



Catholic  
Ladies'  
College



**YEAR 10**  
Course Guide  
**2023** →

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## How to use this guide

You can read this Course Guide *page by page* by clicking on the navigation bar arrows along the bottom of the screen to advance forward or backward or *jump ahead to different sections* using the side menu, section menus and hyperlink icons.

The Home page allows you to see an overview of the whole guide at once and by clicking items in this interactive menu you can skip ahead to any section.

The Summary of VCE Units overview page features a linked menu which allows you to click on the subject name and jump to its full description.

On each of the subject descriptor pages you can click on the **Job Cluster** headings which will take you back to the **Job Cluster** definition page.



This Handbook has been compiled from the VCAA Study Designs. Students can access the full VCAA Study Designs for all VCE units via [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) or can find hard copies in the Resource Centre.

KEY



A link to an external document or website



A link to the VCAA study design for that subject



# We believe in an inspired future, designed by YOU.

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An exciting future where young women can be entrepreneurs, innovators, trend setters, leaders, teachers, performers, artists, explorers and more. A future where YOU can be who YOU want to be!

This is your chance to choose your own adventure and curate the journey you dream to create. The choices you make now as you transition into your senior years will help open up an endless list of possibilities, for you to be confident as you explore and grow your strengths.

Be creative and courageous in your choices and start working towards turning the dreams you have into a reality with a robust plan that inspires and drives you to strive for your best.

Uncover a better understanding of what skills and knowledge each choice can deliver, the performing arts subjects can deliver exceptional experience in communication, collaboration, focus and creativity.

The technology subjects instill digital literacies, computational thinking and innovation skills. All of which are identified as highly desirable and necessary skills in shaping the future world of work. A future where YOU can be who YOU want to be.

**We believe you deserve to feel excited as you embrace the possibilities to shape with confidence, your senior years at Catholic Ladies' College.**



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English

Humanities

Languages

Science

Visual Arts and Technology

Performing Arts

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Application Criteria

VCE/VET Studies Offered 2023

Health and Physical Education

Humanities

Science

Visual Arts and Technology

Performing Arts

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# Year 10 Curriculum and Pathway Planning.

When choosing electives students are encouraged to consider their interests and learning strengths and to consider their possible future study options and career choices. To support students in making considered decisions about their learning programs, they are encouraged to speak with Ms Elly Keating, Career Pathways Leader, their subject teachers, Year Level Team Leader and to access information on the CLC Careers' website <https://studyworkgrow.com.au/school/catholic-ladies-college/>.

In planning a VCE pathway, students need to be aware that as from 2014, the Victorian Curriculum and Assessment Authority has introduced the Victorian VCE (Baccalaureate). The Victorian VCE (Baccalaureate) will automatically be awarded to students who achieve a study score of 30 or above in Units 3 & 4 English or Literature and who complete the following Unit 3 & 4 units: Mathematical Methods or Specialist Mathematics and a VCE Language and two other 3 & 4 sequences. The statement of results at the end of Year 12 will include an additional statement to recognise this award.

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## ABBREVIATIONS

**ATAR** - Australian Tertiary Admission Rank

**VCE** - Victorian Certificate of Education

**VET** - Vocational Education and Training

**VCE VM** - Victorian Certificate of Education Vocational Major

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# Year 10 Subject Selection Process

## SUBJECT SELECTION TIMELINE

Students entering Year 10 in 2023

2022 DATE	ACTIVITY
THURSDAY, 14 JULY	<b>'Futures Expo' – Parents and students</b> <ul style="list-style-type: none"><li>• Information session</li><li>• Senior teachers available for Q &amp; A</li></ul>
MONDAY, 25 JULY	<ul style="list-style-type: none"><li>• Students receive via email Web Preferences access guide and instructions for entering 2023 subject selections online.</li><li>• Year 10 2023 commencement date for entering subject selection.</li></ul>
THURSDAY, 28 JULY	Applications to study a VCE Unit 1 and 2 subject close at 3:30 pm via Google Forms link Application.
TUESDAY, 2 AUGUST	Year 10 2023 interviews for students who applied for a VCE Unit 1 and 2 subjects.
FRIDAY, 5 AUGUST	Year 10 2023 final date for entering subject selection.
TUESDAY, 9 AUGUST	Final day to electronically submit parent signed subject selection summary.

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# Year 10 Learning Program.







Students in Year 10 will study a combination of compulsory and elective subjects. This may include accelerated studies and VET subjects. Students will have their first experience of the Victorian Certificate of Education (VCE) in Year 10. All students will study VCE Religion and Society Units 1 & 2.

Students must choose at least one subject from the Humanities group. Students can choose additional Humanities subjects in their four elective units. A VCE subject, which involves two units

(barring VCE Dance Unit 1), may be chosen at Year 10 as part of the elective choices. A VCE subject at Year 10 opens the pathway for students to study a VCE Unit 3 & 4 sequence in Year 11.

Students who are planning to complete their VCE need to be aware that there are no prerequisites for the study of VCE Unit 1 & 2 studies, with the exception of Languages. Students must continue their study of a Language in Year 10 if they are to choose a Unit 1 & 2 VCE language in Year 11.

## ALL YEAR 10 STUDENTS WILL BE REQUIRED TO STUDY:

CORE SUBJECT	NUMBER OF SEMESTERS
ENGLISH 	2
MATHEMATICS 	2
VCE RELIGION AND SOCIETY UNITS 1 AND 2 / CAREERS 	2
HUMANITIES  <b>One choice compulsory of:</b> <ul style="list-style-type: none"><li>• Commerce;</li><li>• History;</li><li>• Governing the Modern World; or</li><li>• People and Places.</li></ul> <i>(Please note, students may choose an extra Humanities unit as one of their four elective choices)</i>	1
CORE SCIENCE 	1
HEALTH AND PHYSICAL EDUCATION 	2

Overall, students study seven subjects per semester – **five** core subjects and **two** elective subjects.

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# Year 10 Subject Offerings 2023.

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LEARNING AREA	SUBJECT	ONE SEMESTER	TWO SEMESTERS	VCE ACCELERATION (2 SEMESTERS)
<b>ENGLISH</b> 	English		✓	
	Literature	✓		
<b>HEALTH &amp; PHYSICAL EDUCATION</b> 	Health & Physical Education		✓	
	VCE Health & Human Development (Units 1 & 2)			✓
	VCE Physical Education (Units 1 & 2)			✓
<b>HUMANITIES</b>  One choice compulsory; second choice optional	Commerce	✓		
	History	✓		
	Governing the Modern World	✓		
	People & Places	✓		
	VCE Business Management (Units 1 & 2)			✓
	VCE Geography (Units 1 & 2)			✓
	VCE Legal Studies (Units 1 & 2)			✓
<b>LANGUAGES</b> 	German		✓	
	Indonesian		✓	
	Italian		✓	
<b>MATHEMATICS</b> 	Mathematics		✓	
	Advanced Mathematics (select entry)		✓	
	General Mathematics		✓	
<b>PERFORMING ARTS</b> 	Drama	✓		
	VCE Dance (Unit 1)	✓		
	Music	✓		






Year 10 Electives.




Units 1 & 2 studies offered as an accelerated study to Year 10 students.

## Important Notes:

- Elective availability will be dependent on student choices and class size.
- Where students are unable to be placed in their elective choices or in their alternative choices, they will be consulted.
- An insufficient number of students choosing to study an elective unit may lead to the subject/s not being available for 2023.

LEARNING AREA	SUBJECT	ONE SEMESTER	TWO SEMESTERS	VCE ACCELERATION (2 SEMESTERS)
<b>SCIENCE</b> 	Core Science (compulsory for one semester)	✓		
	Biotechnology	✓		
	Forensic Science and the Criminal Mind	✓		
	VCE Biology (Units 1 & 2)			✓
	VCE Psychology (Units 1 & 2)			✓
<b>STEAM</b> 	Designers of the Future	✓		
<b>RELIGIOUS EDUCATION</b> 	VCE Religion and Society Units 1 & 2 / Careers		✓	
<b>VISUAL ARTS AND TECHNOLOGY</b> 	Media	✓		
	Art and Visual Design	✓		
	Fabrics, Fashion & Design	✓		
	Food for Thought	✓		
	VCE Art Making & Exhibiting (formerly Studio Arts) (Units 1 & 2)			✓

LEARNING AREA	SUBJECT	ONE SEMESTER	TWO SEMESTERS	VCE ACCELERATION (2 SEMESTERS)
<b>VCE VET CERTIFICATES</b> 	VCE VET Certificate III Sport & Recreation			✓





# Year 10 Program Examples

## EXAMPLE 1: STANDARD PROGRAM (NO LANGUAGE AND NO ACCELERATION)

SEMESTER ONE	TYPE	SEMESTER TWO	TYPE
VCE RELIGION & SOCIETY UNIT 1 / CAREERS	CORE	VCE RELIGION & SOCIETY UNIT 2 / CAREERS	CORE
ENGLISH	CORE	ENGLISH	CORE
MATHEMATICS	CORE	MATHEMATICS	CORE
HEALTH & PHYSICAL EDUCATION	CORE	HEALTH & PHYSICAL EDUCATION	CORE
SCIENCE	CORE	HISTORY	COMPULSORY (HUMANITIES CHOICE)
FORENSIC SCIENCE AND THE CRIMINAL MIND	1 X ELECTIVE	GOVERNING THE MODERN WORLD	1 X ELECTIVE
MEDIA	1 X ELECTIVE	ART & VISUAL DESIGN	1 X ELECTIVE

## EXAMPLE 2: STANDARD PROGRAM WITH LANGUAGE

SEMESTER ONE	TYPE	SEMESTER TWO	TYPE
VCE RELIGION & SOCIETY UNIT 1 / CAREERS	CORE	VCE RELIGION & SOCIETY UNIT 2 / CAREERS	CORE
ENGLISH	CORE	ENGLISH	CORE
MATHEMATICS	CORE	MATHEMATICS	CORE
HEALTH & PHYSICAL EDUCATION	CORE	HEALTH & PHYSICAL EDUCATION	CORE
SCIENCE	CORE	HISTORY	COMPULSORY (HUMANITIES CHOICE)
LANGUAGE - GERMAN	1 X ELECTIVE	LANGUAGE - GERMAN	1 X ELECTIVE
BIOTECHNOLOGY	1 X ELECTIVE	DRAMA	1 X ELECTIVE

## EXAMPLE 3: ACCELERATED PROGRAM

SEMESTER ONE	TYPE	SEMESTER TWO	TYPE
VCE RELIGION & SOCIETY UNIT 1 / CAREERS	CORE	VCE RELIGION & SOCIETY UNIT 2 / CAREERS	CORE
ENGLISH	CORE	ENGLISH	CORE
MATHEMATICS	CORE	MATHEMATICS	CORE
HEALTH & PHYSICAL EDUCATION	CORE	HEALTH & PHYSICAL EDUCATION	CORE
COMMERCE	COMPULSORY (HUMANITIES CHOICE)	SCIENCE	CORE
FABRICS FASHION & DESIGN	1 X ELECTIVE	PEOPLE & PLACES	1 X ELECTIVE
VCE PSYCHOLOGY (UNIT 1)	1 X ELECTIVE	VCE PSYCHOLOGY (UNIT 2)	1 X ELECTIVE

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THE GOOD CAREERS GUIDE



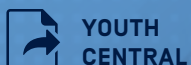
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VTAC COURSE SEARCH



YOUTH CENTRAL



APPLICATION FOR EXTERNAL VCE STUDIES



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# Careers and Tertiary Courses.

All students are invited to make appointments with the Career Pathways Leader, Ely Keating, to discuss Course and Career options and subject selection and to use the many Careers resources via the links on the left hand side of this page.

- The Good Careers Guide – [www.goodcareersguide.com.au](http://www.goodcareersguide.com.au)
- [www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)  
This site allows exploration of courses, plus it links to the Good Careers Guide as well.
- [www.myfuture.edu.au](http://www.myfuture.edu.au)  
This site provides the information about jobs. Go to 'The Facts'. It also has links to job prospects and shows the expected demand in different industries. Students do need to set up an account (free) for this site.
- CLC Careers' Website – <https://studyworkgrow.com.au/school/catholic-ladies-college/>
- [www.vtac.edu.au](http://www.vtac.edu.au) – course search for post Year 12.
- [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)  
A good website to explore many aspects of working/careers including a link to check award wages.
- University and TAFE Course Guides.

## OPEN DAYS

Most Universities and TAFEs have Open Days each year. This is generally a wonderful chance to visit the Campus, inspect facilities, discuss course and career outcomes with lecturers, course selection officers, current students, graduates and others.

- Open Days 2022 – <https://drive.google.com/file/d/1pt7Ct6eCP0D5wLkX5Y9kSww5C7OGloZ2/view?usp=sharing>



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Year 10 Mathematics Pathways

Core Science

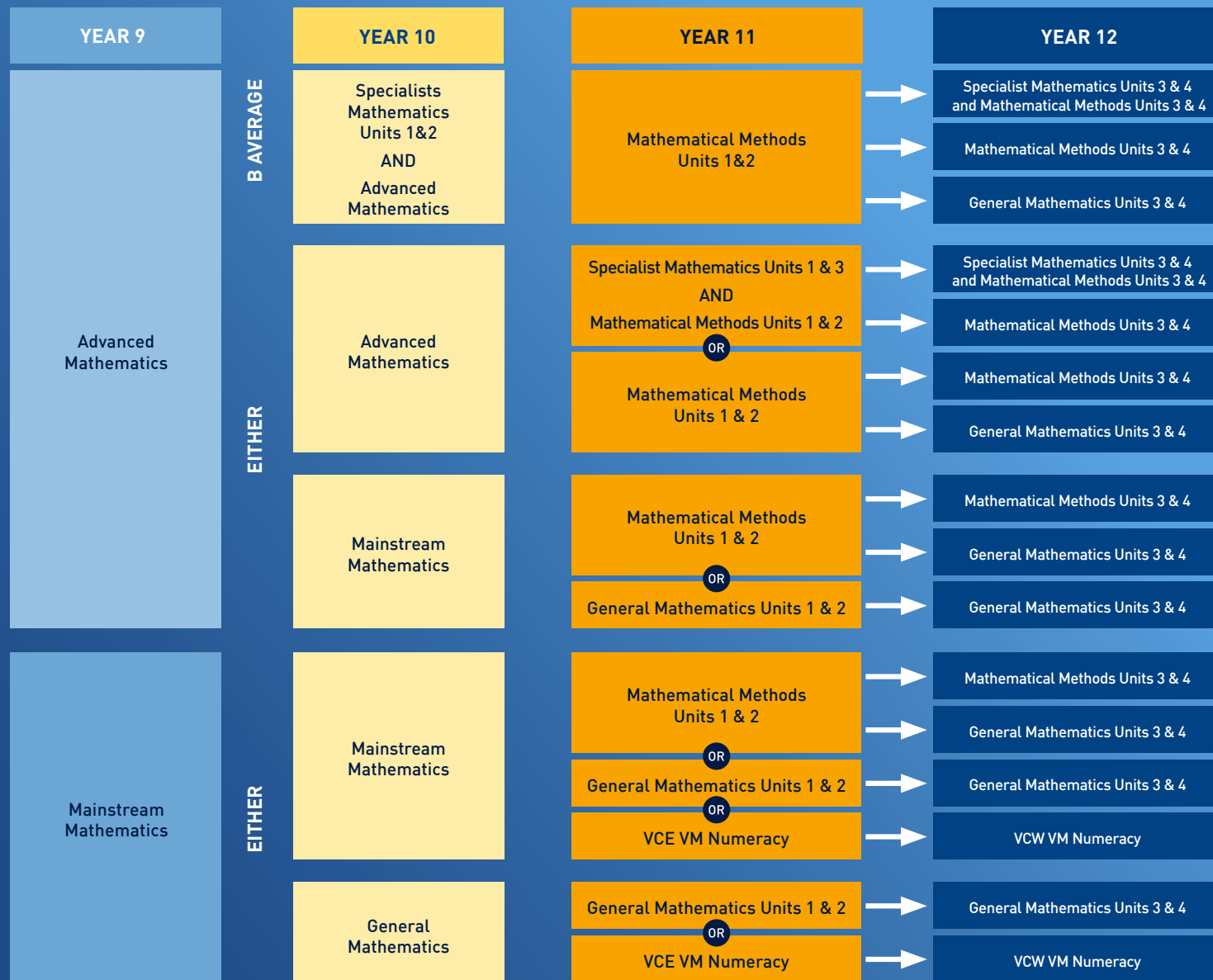
Year 10 Electives





# Year 10 Mathematics Pathways.

WHAT MATHS CAN I STUDY AT VCE?



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## Core Science

ONE UNIT

Compulsory

### DESCRIPTION

The core Science curriculum provides opportunities for you to further develop your understandings of important scientific concepts and processes. It aims to expand your curiosity and willingness to explore, ask questions and speculate on the world in which you live. It will provide you with an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions.

### AIMS

The Core Science curriculum aims to ensure that students develop:

- an understanding of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science
- a solid foundation of knowledge of the biological, chemical, physical, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

### TOPICS COVERED

The core units you will explore are:

- **Biology:** Genetics and Evolution
- **Chemistry:** Chemical Patterns and Chemical Reactions
- **Physics:** Forces and Motion

### FUTURE DIRECTIONS

The Core Science content and a combination of elective choices will prepare you for the VCE Sciences offered: Psychology, Biology, Chemistry and Physics. There are numerous career pathways that require Science as part of entry requirements.

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# Year 10 Electives



## ENGLISH

Literature: Adapting & Transforming Texts



## HUMANITIES

### ONE SUBJECT CHOICE COMPULSORY

Commerce

History

Governing The Modern World

People & Places



## LANGUAGES

German

Indonesian

Italian



## PERFORMING ARTS

Drama

VCE Dance Unit 1

Music



## SCIENCE

Biotechnology

Forensic Science & The Criminal Mind



## STEAM

Designers of the Future



## VISUAL ARTS AND TECHNOLOGY

Art & Visual Design

Media

Fabrics, Fashion & Design

Food For Thought

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## Literature: Adapting and Transforming Texts

SEMESTER ONE UNIT

### DESCRIPTION

This course is aimed at students who have an interest and enjoyment in both studying and creating literature. Students will analyse a variety of texts examining the ways they convey entrenched views and values. Students will develop the capacity to present a creative response to *The Great Gatsby*, exploring how they can manipulate an original text in order to reflect modern values. Students will then enhance these skills through an analytical study of the classic play *A Streetcar Named Desire* and its film adaptation. The focus of this study is to explore the creators' intention and how form is used to convey meaning.

### AIMS

This study is designed to enable students to:

- Develop an enjoyment of literature- both written and visual
- Develop the capacity to use linguistic structure and features of language effectively
- Develop an interest in comparing and contrasting text types and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
- Read and reflect upon examples of clever, engaging and powerful writing and in so doing, improve their own capacity to use language.

### TOPICS COVERED

A selection of topics from:

- The ways in which literature recreates and explores human experience
- Exploration of central themes and ideas expressed in chosen texts
- The ways in which the texts interpret personal, social, ethical and cultural contexts
- The ways in which texts can be adapted for a different medium
- The way the construction of a text can reveal a writer's views, values and beliefs.

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## Commerce

ONE UNIT

### DESCRIPTION

Commerce is an introductory course which enables students to understand the decisions made by business owners when establishing and operating their business. Students will also learn fundamental skills in managing their own money, including developing an understanding of tax and superannuation. Students will apply business reasoning and interpretation to solve problems and make personal decisions. Additionally, students will learn basic skills in recording and reporting financial information and data. Students will then be better placed to secure their own financial wellbeing and to face the future with optimism and confidence.

### SKILLS

- Critical and creative thinking
- Consumer and financial literacy
- Enterprising behaviours and capabilities
- Decision making
- Resilience
- Collaboration.

### AIMS

This study is designed to enable students to:

- Creative and innovative thinking skills and approaches
- Evaluative and analytical skills
- Team work skills
- Computing skills.

### TOPICS COVERED

- The Business Environment
- Consumer and Financial Literacy
- Accounting.

### FUTURE DIRECTIONS

This subject is good preparation for students interested in undertaking VCE Business Management and VCE Accounting.

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## History

ONE UNIT

### DESCRIPTION

In this subject students will study the history of the modern world and Australia from 1918 to the present and will focus on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

### SKILLS

- Evaluate the historical significance of an event, idea, individual or place
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
- Evaluate different historical interpretations and contested debates
- Analyse and evaluate the different perspectives of people in the past;
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.

### AIMS

In this study, we aim to answer the following key questions

- How did the nature of global conflict change during the 20th Century?
- What were the causes and consequences of World War II?
- How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

### TOPICS COVERED

- World War II
- Aboriginal Rights and Freedoms
- Australia's Migration Experience.

### EXCURSIONS

- Visit to the Shrine of Remembrance.

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## Governing the Modern World

ONE UNIT

### DESCRIPTION

This subject is designed to extend the students' knowledge of the Australian Legal and Political systems. It contains a distinct Legal Studies unit, which investigates the Australian Legal system, Constitutional Law and the High Court and includes an excursion to the Magistrates' Court. Students investigate Human Rights, their significance and the ways Australia and the International Community strive to protect them. Politics is focused on through the study of two different political systems and the challenges and opportunities these create for their citizens. There is an examination of conflicts in the world today. This subject is designed to challenge and extend students' knowledge of their world.

### SKILLS

- Creative and innovative thinking skills and approaches
- Evaluative and analytical skills
- Team work skills
- Computing skills
- Analysis
- Problem solving.

### AIMS

This study is designed to enable students to:

- Explore the concepts of citizenship and justice
- Further explore the concepts introduced in the Year 9 Humanities Civics Course
- Develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- Develop the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable and socially just.

### TOPICS COVERED

- Legal systems
- Political systems
- International laws and rights.

### EXCURSIONS

- Visit to courts.

### FUTURE DIRECTIONS

This subject will be a good preparation for students interested in undertaking VCE Legal Studies, History and Australian and Global Politics.

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## People and Places

ONE UNIT

### DESCRIPTION

In topic one, students examine how people have altered the natural environment of our planet and the impacts of this change on people and places. They examine changes to the land atmosphere and water. They consider the impacts of climate change, pollution and loss of biodiversity. They investigate coastal environments in more detail and investigate how human activities such as tourism and climate change are impacting these regions. They specifically investigate this in relation to the Great Barrier Reef.

In topic two, student study the levels of wealth, health, poverty and education across the globe. They study differences in wellbeing both within countries, and across the globe, investigating the reasons for these inequalities. They learn how to interpret data and justify differences in wellbeing. They investigate the different factors that can influence the overall wellbeing of a person and develop analytical skills.

### SKILLS

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

### AIMS

This subject aims to ensure that students develop:

- A sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world

### ASSESSMENT

Assessment could include options such as:

- Fieldwork Report
- Short answer test
- Analysis of data
- Research Report
- Semester Exam.

### FIELDWORK

A study of a natural environment such as a coastal region, with a focus on how people are managing that environment and how the environment is changing. A possible location would be the coastal environments of Port Phillip Bay or the Mornington Peninsula.

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## German

TWO UNITS

### DESCRIPTION

This unit offers students the opportunity to extend and consolidate the knowledge and skills acquired in Year 9 German. Units are thematically based and enable students to develop their comprehension and communication skills in German, while building intercultural skills and understanding. Students will be exposed to new language, grammatical concepts, linguistic elements and cultural perspectives through a variety of contexts with the aim of being able to comprehend, write and speak about a variety of familiar topics.

Students selecting Year 10 German should have completed three years' study of that language and gained a good pass at Year 9 level. Year 10 German must be completed in order to be able to study German Units 1 and 2 in Year 11. Students need to be aware that studying Languages in Year 10 is a commitment for a whole year.

### AIMS

- Develop a conscious awareness of the structure of language and how language is learned
- Gain insight into the culture of German speaking communities and develop intercultural awareness
- Use language to interact orally with others in a range of situations
- Write for a range of purposes using various forms of language – personal, imaginative and informative
- Read, listen and respond to a variety of texts
- To master a range of grammatical structures and concepts.

### TOPICS COVERED

Topics covered across two semesters in Year 10 include:

- Life in the city and country
- Daily life and routine
- In a share house – chores, parties and getting to know others, life at University
- Part-time jobs and interviews
- “Fit in Deutsch” international exams
- Lese Novela
- Fairytales.

### FUTURE DIRECTIONS

A language other than English is a useful additional skill for many subject areas, including Science, Music, Engineering, Law, English, Health and Social Care, and Politics.

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## Indonesian

TWO UNITS

### DESCRIPTION

Units are thematically based and enable students to develop their comprehension and communication skills in Indonesian, while gaining an appreciation of the multi-lingual/multi-cultural world.

Students selecting Year 10 Indonesian should have completed three years' study of that language and gained a good pass at Year 9 level. Year 10 Indonesian must be completed in order to be able to study Indonesian Units 1 and 2 in Year 11. Students need to be aware that studying Languages in Year 10 is a commitment for a whole year.

### AIMS

- Develop a conscious awareness of the structure of language and how language is learned
- Gain insight into the culture of the language being learned and an appreciation of our multicultural society
- Use language to interact with others in a range of both formal and informal situations
- Write for a range of purposes using various forms of language – personal, imaginative and informative
- Read and understand a wide variety of texts.

### TOPICS COVERED

The year's work is organised into two topics:

- Housing
- The role of street traders
- Indonesian cuisine and ordering food at a restaurant
- Health and sickness.

### FUTURE DIRECTIONS

A language other than English is a useful additional skill for many subject areas, including Science, Music, Engineering, Law, English, Health and Social Care, and Politics.

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## Italian

TWO UNITS

### DESCRIPTION

This unit offers students the opportunity to extend and consolidate the knowledge and skills acquired in Year 9. Students will be exposed to new language, grammatical concepts, linguistic elements and cultural perspectives through a variety of contexts with the aim of being able to comprehend, write and speak about a variety of familiar topics.

Students selecting Year 10 Italian should have completed three years' study of that language and gained a good pass at Year 9 level. Year 10 Italian must be completed in order to be able to study Italian Units 1 and 2 in Year 11. Students need to be aware that studying Languages in Year 10 is a commitment for a whole year.

### AIMS

- Develop a conscious awareness of the structure of language and how language is learned
- Gain insight into the culture of the language being learned and an appreciation of our multicultural society
- Use language to interact with others in a range of both formal and informal situations
- Write for a range of purposes using various forms of language – personal, imaginative and informative
- Read and understand a wide variety of texts.

### TOPICS COVERED

- Travel and holiday experiences
- Italian migration to Australia
- Technology
- School life in Italy and Australia
- Family relationships
- Future aspirations.

### FUTURE DIRECTIONS

A language other than English is a useful additional skill for many subject areas, including Science, Music, Engineering, Law, English, Health and Social Care, and Politics.

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Drama and Dance helps to build confidence, learn skills that are important for all aspects of school and life, while having fun and making friends

You should do drama because it helps build confidence and social skills. Plus it's lots of fun.

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# YEAR 10

PERFORMING  
ARTS



## Drama

ONE UNIT

### DESCRIPTION

Students will explore Drama as an art form through improvisation, scripted drama, rehearsal and performance. They will refine their understanding of ritual and symbol. They will develop dramatic works which explore a range of themes, issues and ideas. They will apply dramatic elements, styles and conventions to convey meaning. Students will also have the opportunity to explore production areas of performance including lighting, sound, props, make-up and costumes. Students analyse and evaluate a professional drama performance.

### AIMS

- To develop performance expressive skills and cultural awareness to communicate ideas in dramatic action
- To be able to manipulate dramatic elements and theatrical conventions as applied to specific styles
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning of an audience
- Evaluate how the elements of drama and performance styles convey meaning and aesthetic effect.

### TOPICS COVERED

- Symbol and Language
- Elizabethan Theatre
- Commedia Del 'Arte'
- Ensemble Performance
- Performance Analysis.





## Music

ONE UNIT

### DESCRIPTION

The Year 10 Music course aims to assist students to develop holistically into well-rounded musicians and contributes to their understanding of the various facets of the music industry.

Year 10 Music addresses three key areas of study: Performance, Music Industry and Music Language.

Students will develop technical skills on their chosen instrument as well as approaches to stage craft and personal musical interpretation with the aim of performing live in front of an audience. This unit offers students the opportunity to explore their own musical tastes as well as introducing them to new repertoire.

The Music Industry unit encourages students to explore careers in the music industry as well as practical application of industry skills including PA set up and marketing of events.

The Music Language unit aims to develop musical theory and analytical skills to prepare students for the application of these skills in both VCE and VET music in years 11 and 12.

### AIMS

- To develop technical proficiency on their chosen instrument appropriate repertoire choice
- To develop stage craft and performance
- To develop music language which includes music theory and analysis
- To develop technical requirements for performance and exploration of genre
- To investigate and research an in-depth area of interest in the music industry.

### TOPICS COVERED

- Performance
- Music Industry
- Music Language (Theory).

### FUTURE DIRECTIONS

This subject prepares students who are considering undertaking VCE and or VET Music in Year 11 and 12. It is highly recommended that any student electing to study Music is undertaking individual tuition on their chosen instrument.

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## VCE Dance

ONE UNIT

### DESCRIPTION

The study of Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

Students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society.

It is strongly recommended that students have at least three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

### UNIT 1

#### DESCRIPTION

In this unit students explore the potential of the body as an instrument of expression and communication with the regular development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement.

Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

#### ASSESSMENT

- Written, oral or multimedia report/s
- Choreograph and perform solo, duo and/or group dance work
- Complete structured solo, duo and/or group dance work.

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## Biotechnology

ONE UNIT

### DESCRIPTION

Biotechnology draws on knowledge from Biology, Chemistry, Physics and Engineering. This subject is designed to give capable students an extension beyond the curriculum to engage in opportunities to investigate a range of Biochemical experimental techniques and current areas of 21st Century Science. You will refine your scientific experimental skills, hypothesise, analyse results and most importantly open your mind to thinking in a creative manner about Science and how it is relevant in your life. You will explore different areas of Science both within and beyond the classroom. This elective is designed to stimulate your interest in the extensive opportunities and pathways open to you as a young Scientist.

### AIMS

- To refine and extend scientific practical skills in the laboratory
- To investigate and report on a topic of interest
- To design and conduct an experiment
- To further develop inquiry based research skills and problem solving skills
- To enhance creative and analytical thinking.

### TOPICS COVERED

A selection of topics including:

- Anatomy and Physiology of Body Systems
- Effects of space travel on the human body
- DNA manipulation
- Experimental technique to explore areas of Science and Ethics
- Biotechnology.

### FUTURE DIRECTIONS

This subject will be a good preparation for students studying Biology, Physics or Chemistry at the VCE level. In addition, it will provide students with an appreciation of some of the opportunities available in Science at the tertiary level.

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## Forensic Science and the Criminal Mind

ONE UNIT

### DESCRIPTION

This subject introduces students to the scientific nature of forensic science and psychology. Throughout the semester scientific research and inquiry skills will be taught and refined. Students will investigate the role of Forensic Scientists and Psychologists in settings such as crime scenes, courts and prisons. Students will learn how to collect evidence, including blood, fingerprints, fibres, footprints, handwriting analysis, DNA, gunshot and bullet residue at the crime scene and analyse this evidence. Students will investigate the psychology behind criminal behaviour through lie detection, body language analysis, criminal profiling and psychopathology. Students will also discover the inaccuracies of human memory and the impact this has on eye witness testimonies in the court room. Assessment will include an independent research investigation, tests, media analyses, practical reports and an exam.

### AIMS

- To introduce key concepts of Forensic Science and Psychology, using case studies, practical investigations and an individual research investigation
- To strengthen scientific inquiry and research skills, including the use of microscopes, chemicals and preparation of wet mount slides
- To research, design, conduct, analyse and report on research related to forensics.

### TOPICS COVERED

- Introduction to Forensic Science and Psychology
- Various types of Forensic Scientists and what they do: the role of the Forensic Psychologist in crime
- Collection of evidence: Blood types, fingerprints, fibres, footprints, handwriting analysis, DNA, gunshot and bullet residue
- Microscope skills: investigating evidence under the microscope
- Catching the criminal: identikits, police line-ups, criminal profiling
- Types of criminals: Antisocial Personality Disorder and mental disorders associated with crime, stalkers, serial killers
- How to catch a liar: the art of lying, body language and the scientific nature of the lie detector
- Psychologists as expert witnesses and the insanity plea in court
- The role of memory in Eye Witness Testimony
- Hypnosis and mind control
- Research Methods and conducting an independent research investigation.

### FUTURE DIRECTIONS

The student will have been introduced to some psychological concepts and terminology. They may have some understanding about the role of Psychology in the world and will have an idea about whether they are interested in undertaking VCE Psychology. The student may have strengthened their ability to communicate using scientific terminology and to prepare practical reports following correct reporting procedures. This will be of benefit when completing any VCE Science. The student will have strengthened their critical analysis and evaluative skills, benefitting most VCE subjects.

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## Designers of the Future

ONE UNIT

### DESCRIPTION

This unit is project-based and enables students to make real world connections and explore within the five disciplines of STEAM: Science, Technology, Engineering, Arts and Mathematics. Students work to empathise with current global needs through the design thinking process and work collaboratively to propose solutions. Through this unit students will develop specific technological skills based around an area of interest and have the opportunity to build links with the wider STEAM community.

### KEY QUESTIONS

- What are the current global issues?
- What skills do we need to be able to solve these issues for the future?
- How can we collaboratively design and innovate the change we need?

### AIMS

- To develop an awareness of the global community and build student capacity in empathy
- To practice skills of critical and creative thinking
- To work collaboratively and take on diverse roles within the design thinking process
- To increase exposure and develop proficiency in 21st Century technological skills
- To communicate innovative ideas in both a written and verbal context
- To explore STEAM pathways beyond CLC.

### POSSIBLE TOPICS COVERED

- Sustainability
- Energy and Transport
- Agriculture and Food Production
- Artificial Intelligence
- Architecture and Engineering
- GMO's.

### FUTURE DIRECTIONS

This subject prepares students who are considering undertaking VCE Sciences, Maths and Design and Technology subjects. It is recommended for students that are interested in a pathway involving design thinking, innovation and problem-based learning.

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## Art and Visual Design

ONE UNIT

### DESCRIPTION

This subject aims to develop students' skills in a range of media with the focus on developing individual concepts and ideas about the world. Students learn about the place that Art has in contemporary Australia through a study and exploration of elements, themes and images. Students generate creative and innovative design solutions in response to a brief and explore design techniques, which cover a multitude of disciplines. Through the combination of Art and Visual Communication Design, students will be prepared to continue their pathway in Studio Art or Visual Communication Design in VCE.

### AIMS

**This study is designed to enable students to:**

- Explore and generate art ideas from a wide variety of starting points
- Develop ideas and images through consistent refinement
- Develop skills in drawing, painting and other techniques, forms and processes
- To develop spatial thinking skills and the ability to produce realistic three dimensional drawings and designs
- To encourage creative problem solving skills and an understanding of 'The Design Process'
- To understand design terminology and utilise the elements and principles of design in the creation of new designs.

### TOPICS COVERED

- Art beginnings and the role of drawing for development of ideas
- Creating and making of finished artworks
- Technical drawing systems
- Rendering techniques
- Exploring ideas using design elements and principles
- Computer generated design solutions
- Artworks and their meanings.

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## Media

ONE UNIT

### DESCRIPTION

This subject explores the prevailing landscape of media and develops skills needed to contribute to it in creative and technically accomplished ways. It is equal part practical and theoretical and allows for the development of two major projects throughout the semester. The theory is film study. We watch a number of films and develop technical writing skills to investigate them. The idea behind the projects is to identify a media industry interest of each student so that the project feels targeted, contemporary and a genuine expression of creativity. Projects can focus on one medium or incorporate multiple.

#### Choices of medium include, but are not limited to:

- Film Production (Filmmaking, Advertising, TV Production, Music Videos)
- Photography (Portraiture, Landscape, Fashion, Sport, Photojournalism, Advertising)
- Mobile Applications (Apps, Games, User Interface Design, VR)
- Social Media/Web Content Development (Streaming, Blogging, CMS)
- Publishing (Journalism, Book Publishing, Blogging, eBooks, Augmented Reality)
- Radio/Podcasting.

### AIMS

- Investigation and analysis of film/screen, its production and audience
- To establish a design and production workflow that produces material results
- To strengthen technical competency between hardware and software
- To build an awareness of how media products communicate meaning to their audiences and how students utilise the same techniques
- To develop visual literacy so that the media/advertising/journalism/social media can be consumed with insight and discernment.

### TOPICS COVERED

- Media Disruption and Influence
- Devices and Social Networks
- Advertising
- Preproduction and folio planning
- Producing a short film, photoseries or zine
- Codes and conventions of media.

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## Fabrics, Fashion and Design

ONE UNIT

### DESCRIPTION

This unit aims to introduce students to the skills and processes of design and construction in the area of clothing, fashion and textiles. Students will focus on working through a design process to develop a design folio that will allow students to explore the techniques used by designers to create and produce fashion and textile items. Students will use patterns to adapt a basic shape to meet particular design needs. They will undertake a study of fabrics and their suitability for garment construction.

### AIMS

- To introduce students to the fashion industry and current trends;
- To introduce students to a range of fabrics and appropriate sewing skills;
- To introduce students to commercial patterns and garment construction techniques.

### TOPICS COVERED

- Investigation and analysis of fashion trends;
- Use of a sewing machine;
- Development of design options;
- Construction of a woven garment;
- Construction of a non-woven garment;
- Production of a Fashion Folio.

### FUTURE DIRECTIONS

This subject will prepare students for the subject VCE VET Certificate II Fashion and Design Technology. It will focus on research, design, production and evaluation skills in the area of clothing, fashion and textiles.

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## Food for Thought

ONE UNIT

### DESCRIPTION

This unit focuses broadly on the Australian Dietary Guidelines and covers a range of nutritional concepts relating to adolescent health and wellbeing, with emphasis on fun and enjoyable hands on learning. There is a strong practical element throughout, with practical classes designed to reinforce the theoretical content.

The teaching of practical skills builds on those taught in Year 8 and/or 9, the main emphasis being on confidence building, recipe development and food styling. Students are encouraged to adapt recipes to meet a variety of criteria.

### AIMS

- To reinforce the principles of nutrition in relation to health and wellbeing.
- To increase skills in food preparation, safe work habits and hygiene.
- To develop the ability to apply nutritional knowledge to practical food preparation.
- To develop a sound knowledge of a variety of food preparation methods.
- To develop confidence in preparing a range of food items, including healthy meals, vegetarian cookery, healthy snacks and celebration food items including cakes and desserts.

### TOPICS COVERED

#### A selection of topics from:

- Australian Dietary Guidelines and healthy food choice.
- Nutrition – including calcium, iron and other nutrients relevant to adolescence.
- Variety of food items – sweet and savoury
- Assessment Tasks - Chocolate Buttercream Mud Cake Design, iMovie Healthy Snack.

### FUTURE DIRECTIONS

This subject will be a good preparation for students interested in Food Studies in VCE. It also gives skills in design, management and planning that will be useful in many areas of school and life.

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# Inspired to aim higher.



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# Year 10 & 11

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### YEAR 10 UNITS 1 & 2

When students choose their subjects at the end of their Year 9 academic year, some students will apply to study one VCE Unit 1 and 2 subject in Year 10. To be successful in their application Year 9 students are required to meet the following criteria:

#### APPLICATION CRITERIA

- Average of B+ in like-subjects in Year 9 Semester One
- Excellent effort, regular attendance, organisation and commitment to studies in every subject;
- No 'Ungraded' or 'Not Submitted' grades on Assessment Tasks;
- PAT and NAPLAN diagnostic testing results will be taken into consideration.
- Support for the College behavioural expectations;

### YEAR 11 UNITS 3 & 4

When students choose their VCE subjects at the end of their Year 10 academic year, some students will apply to study one VCE Unit 3 and 4 subject in Year 11. To be successful in their application Year 10 students are required to meet the following criteria:

#### APPLICATION CRITERIA

- Average of B+ in like subjects or Unit 1 & 2 of the same subject;
- Excellent effort, regular attendance, organisation and commitment to studies in every subject;
- No 'Not Submitted' results for Assessment Tasks';
- PAT diagnostic testing results will be taken into consideration;
- Support for the College behavioural expectations.

#### VCE REQUIREMENTS

To meet the graduation requirements of the VCE, a student must complete a total of no fewer than 16 Units. These **MUST** include:

- Three units of English (Units 1 to 4) or English Literature (Units 1 to 4), two of which must be a Unit 3 & 4 sequence.
- Three sequences of Units 3 & 4 studies other than English





# VCE/VET Studies Offered 2023.

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LEARNING AREA	SUBJECT	UNITS 1	UNITS 2	UNITS 3 & 4
<b>ENGLISH</b> 	English	✓	✓	✓
	Literature	✓	✓	✓
<b>HEALTH &amp; PHYSICAL EDUCATION</b> 	Health and Human Development	✓	✓	✓
	Physical Education	✓	✓	✓
<b>HUMANITIES</b> 	Accounting	✓	✓	✓
	Australian and Global Politics	✓	✓	N/A
	Global Politics	N/A	N/A	✓
	Business Management	✓	✓	✓
	Geography	✓	✓	✓
	History	✓	✓	✓
	Legal Studies	✓	✓	✓
<b>LANGUAGES</b> 	German	✓	✓	✓
	Indonesian	✓	✓	✓
	Italian	✓	✓	✓
<b>MATHEMATICS</b> 	General Mathematics	✓	✓	✓
	Specialist Mathematics	✓	✓	✓
	Mathematical Methods	✓	✓	✓
<b>PERFORMING ARTS</b> 	Drama	✓	✓	✓
	Music	✓	✓	✓

LEARNING AREA	SUBJECT	UNITS 1	UNITS 2	UNITS 3 & 4
<b>RELIGIOUS EDUCATION</b> 	Religious Education (school-based)		YR 11	YR 12
	Religion and Society (Units 1 & 2 completed in Year 10)	✓	✓	✓
<b>SCIENCE</b> 	Biology	✓	✓	✓
	Chemistry	✓	✓	✓
	Physics	✓	✓	✓
	Psychology	✓	✓	✓
<b>THE ARTS AND TECHNOLOGY</b> 	Art Making & Exhibiting (formerly Studio Arts)	✓	✓	✓
	Food Studies	✓	✓	✓
	Media	✓	✓	✓
	Visual Communication and Design	✓	✓	✓

LEARNING AREA	SUBJECT	UNITS 1	UNITS 2	UNITS 3 & 4
<b>VCE VET CERTIFICATES</b> 	Sport and Recreation Certificate III (Unit 1 & 2 are a prerequisite for Unit 3/4)	✓	✓	✓
	Business Certificate III	✓	✓	✓
	Applied Fashion Design and Technology Certificate II	✓	✓	✓
	Music Industry Certificate III	✓	✓	✓

Year 10 VCE accelerated subjects offered in 2023

Units 3 & 4 studies shaded in orange are offered as an accelerated study to Year 11 students



# VCE/VET Acceleration Subjects

Year 10 VCE accelerated subjects offered in 2023



## HEALTH AND PHYSICAL EDUCATION

VCE Health And Human Development

VCE Physical Education

VCE VET Certificate III Sport & Recreation



## SCIENCE

VCE Biology

VCE Psychology



## VISUAL ARTS AND TECHNOLOGY

VCE Art Making & Exhibiting  
(formerly Studio Arts)



## HUMANITIES

VCE Business Management

VCE Geography

VCE Legal Studies

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## VCE Health and Human Development

TWO UNITS

### UNIT 1: UNDERSTANDING HEALTH & WELLBEING

#### DESCRIPTION

This unit focuses on the health and wellbeing of Australia's youth and students consider their own health as individuals and as a cohort. Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. Multiple dimensions of health and wellbeing will be investigated, as well as the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. Students will explore food and nutrition as foundations for good health and wellbeing. Students develop strategies for building their health literacy through interpreting and using data and evaluating health information from various sources.

#### OUTCOMES

- Describe and explain multiple dimensions of health and wellbeing, including indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- Describe and apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- Describe and interpret data to identify key areas for improving youth health and wellbeing.

#### ASSESSMENT

A range of tasks taken from the following list:

- Case study analysis
- Data analysis
- Visual presentation, such as concept/mind map, poster or presentation file
- Multimedia presentation
- Oral presentation, such as a debate or podcasts (audio or visual)
- Blog
- Test
- Written response, such as a research assignment or briefing paper.

### UNIT 2: MANAGING HEALTH AND DEVELOPMENT

#### DESCRIPTION

This unit focuses on the lifespan stages of prenatal childhood and adulthood as well as developmental transitions between lifespan stages.. Students will develop an understanding of the health and individual human development of Australia's children and adults. A range of health issues that are having an impact on Australia's healthcare system will be discussed.

#### OUTCOMES

- Describe and explain factors that affect the health and individual during the prenatal stage.
- Describe and explain how Australia's health system promotes health and wellbeing.
- Describe and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

#### ASSESSMENT

A range of tasks taken from the following list:

- Case study analysis
- Data analysis
- Visual presentation, such as concept/min map, poster or presentation file
- Multimedia presentation
- Oral presentation, such as a debate or podcasts (audio or visual)
- Blog
- Test
- Written response, such as a research assignment or briefing paper.

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## VCE Physical Education

TWO UNITS

### UNIT 1: THE HUMAN BODY IN MOTION

#### DESCRIPTION

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Students evaluate the social, cultural and environmental influences on movement, whilst considering the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

#### ASSESSMENT

A range of tasks taken from the following list:

- Written report
- Practical laboratory report linking key knowledge and key skills to practical activity
- Case study and/or analysis
- Critically reflective folio/diary of participation in practical activities
- Visual, multimedia and/or oral presentation
- Physical simulation or model
- Structured questions
- Semester Examination.

### UNIT 2: PHYSICAL ACTIVITY, SPORT & SOCIETY

#### DESCRIPTION

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

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

Students apply various methods to assess individual and population physical activity and sedentary behaviour levels and analyse the data in relation to behaviour guidelines. Students study and apply the social ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings based strategies that are effective in promoting participation in some form of regular physical activity.

#### ASSESSMENT

A range of tasks taken from the following list:

- Written plan and reflective folio
- Visual, multimedia and/or oral presentation
- Written report
- Semester Examination.

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## VCE VET Certificate III Sport & Recreation



TWO UNITS

The VCE VET Sport and Recreation program aims to provide students with skills and knowledge to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries.

### UNIT 1 & 2

#### DESCRIPTION

The VCE VET Sport and Recreation program aims to provide students with skills and knowledge to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries. This will enable students to gain a recognised credential and to make a more informed choice of vocation or career path. Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

The VCE VET Unit 1 and 2 sequence incorporates compulsory units such as developing critical and creative thinking skills, organising personal work priorities and development, providing first aid, using social media tools for collaboration and management, provide customer service, respond to emergency.

#### OUTCOMES

- Eight employability skills - communication, initiative and enterprise, learning, planning and organisation, problem solving, self-management, teamwork, and technology – as well as the skills associated with the particular Sport and Recreation electives chosen by the school and the student.

#### ASSESSMENT

A range of tasks taken from the following list:

- Observation
- Tests
- Practical demonstrations
- Group sessions and presentations.

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## VCE Business Management



TWO UNITS

### UNIT 1: PLANNING A BUSINESS

#### DESCRIPTION

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

#### ASSESSMENT

A range of tasks taken from the following list:

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Interview and report on contact with business
- Business simulation exercise
- School-based short-term business activity
- Essay
- Business survey and analysis
- Media analysis
- Tests.

### UNIT 2: ESTABLISHING A BUSINESS

#### DESCRIPTION

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

#### ASSESSMENT

A selection from the following range of assessment tasks:

- Case study analysis
- Business research report
- Development of a marketing plan and/or feasibility study
- Interview and report on contact with business
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis
- Tests.

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## VCE Geography

### UNIT 1: HAZARDS AND DISASTERS

This unit investigates how people have responded to specific types of hazards and disasters. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change. Students undertake fieldwork and produce a fieldwork report.

#### ASSESSMENT

A range of tasks taken from the following list:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

### UNIT 2: TOURISM - ISSUES AND CHALLENGES

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

They study tourism at local, regional and global scales emphasising the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. Students investigate how the growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Students undertake fieldwork and produce a fieldwork report.

#### ASSESSMENT

A range of tasks taken from the following list:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

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## VCE Legal Studies

TWO UNITS

### UNIT 1: GUILT AND LIABILITY

#### DESCRIPTION

This study focuses on developing an understanding of legal foundations, such as different types and sources of law and the existence of a court hierarchy in Victoria. It investigates key concepts of criminal law and civil law and applying these to actual and/or hypothetical scenarios to determine whether and accused may be found guilty of a crime or liable in a civil dispute. It develops an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused and the liability of a party in civil dispute.

### UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

#### DESCRIPTION

This study focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute and the purposes and types of sanctions and remedies and their effectiveness. It also investigates two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice.

#### UNITS 1 & 2 ASSESSMENT

- Case Studies
- Structured assignment
- Folio and Report
- Test
- Semester Examination.

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## VCE Biology

TWO UNITS

### UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

#### DESCRIPTION

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### OUTCOMES

Students should be able to:

- Investigate and explain how cellular structures and systems function to sustain life.
- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat and analyse the impacts of factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species and draw conclusions based on evidence from collected data.

#### ASSESSMENT (Selection From)

- Fieldwork activity
- Practical work folio of activities or investigations
- Media response
- Data analysis and problem solving
- Reflective learning journal/blog
- Tests
- Student-designed or adapted investigation
- Semester Examination.

### UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

#### DESCRIPTION

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### OUTCOMES

Students should be able to:

- Compare the advantages and disadvantages of a sexual and asexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

#### ASSESSMENT

- Fieldwork activity
- Practical work folio of activities or investigations
- Media response
- Data analysis and problem solving
- Reflective learning journal/blog
- Tests
- Report of an investigation into genetics and/or reproductive science
- Semester Examination.

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## VCE Psychology

TWO UNITS

### UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

#### DESCRIPTION

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

#### ASSESSMENT

- Tests
- Logbook of practical activities
- Student directed research investigation
- Semester Examination.

### UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESS?

#### DESCRIPTION

Students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

#### ASSESSMENT

- Tests
- Logbook of practical activities
- Media response
- Student directed practical investigation
- Semester Examination.

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## VCE Art Making & Exhibiting (formerly Studio Arts)



TWO UNITS

### UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

#### DESCRIPTION

Students explore materials, techniques and processes in a range of art forms. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal, students complete finished Artworks and research and present Information for an exhibition.

**Area of study 1:** Explore- materials, techniques and art forms

**Area of study 2:** Expand – make, present and reflect

**Area of study 3:** Investigate – research and present

#### ASSESSMENT

- Visual Arts Journal
- Finished Artworks
- Information for an exhibition
- Semester Examination

### UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

#### DESCRIPTION

Students research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks, how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces

**Area of study 1:** Understand – ideas, artworks and exhibition

**Area of study 2:** Develop – theme, aesthetic qualities and styles

**Area of study 3:** Resolve – ideas, subject matter and style

#### ASSESSMENT

- Design and curate a thematic exhibition
- Experimental artworks and documentation
- Finished artworks
- Semester Examination

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## STAFF


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VCE VET Coordinator

## KEY LEARNING AREAS

 **ENGLISH/ LITERATURE**  
LORRAINE CONNELL

 **HEALTH & PHYSICAL  
EDUCATION**  
NATALIE ALEXANDER

 **HUMANITIES**  
OLIVIA BOLAND

 **LANGUAGES**  
PAULINE KHOO

 **PERFORMING ARTS**  
LYNETTE CAMPBELL

 **SCIENCE**  
MARISA TSOUKATOS

 **VISUAL ARTS  
AND TECHNOLOGY**  
ANDREA DURHAM

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