocational Education and Training (VET)

Who can enrol in a VET course?
Students in Years 10, 11 or 12 can access VET courses.

What is a VET course?
VET courses are applied learning courses. They are competency based and nationally accredited. Most courses run over two years. VET courses have many features as they give students the opportunity to:

- Gain credit towards either the VCE or VCAL;
- Achieve a nationally accredited certificate;
- Achieve a Statement of Attainment indicating all units of competence achieved;
- Achieve a contribution toward their ATAR score.

Where can I undertake a VET course?
Trinity College, in partnership with Registered Training Organisations, offers VET Courses which are available on or off-campus, depending on the course. Some of the areas available include:

- Building and Construction
- Automotive
- Hospitality
- Sport and Recreation
- Media
- Agriculture
- Hairdressing.

Further information regarding VET courses by Registered Training Organisations will be available during Term 3.

How do I enrol in a VET course?
Please arrange an appointment with the VET Coordinator to discuss VET options.

What do VET Courses cost?
Final costs for the 2016 VET courses cannot be established until late August. This is because actual costs charged by the Registered Training Organisations (RTOs) have not yet been determined. In addition subsidies received from the Catholic Education Commission of Victoria (CECV) to offset the cost of VET Courses have not yet been received. Transport costs for VET subjects outside of Colac are also to be determined. This may be at parents’ expense. Once details have been finalised, information will be distributed.

SBAs - School Based Apprenticeships/Traineeships

School Based Apprenticeships and Traineeships are relatively new but are quickly gaining popularity.

Students must be fifteen years of age to take part in the programme. This programme is available to students enrolled in either a Middle School Programme, a VCE or a VCAL. Registering as a school based apprentice or trainee gives students the opportunity to gain a nationally accredited certificate, whilst also completing their Middle School Programme, VCE or VCAL studies. The school-based apprenticeship and traineeship scheme may also give students a contribution to their ATAR score. This is dependent on the trade or qualification.

The benefits of the programme are that students gain practical experience in the workforce. School Based Apprentices and Trainees are registered with the appropriate boards and are paid an hourly rate for work and training. For some students it is the pathway to a full time apprenticeship or job. This programme can offer students variety in their studies and they can also gain competence in work-related skills. This can enhance job prospects and enable students to network within the local workforce.

Further information about School Based Apprenticeships and Traineeships are available from the Careers Officer.
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VETis - VET Certificates Offered at Trinity

Certificate II in Agriculture

Description
This qualification is part of the Rural Production Training Package. It is designed by the agriculture sector to develop skills for employment as a farmhand including workplace health and safety, farm maintenance, chemical application, animal husbandry and machinery and equipment operation.

Subjects
Core: Follow OHS procedures; Observe environmental work practices; Work effectively in the industry; Participate in workplace communication. Electives: Establish horticultural crops; Brood poultry; Incubate eggs; Crutch sheep; Carry out milking shed routines; Identify and mark livestock; Pen up sheep; Assist with pressing wool; Provide daily care for horses; Shear goats; Shear sheep to improper level; Weld and fabricate stainless steel; Operate ride-on vehicles; Lay irrigation and/or drainage pipes; Recognise plants; Undertake propagation activities; Treat weeds; Operate retail equipment; plus more.

Certificate III in Media

Description
This qualification forms part of the Film, Television, Radio and Multimedia Training Package and is designed to reflect the role of employees who perform such duties as assisting with graphics, producing and updating basic web pages, producing multimedia components, editing multimedia material and producing animation.

Subjects
Group A: Develop and apply industry knowledge; Follow health, safety and security procedures. Group B: Apply principles of visual design and communication to the development of a multimedia product; Create 2D digital animation; Create web pages with multimedia; Develop multimedia script; Edit sound using digital systems; Operate a non-linear editing system; Operate system software; Use advanced features of computer applications; Write content and/or copy. Group C: Address copyright requirements; Collect and organise information; Create, manipulate and incorporate 2D graphics; Identify components of multimedia; Incorporate text into multimedia presentations; plus more.

Certificate III in Sport and Recreation

Description
This qualification provides students with the skills and knowledge to work in the Sport and Recreation industry. Possible job outcomes may include the provision of sport and recreation programmes, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Subjects
In Units 1 and 2, students undertake study in a range of areas, including teaching fundamental skills, first aid qualifications and implementing sports injury prevention. Units 3 and 4 offer scored assessment and include core units such as how to conduct basic warm-up and cool-down programmes, planning and conducting sport and recreation sessions and undertaking a risk analysis of activities. Students also complete a sport elective that requires them to plan and implement sport and recreation programmes within local primary schools.

Hospitality in 2015

The Hospitality units, presented at an impressive commercial grade trade training centre, have seen students learn a range of cookery and catering operation skills which provide a practical pathway to work within various catering settings such as hospitals and aged care facilities, sporting and entertainment venues, hotel banqueting departments, cafes and bistros.

The industry-experienced trainer uses a workplace training approach, enabling students to benefit from learning a range of commercial cookery skills which can be transferred across all aspects of life, as well as acquiring workplace ready subjects including using hygienic practices for food safety and working effectively with others. Most importantly, the skills the students learn form the foundation for securing part-time work as well as establishing a long-term career in hospitality and catering operations.
Selecting Units For Study

When students, in consultation with parents and teachers undertake the selection process, the following reasons should be primary in a student’s considerations:

- to satisfy the minimum requirements in a particular domain;
- to extend the student’s interest in a particular domain/subject area;
- to follow a designated pathway leading to further studies or employment prospects;
- to reinforce concepts learned in earlier units;
- to provide further development of a particular ability;

Trinity College does not guarantee that all units offered will run in a particular year or semester. The viability of any unit or class is dependent upon the number of students selecting that unit.

How can teachers assist in my subject selections?

The teachers of Trinity College are fully aware of the ways in which they can best help the students who seek advice on units to be studied in the Middle School. Their advice will be based on the following criteria:

- the teacher’s knowledge of the student’s ability in the given domain;
- the knowledge and skills that will be achieved by successfully completing the particular unit;
- the information obtained from teachers of the student’s previous units in that domain;
- the interest shown by the student in a particular subject area and a desire to further develop already acquired skills;
- consultation with the Careers Officer;
- consultation with the profile of the student as given by previous studies, both with respect to completing prerequisites and to the performance results obtained in previous units in that domain or subject area.

What do I need to know if choosing a VCE subject?

A student may undertake a maximum of one VCE study in Year 10 provided the student has demonstrated exceptional ability in the relevant domain and also demonstrated a maturity in all other aspects of studies appropriate with the expectations of a senior student. This study will take up two subject selections on their Subject Selection form. The VCE units studied will count toward the completion of the quota of compulsory units set for the appropriate domain.

Some domains have recommendations of prerequisite units that should be successfully completed before undertaking a VCE unit. Students are advised to consider the pathway for each domain into VCE studies before finalising their selection of units.

What if I’m new to Trinity College?

Exemption from and/or accreditation for specific units will be granted to students transferring from other schools to Trinity College providing that confirmation of satisfactory completion of similar work is evident.

What if I’m unsure about my choices after my selection forms have been submitted?

Students seeking to discuss possible unit changes prior to the commencement of the new calendar year must have a meeting with the Director of College Organisation.

Once classes have commenced for the year, any alteration to semester units, can only occur on successful application of the “Change to Middle School Subjects” form which is available from the Year Level Coordinator. This application must be fully completed and submitted to the Director of College Organisation before the request will be processed.

Is there any variation in the rules regarding compulsory units?

Variation to the rules regarding the number of compulsory units is possible but only after application and discussion. Such variation allows Trinity College to adapt courses for students with special academic needs.

Is other assistance or support available?

The provision of support for students with individual needs will continue to be an important part of the College’s provision for its students.

In the Learning Centre, assistance is provided in a variety of ways, by giving individual support or through interactive small group work. Students may work on modified programmes and receive added support in the classroom.

VISION

Trinity College is a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment.
FREQUENTLY ASKED QUESTIONS

VCE STUDENTS

Information for VCE students and their parents:

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Vital information for parents and students can be obtained from the Victorian Curriculum and Assessment Authority (VCAA). Please refer to the website listed below for further details on VCE study designs and resources, VCE publications, general advice and policy, VCE examinations and assessment as well as university recognition of VCE. Publications referred to in the answers below can be located on the VCAA website: www.vcaa.vic.edu.au/vce/index.html

What do I have to do to be awarded the VCE?

Refer to the ‘How do I graduate with the VCE?’ section within the ‘Where to Now? Guide’ for details.

How is the ATAR calculated? How are subjects scaled?

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores.

For more information on the ATAR, see the ‘ABC of Scaling - Scaling and the ATAR: A Simplified Explanation’ published by VTAC under their website’s Publication and Statistics section.

For more information on the following, please visit Victorian Tertiary Admissions Centre (VTAC)

- ATAR
- Scaling (including the current Scaling Report)
- Primary four
- Increments
- Special Entry Access Schemes (SEAS) (including Year 12 Special Consideration)
- Aggregate scores
- Tertiary offers (including change of preferences)
- University places

The Victorian Curriculum and Assessment Authority (VCAA) is not responsible for any of the above.

What must I include in my VCE programme?

To earn your VCE, you must satisfactorily complete at least 16 units.

1. Regardless of how many units you do altogether, you must satisfactorily complete: At least three units from the English group listed below:
   - Foundation English Units 1 and 2
   - English Units 1 to 4
   - English as a Second Language (ESL) Units 3 and 4
   - English Language Units 1 to 4
   - Literature Units 1 to 4

   At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

2. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programmes.

   If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

   How many subjects do I have to study each year?

   The VCAA does not prescribe a minimum number of subjects/units that students have to study each year. You can take as long as you need to complete the VCE.

   What are the attendance requirements for the VCE?

   All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work.

   What is a study score?

   A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

   For studies with large enrolments (1,000 or more):
   - 2% of students will get a score on or above 45
   - 9% on or above 40
   - 26% on or above 35
   - 53% on or above 30
   - 78% on or above 25
   - 93% on or above 20.

   How can I earn a study score?

   At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations.

   VCE VET subjects that have scored assessment have two Graded Assessments.

   The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments, and have satisfactorily completed both Unit 3 and 4, you will be awarded a study score.

   How is the study score calculated?

   To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

   Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

   How does the GAT affect my VCE results?

   The General Achievement Test (GAT) is an important part of the VCE assessment procedures.

   Although GAT results do not count directly towards a student’s VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed.

   If a student applies for a Derived Examination Score, the GAT is used in determining this derived score. Therefore students should attempt to score as high as possible on all parts of the GAT.

   Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high in their school assessments and examinations.
VCAL STUDENTS

Information for VCAL students and their parents:

Vital information for parents and students can be obtained from the Victorian Curriculum and Assessment Authority (VCAA). Please refer to the website listed below for further details on VCAL: www.vcaa.vic.edu.au/vcal/index.html

Why would I choose to do VCAL instead of the VCE?

The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you.

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as “applied learning”. If you choose to do the VCAL instead of the VCE, you will gain practical experience and ‘employability’ skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.

When and where can I do VCAL?

You can begin your VCAL programme in Years 11 or 12 of secondary school. The VCAL is also available at most TAFE institutes and a number of Adult Community Education (ACE) centres.

What are the VCAL levels?

The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities.

Are there any entry requirements?

There are no entry requirements. You begin the VCAL at a level suitable to your learning needs. Your teacher or careers officer will be able to help you decide which level is suitable for you.

How long would VCAL take me to complete?

Regardless of the VCAL level you choose, your learning programme would normally take one year to complete.

What do you get after successfully completing VCAL?

If you successfully complete your learning programme you will receive a VCAL Certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results, listing all VCE (if VCE units were successfully completed as part of your VCAL course), and VCAL units, and a Statement of Attainment for VET or Further Education courses. These will list all units and modules you have successfully completed as part of your VCAL programme.

I have already started a VET certificate. Will this count towards my VCAL?

Yes. You should speak with your teacher or careers officer to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL learning programme.

Can I work part-time and/or continue an apprenticeship while enrolled in VCAL?

You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- part-time apprenticeship or traineeship
- work placements.

Can I swap to VCE if I change my mind?

You should discuss this with the VCAL Coordinator if you wish to pursue this option.

How is VCAL assessed?

You must successfully achieve each learning outcome in each unit or module of your VCAL programme. VCE, other VET and accredited courses/certificates are assessed in accordance with existing requirements. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.

Final grades are assessed as:

- S = Satisfactory, or
- N = Not yet completed.

Do I need to sit for the General Achievement Test (GAT)?

The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is undertaken by all students doing one or more VCE Unit 3 and 4 sequences. Students doing a scored VCE VET Unit 3–4 sequence will also be required to sit the GAT. Students whose only enrolment consists of VCAL units are not required to sit the GAT. However, students can choose to sit the GAT if it is appropriate to their pathway into further education, training or employment.
examination performance has been impaired due to illness or as part of a Year 12 VCE programme.

Domain: Domains are discipline-based learning groups reflecting the essential knowledge, skills and behaviours as determined by AusVELS.

Enhancement Studies: A standard first year university subject as part of a Year 12 VCE programme.

Enrichment: The opportunity to extend and challenge students with advanced units of work.

Examinations: External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

Extension studies: First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.

General Achievement Test (GAT): A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Graded Assessment: All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programmes, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

Grading: Students are graded ‘S’ or ‘N’ for satisfactory completion of set tasks and ‘Performance graded’ for SATs and SACs.

Horizontal Timetable: The traditional way of organising the delivery of a curriculum based on year levels.

Internally assessed: School based assessment - School Assessed Tasks (SATs) and/or School Assessed Coursework (SAC).

Languages – Formerly known as Languages Other Than English (LOTE).

Learning Programme (VCAL): Curriculum selected for delivery by the VCAL provider to meet each student’s interest and abilities and to meet minimum VCAL course requirements.

Local Learning and Employment Networks (LLENs): Networks established across Victoria to support young people’s connections with local education and training organisations, employers and community groups.

Outcomes: What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Pathway: A suggested partial package of combinations of Study Units, optional additional studies and/or methods of study, as a guide for the development of a programme or course of study to suit the student’s needs.

Pre-requisites: VCE studies listed by TAFE and university institutions which students must have attempted all or some of within their VCE programme in order to qualify for entry into particular courses.

Programme: A selection of Study Units to enable a student to complete their VCE.

GLOSSARY AND ACRONYMS

ACARA: Australian Curriculum Assessment & Reporting Authority

Accreditation period: The period during which a course or certificate is accredited.

Assessment task: A task set by the teacher to assess students’ achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Attendance: Apart from satisfying various subject outcomes to gain ‘S’ (satisfactory), students are also required to attend 100% of class time per subject. All absences must be satisfactorily explained or the student could risk an ‘N’ (not satisfactory) for that unit.

Australian Qualifications Framework (AQF): The national framework for all qualifications in post-compulsory education and training.

Australian Quality Training Framework (AQTF): The nationally agreed set of regulatory arrangements that ensure high quality vocational education and training services in Australia.

Australian Tertiary Admission Rank (ATAR): The overall ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

AusVELS: Is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programmes, assess student progress and report to parents. AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

Authentication: The process of ensuring that the work submitted by students for assessment is their own.

Credential: The certificate that the student is awarded on successful completion of all course requirements by the VRQA.

Credit (VCAL): In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Criteria: The specific guidelines/descriptions for assessment tasks within all units of study.

Derived Examination Score (DES): Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other personal circumstances.

Distant Education: A print based, audio and visual learning materials distance education programme.

Domain: Domains are discipline-based learning groups reflecting the essential knowledge, skills and behaviours as determined by AusVELS.

Enhancement Studies: A standard first year university subject as part of a Year 12 VCE programme.

Enrichment: The opportunity to extend and challenge students with advanced units of work.

Examinations: External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

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Local Learning and Employment Networks (LLENs): Networks established across Victoria to support young people’s connections with local education and training organisations, employers and community groups.

Outcomes: What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Pathway: A suggested partial package of combinations of Study Units, optional additional studies and/or methods of study, as a guide for the development of a programme or course of study to suit the student’s needs.

Pre-requisites: VCE studies listed by TAFE and university institutions which students must have attempted all or some of within their VCE programme in order to qualify for entry into particular courses.

Programme: A selection of Study Units to enable a student to complete their VCE.
**Results:** The recorded outcomes of a student’s progress for each unit of study. The recorded outcome for the completion of the student’s VCE.

**Satisfactory Completion (VCAL):** The school or other VCAL provider decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements set out in Section 15.

**Satisfactory completion (VCE):** The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for it. Students qualify for the VCE when they satisfy units which meet the programme requirements set out in Section 5.

**School Based New Apprenticeships (SBNA):** Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

**School-assessed Coursework (SAC):** A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 or for a VCE Unit 3 and Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students’ achievement of VCE Units 3 and 4 outcomes.

**School-assessed Task:** A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools’ assessments of tasks are subject to review by a panel appointed by the VCAA.

**Semester:** The equivalent to a half school year. Most units are completed in one semester. References to VCE semesters equate Semesters 1 & 2 units within a VCE study to approximate the Year 11 level of difficulty. Semesters 3 & 4 Units within a VCE study equate to the Year 12 level of difficulty.

**Senior Secondary Qualification:** The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

**Sequence of units:** Units 3 and 4 are sequential units - no Unit 4 study can be undertaken without first completing Unit 3 of the same study.

**Special Needs Education:** The current process of offering assistance to a small number of students in need of additional academic assistance.

**Special Provision:** Arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

**Statistical moderation:** The process used to ensure that schools’ assessments are comparable throughout the State. It involves adjusting each school’s School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

**Strand:** The VCAL contains four curriculum strands; literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

**Student Number:** The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

**Studies:** The subjects available in the VCE.

**Study design:** Each study has specific details (objectives, areas of work, outcomes and assessment tasks) contained in a booklet called the ‘Study Design’. Each school develops courses and appropriate assessment tasks using these ‘Study Designs’ to determine the exact nature of the work to be done to fulfil the purposes of the outcomes.

**Study Score:** A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student’s results in school assessments and examinations.

**Study Score (Relative Position):** The Study Score (relative position) is a measure of a student’s performance in that study. It is reported on a 50 point scale.

**Unit of competence (UoC):** The specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence. (VCAL)

**Unit Requirement:** A given task that monitors the attainment of outcomes within a AusVELS Framework.

**Units (VCAL):** VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.

**Units (VCE):** The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

**VELS:** Victorian Essential Learning Standards

**Vertical Curriculum:** The delivery of curriculum which is based on student choice and multi-age groups.

**VETis:** Vocational Education and Training in Schools

**Victorian Certificate of Applied Learning (VCAL):** An accredited senior secondary school qualification undertaken by students in Years 10,11 and 12 which focuses on applied learning, to develop personal, social and employability skills and knowledge.

**Victorian Certificate of Education (VCE):** An accredited senior secondary school qualification.

**Vocational Education and Training (VET):** Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL programme.

**VTAC:** Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).
TRINITY PRAYER

Let us pray to the One God, Father, Son and Spirit
that our lives may bear witness to our faith.
Father you sent your Word to bring us truth
and your Spirit to make us holy.
Through them we come to know the mystery of your life
Help us to worship you, one God in three persons,
by proclaiming and living our faith in you.
Grant this through our Lord Jesus Christ, your Son,
who lives and reigns with you and the Holy Spirit,
one God, for ever and ever.

Amen.