



BRENTWOOD
SECONDARY COLLEGE

Subject Guide 2021

HOW TO NAVIGATE THIS GUIDE

VCE Subjects are broken down into Unit 1+2 and Unit 3+4 pages. To access the Unit 3+4 page, click on the **Next Page** button.

The screenshot shows the 'VCE STUDIES ARTS AND TECHNOLOGY' page for 'MEDIA UNITS 1+2'. The page is divided into several sections: a left-hand menu, a main content area for Unit 1, and a right-hand content area for Unit 2. Red circles and arrows highlight key navigation elements: the menu items 'SUBJECT RESOURCES' and 'COMPULSORY SUBJECT FEE \$100', the 'MEDIA UNITS 1+2' title, the 'NEXT PAGE' button at the bottom right, and the 'POSSIBLE FUTURE PATHWAYS' list in the top right corner.

VCE STUDIES
ARTS AND TECHNOLOGY

MEDIA UNITS 1+2

UNIT 1
MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES
In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.
Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

ASSESSMENT

- Outcome 1 Media Representations
- Outcome 2 Media Forms in Production
- Outcome 3 Australian Stories
- Semester Examination
- Assessments will be done in a variety of forms such as written, oral and practical

OTHER REQUIREMENTS

- Students will require a digital storage device

VCAA DESCRIPTION

Area of Study 1
Media Representations
Area of Study 2
Media Forms in Production
Area of Study 3
Australian Stories

UNIT 2
NARRATIVE ACROSS MEDIA FORMS
In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.
Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

ASSESSMENT

- Outcome 1 Narrative, Style and Genre
- Outcome 2 Narratives in Production
- Outcome 3 Media and Change
- Semester Examination
- Assessments will be done in a variety of forms such as written, oral and practical

OTHER REQUIREMENTS

- Students will require a digital storage device

VCAA DESCRIPTION

Area of Study 1
Narrative, Style and Genre
Area of Study 2
Narratives in Production
Area of Study 3
Media and Change

POSSIBLE FUTURE PATHWAYS

- MARKETING
- ADVERTISING
- GAME DESIGN
- GRAPHIC DESIGN
- PHOTOGRAPHY
- ANIMATION

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VCE ASSESSMENT
VCE BREACH OF RULES
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MAIN MENU

- SUBJECT RESOURCES
- MEDIA SUBJECT VIDEO
- VCAA SUBJECT DESCRIPTION
- COMPULSORY SUBJECT FEE \$100

PREVIOUS PAGE NEXT PAGE

Quickly access other parts of the guide using this menu.

Link to our **NEW** Subject Introduction Videos. These videos are presented by our staff and give a great overview of each subject.

Some subjects have compulsory fees to cover the cost of material used.

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MAIN MENU

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Overview of the Victorian Certificate of Education (VCE) and its processes and rules.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Overview of the Victorian Certificate of Applied Learning (VCAL) program being offered at Brentwood in 2021 including a breakdown of how the program differs to VCE and what subjects are taught.

VOCATIONAL EDUCATION AND TRAINING (VET)

Overview of the Vocational Education and Training (VET) program being offered at Brentwood in 2021 including subjects that are offered onsite.

YEAR 9 SUBJECTS

A full breakdown of each subject offered to Year 9 Students at Brentwood including any associated costs and requirements.

YEAR 10 SUBJECTS

A full breakdown of each subject offered to Year 10 Students at Brentwood including any associated costs and requirements.

VCE SUBJECTS

A full breakdown of each VCE subject offered at Brentwood including any associated costs and requirements.





VCAA requirements for the satisfactory completion of the VCE

The minimum requirement for satisfactory completion of the Victorian Certificate of Education is 16 units which must include:

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

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's ATAR. Satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students eligible for atypical programs can have their previous studies or experience counted in the award of the VCE. These students are students with credit from interstate and overseas studies.

At Brentwood Secondary College students are required to study 12 units (six subjects) in Year 11 by either studying:

- 6 Unit 1 and 2 studies; or
- 1 Unit 3 and 4 study and 5 Unit 1 and 2 studies; or
- 1 VET study and 5 Unit 1 and 2 studies

In Year 12 students are required to study 10 units (five subjects)

- 5 Unit 3 and 4 studies; or
- 1 University level study and 4 Unit 3 and 4 studies; or
- 1 VET study and 4 Unit 3 and 4 studies

This gives students a total of 22 units towards their VCE. Students enrolled in studies external to Brentwood Secondary College are expected to comply with these requirements. Any variation to this must be approved by the Director of Pathways, Partnerships and Community Engagement.

VCE Advanced Placement

Some students may be allowed to attempt a Unit 1 subject during the first semester of their Year 10 studies. Student performance will be monitored. If performance is unsatisfactory or the student wishes to discontinue the advanced placement during the first six weeks of term one, he/she will be withdrawn and placed in a Year 10 unit. Students who perform well in Unit 1 and wish to continue the subject may be permitted to enrol in Unit 2.

Advanced Placement subjects are offered to Year 9 students in second semester, before students are allocated their course for the following year. Places are offered where there are vacancies in Unit 1 classes, after Year 11 students have been allocated to classes. First preference is given to students who have demonstrated a high level of academic achievement or who show an aptitude in a specific subject (e.g. Music).

University Extension Studies

Students may apply to attempt a University level subject whilst completing Year 12 studies. Students need to apply for participation in these programs and be recommended by their relevant Head of House. The Head of House will certify that selected students meet the guidelines provided by universities, which may include specific tests. Normally, students enrolling in university studies will have demonstrated outstanding achievement across all studies and have a VCE study score of 41 or more in the preparatory study. Applications must be submitted by the due date specified by the institutions (usually towards the end of October).

VCE VET Programs

VET is an extra qualification you can begin to study in Year 10 or 11. This subject is more connected to the workplace, practical and competency based. It is a nationally recognised qualification that can contribute to the VCE or VCAL. [Access more information on how VCE VET programs can contribute to the VCE here.](#)



Change of Course

Course changes are offered at key times throughout the year. These are clearly communicated to students through Compass.

At the beginning of the year, students are given an opportunity to make changes to both Unit 1 and 3 subjects for a period of no more than 2 weeks. After this time, students are unable to change courses. Midyear changes can be made between Unit 1 and 2 subjects only. Unit 3 or 4 subjects cannot be changed. At the end of the school year, subject change requests can be made for the following year during the Course Confirmation process, prior to the commencement of the 'Headstart' program.

Attendance

Students who do not attend regularly, will be unlikely to develop the skills necessary to achieve the measured outcomes of their Year 10 or VCE course to a satisfactory level.

There are two levels of attendance requirements, which must be met.

- Overall school attendance.
- Attendance requirements for the satisfactory completion of the VCE.

Overall School Attendance

Brentwood's attendance policy requires that:

- Students are on time and ready to learn for the commencement of Period 1, every morning.
- Students are not to leave the school grounds at any time once they have arrived.
- Any student who arrives at school after the beginning of Period 1 (for any reason) MUST report to the House Hub and sign in with the School Attendance Officer (Ms Pentreath).
- Habitual lateness to school or class will incur consequences and may result in a student failing to meet attendance requirements for a specific subject.
- Unexplained absences are a breach of the College rules and will incur sanctions.
- Students who need to leave school early MUST provide a parent/guardian note (hard copy or via Compass) and see the School Attendance Officer.
- Year 12 students who have no scheduled classes period 4 may sign out through the House Hub. If a student is not signing out, they must sign in at the Library or be present in the Senior Learning Centre.
- Students are required to leave the school grounds, once they have signed out.
- IMPORTANT: Failure to sign in or out of school after 8:50am and before 3.05pm will result in graduated consequences which may include a withdrawal or suspension.
- In the case of illness, students MUST report to the General Office (sick bay) before leaving the school grounds.
- Parents must contact the school on the day of any absence via Compass, email or phone.

Attendance requirements for the satisfactory completion of the VCE

All VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. Students who are consistently absent or late cannot possibly meet the requirements for satisfying the achievement of the Key Knowledge and Key Skills required under VCAA guidelines.

Heads of House will keep a record of a student's attendance so we can ensure students are attending at least the minimum number of scheduled classes in order to demonstrate satisfactory completion of a subject.

- After 3 absences – parents are contacted to express concern about attendance.
- After 5-10 absences – students and their parents/guardians are again contacted and are requested to attend an interview to discuss options and strategies with a House Leader.
- After 15 absences – N result for the Unit(s). Students and parents/guardians are required to attend an interview.

Students who have attended less than 80% of scheduled classes will be deemed not to have attended sufficient classes to allow teachers to verify satisfactory understanding of the outcomes. Special provision may be granted to students with medically documented conditions at the discretion of the Director of Pathways, Partnerships and Community Engagement. Students who have been granted special provision must submit tasks as required by the subject teacher, to enable verification of their understanding of the required concepts.



School Approved Absences

These do not contribute to the student's overall number of days absent. If a student is participating in a sports team or attending an excursion, they are required to notify their class teacher in advance and obtain the work that they have missed.

If a student will be absent for a SAC on the day of a school approved absence, they are to notify their teacher in advance and see their House Leader to apply for a reschedule.

Absence due to Illness – Year 10 to 12

These absences contribute to the student's overall number of days absent. Students must supply a note from their parent or guardian to their House Leader, or a medical certificate.

If a student misses a SAC or Assessment due to illness, they MUST have a medical certificate in order to complete the SAC/Assessment at a scheduled time. If they do not have a medical certificate, they will not be given the opportunity to obtain a score for the SAC/Assessment (if they have demonstrated an understanding of the key knowledge and skills from the relevant Study Design, they can still receive an S for the Unit). For Year 10 students they will receive an N for that assessment or task.

Extended Absences – Family Holidays

Holidays during school time are not an approved absence. Refer to Education Department Policy – It's not OK to be away. If you are planning a holiday, you must consult with your House Leader before flights and/or accommodations are booked. Please make a time during school hours to discuss in person.

Special Provision/Rescheduling of SAC/SAT

Students must have a medical certificate in order to be permitted to reschedule SACs/SATs. Assessment can also be rescheduled if there is a clash with an approved school event or program. Students need to see their House Leader to reschedule assessment.

Other Absence Details

Bereavement - Approved – Written notification from home

Driver's Licence Appointments - Not approved where an assessment is being held

Employment or work shifts - Not approved – only exception – see Film and TV work

National and state level sporting tournaments - Approved – letter from organisation outlining commitment and extended absence application completed

Film and TV work - Approved – student absence learning plan to be completed

Concerts and Festivals - Not approved

Tutors at home - Not approved. School tutors should NOT be arranged during school hours of 8:45am and 3:05pm

University Enhancement Lectures - Approved – proof of attendance required

TAFE/VET classes - Approved – proof of enrolment required

Religious Observations - Approved – written communication to House Leaders

Medical, Rehabilitation or Mental Health Appointments - Approved – medical certificates or letter required

Dentist/Orthodontist Appointments - Approved – medical certificate required

If there are other absences not covered above, please contact your House Leader to discuss.



Overview of Assessment

Satisfactory Completion of VCE Units 1-4

Students must complete 16 units (eight of which must be Unit 3 and 4) to satisfy their VCE.

VCAA states:

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design, will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that need to be assessed separately.

In those studies where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit.

VCE Satisfactory Unit Result

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily.

To achieve an outcome a student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

VCE not Satisfactory Unit Result

The student receives N for the unit when one or more of the outcomes are not achieved because:

- the work is not of the required standard
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.

The N result should be used for students who only partly complete work or whose attendance records breach school rules.

VCE Units 1 – 4 SACs and SATs

SACs

SACs are School Assessed Coursework that is set by the subject teacher. This is assessment that is used to judge whether a student can demonstrate knowledge of the outcomes for each unit of study. This is completed during class time and can be in the form of essays, short answer questions, tests, lab reports, oral presentations, research reports or case studies.

SATs

School Assessed Tasks are set in subjects such as Studio Arts, Computing, Media, Food Technology, Visual Communication and Design and Product Design and Technology. These are usually folio/practical work that is completed over a period of time and is to be submitted for assessment by the subject teacher. Students must ensure that all work is of their own creation and submitted on the due date set by VCAA. (See Authentication and receipting work.) Students who fail to meet these guidelines may be in breach of VCAA rules.

Authentication and Receipting of Work

VCAA states:

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

VCE School-Assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

Work Completed Outside Class

Most assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the student's regular learning program. The setting and marking of work with a formative focus provides a student with the opportunity to develop his/her knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task, that some information or data may be collected outside the classroom.

Final School-assessed Coursework should be completed in class time. Teachers must monitor and record each student's progress of work to be submitted, through to completion.

This requires regular sightings of the work by the teacher and the keeping of records.

School-Assessed Tasks

For School-assessed Tasks, teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual student's work and therefore, to assist in the authentication process.

Teachers must monitor and record in the Authentication Record for School-assessed Tasks form, each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

Strategies for Avoiding Authentication Problems

To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with the student/s.

Ensure that students document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.

Filing of copies of each student's written work at given stages in its development.

Regular rotation of topics from year to year to ensure that students are unable to use other students' work from the previous year.

Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessments between teachers.

Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.

Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.



Authentication and Receipting of Work

Onus of Proof - Students

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend an interview or complete a test to demonstrate understanding of the work.

Receipting of Work

We recommend that for all SATs, subject teachers receipt this work.

Please Note: SAT due dates are set by VCAA and students and subject teachers MUST ensure they meet these deadlines.

Notification of Assessment

All teachers are to communicate the following information at the beginning of the unit

- The outcomes of the assessment including the information of the key skills and knowledge required to satisfy the outcome
- Minimum requirement of coursework including Hurdle Tasks (See below for definition of a hurdle task)
- The number and type of assessments for each outcome including forms of assessment (eg. Essay, Oral)
- General timeline of assessment for each outcome
- Learning Tasks on compass that are reportable
- Learning Tasks on compass that relate to 'Hurdle Tasks'

For Unit 3 and 4 only

- School based assessment percentage value to the unit
- School based assessment percentage towards the study score
- Information about non-school assessed examinations and contribution to assessment

For Unit 1 and 2 only

- School based assessment contribution to the global grade
- Exam weighting and general content

Hurdle Tasks

For each outcome where there is a school-based assessment, staff are to set at least one hurdle task that must be completed by the student. A hurdle task can be in the form of any of the following:

- Practice Questions
- Audit Stages for long term tasks and SATs
- Completion of set classwork (must be consistent across classes where more than one class is offered per study)
- Mock assessments or practice tasks for oral presentations or speaking assessments
- Performance evenings for performance assessments
- Other class work as deemed appropriate by the class teacher

Hurdle tasks DO NOT contribute to the attainment level of school-based assessment. An independent assessment must be completed (see below). Hurdle Tasks must have clearly defined due dates that must be met and through compass (Non reportable Learning Task).





Authentication and Receipting of Work

Notification of Assessment

All students must be notified of the date of an assessment at least 5 school days before the scheduled assessment is to take place. This should be done in writing and the date should be added to the learning task related to the assessment. VCAA deadlines need to be taken into account.

Number of Assessments Per Outcome

If the task is split into two or more tasks – the total length of assessment for all tasks must not exceed the total recommended time for completing the task. For example, if the recommended time for assessment for the outcome is 120 minutes and you split the task into more than one assessment, the total time cannot exceed 120 minutes.

Scheduling Assessment

All assessment practices need to take into account a fair and even playing field for all students. Studies with multiple classes should ensure all students are given the same conditions and task for each School Based Assessment pertaining to an outcome.

Assessment should occur during formal assessment periods or during class time.

If studies with multiple classes run assessment during class time, the task needs to be taken into consideration. A class that runs an assessment on Tuesday is not disadvantaged by a class that runs an assessment on Thursday. Alternative tasks need to be considered with variations in questions.

If a study with multiple classes decides that all students must sit the same task with the same questions, then the teachers of the study should consider running the assessment during a formal assessment period.

Redeeming Outcomes – Submitting Further Evidence for Satisfactory Completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score.

Rescheduling of Tasks

Students must have a medical certificate in order to be permitted to reschedule SAC's/SAT's. Assessment can also be rescheduled if there is a clash with an approved school event or program. Students need to see their House Leader to reschedule assessment.

Process for Rescheduling

Application to be completed before assessment with House Leader

Application approved by Head of House and recommendations emailed to staff

Reschedule to be organised by the class teacher.

Rescheduling

In terms of rescheduling the task, teachers should try to do the following for Year 12 students:

- Reschedule to the next available assessment period if within the recommended timeframe.
- Reschedule to the next study period that the student has and arrange to have the assessment supervised in the following way:
 - By the class teacher in the office
 - By a member of the relevant House, in the House Hub
 - With assistance from the wellbeing team

If there are a number of reschedules to be completed for one class e.g. 5 or more students – a session created for those students should be considered at the Teacher or Head of Faculty discretion. (Similar guidelines apply as outlined above)

For Year 11 students – the reschedule should be arranged to be completed in the next available class of the study and teachers should utilise offices and rooms in close proximity to the classroom where supervision can still be given. If there is no room, please follow the supervision as above for Year 12 from dot point two.

VCE BREACH OF RULES

For VCAA rules and more details of the sections below, refer to p91 - p95 of the VCE and VCAL Administrative Handbook.

According to the handbook schools should be:

Ensuring that there are established procedures for making school-based assessments and that these procedures are applied consistently.

Allowing for student appeal on adverse school decisions.

For equitable and consistent penalties for breaches of school rules and VCAA rules, it is essential that:

- Students are notified of these rules and of the dates and requirements of all assessment tasks.
- Teachers keep accurate and accessible records of all student assessments, including submission dates and records of progress on extended tasks such as folios.
- All rescheduling and redemption is organised through the House Leaders. Subject teachers should not arrange any Special Provision (such as time extensions or alternative dates for tests) directly with students.

Authentication

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately, should report the incident to the House Leaders. Teachers must identify the breach or inappropriate behaviour and inform the student before the end of the allocated time period for the assessment involved. The work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred the original of the final version of the work is to be retained by the school. The student is to retain a copy.

Onus of proof

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. (See Assessment section)

Student interviews

Prior to a decision being made by the school which results in a penalty being imposed, the student should be requested to attend an interview. The interview panel must consist of at least two and no more than three teachers (the study teacher and up to two representatives of the principal, eg the relevant Faculty Head and/or a House Leader). All members of the panel must understand the purpose of the interview and if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions. Students are permitted to bring a support person with them to this interview. The support person may be a member of the college wellbeing team.

Students caught cheating in a SAC

If a student is found to be cheating in an assessment, the student will automatically receive 0 for the assessment and referred to the Director of Pathways, Partnerships and Community Engagement. Forms of cheating include but are not limited to:

- Having notes on your person either in the form of written notes on paper or writing on skin or other parts of the body and/or clothing.
- The use and/or possession of an electronic device (phone, smartwatch, tablet device, laptop, two-way communicator).
- Communication during an assessment in any form.
- Students who copy or look at the work of another student.
- Students who submit any work that is the same as another student or is plagiarised from the internet or other source.

Penalties for breaches of rules

The Director of Pathways, Partnerships and Community Engagement can:

- Provide the student with the opportunity to resubmit work for satisfactory completion
- Refuse to accept that part of the work which infringes the rules and assess the remainder of the work
- Refuse to accept any part of the work, so that:
 - N will be awarded for the outcome
 - NA will be submitted for the School-assessed Coursework and/or the School-assessed Task

Notification of penalty to the student

If a decision is made to impose a penalty as described in this section, the Director of Pathways, Partnerships and Community Engagement must notify the student and parents in writing within 14 days of the decision being made.

Appeal against a school decision

It is essential that the procedures and decisions regarding all penalties for breaches of rules are fully documented. Students must be informed of decisions in writing. The notification must include their right of appeal and the procedure for making an appeal. Students may appeal against a school decision or a school penalty.

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Overview of Special Provisions

Special Provision allows all students to have the maximum opportunity to complete their VCE studies.

There are three types of Special Provision available to students:

School based assessment – students may apply to their House Leader for exemptions from the attendance requirements, extensions to deadlines, additional time to complete tasks or rescheduling of tasks.

Special Examination Arrangements – students may apply to VCAA through the Director of Pathways, Partnerships and Community Engagement for special arrangements during VCAA Unit 3 or Unit 4 examinations.

Derived Examination Scores - students may apply to VCAA through the Director of Pathways Partnerships and Community Engagement for a derived examination score for VCAA examinations.

Students eligible for special provision include:

- Those disadvantaged by a disability or impairment including learning disabilities.
- Those significantly affected by illness or by factors relating to their personal environment.

Students wishing to apply for special provision will need up to date documentation from an appropriate professional e.g. doctor, psychologist.

Staff will be notified via email if a student has been granted special provision. The email will document whether or not the student is permitted additional time or is permitted to reschedule tasks. It will also include any time limit for the special provision. Students will be given a document which will confirm these arrangements. This must be submitted to the staff member along with the assessment task.

Note: VCAA requires applications for Special Examination Arrangements for existing conditions to be submitted by Friday 25th March 2021. "Emergency applications" for new conditions or illnesses that occur can be made at any time during the year, but not later than 7 days after the student has completed their Unit 3 or Unit 4 examination as appropriate.



Overview of Examinations

Year 10 and Unit 1 and 2

All students enrolled in Year 10 and Unit 1 and 2 subjects are expected to complete the relevant exams in June and November. The exams for each unit should contribute to at least 30% of the overall grade. Exams cannot be used to assess an outcome or be used as a redemption for an outcome.

Inside the Examination Centre

Inside the examination centre, students must observe all the rules and other requirements set out by the VCAA.

Student Identification

All students attending an exam are required to provide personal identification. This must consist of a clear photograph of the student and his/her full name. A school ID card, public transport ID card, passport or driver's license are all suitable.

Material Authorised for use in Examinations

Calculators in studies other than Mathematics

For examinations in Accounting, Chemistry, Environmental Science, Software Development, Physics, Systems Engineering, VCE VET Business Administration, VCE VET Electro technology (Shared Technology), VCE VET Engineering Studies (Certificate II and Certificate III in Engineering Studies), VCE VET Financial Services, VCE VET Furnishing and VCE VET Laboratory Skills only, the use of a scientific calculator is permitted.

Graphics calculators, calculators that have graphical, symbolic or programmable capabilities, Computer Algebraic Systems (CAS) calculators or Computer Algebraic System (CAS) software are NOT allowed to be used in these examinations.

Calculators of any type are not permitted in any other examinations, including the General Achievement Test (GAT).

Students who do not comply with these rules shall be in breach of examination regulations and will be subject to disciplinary action.

Calculators in Mathematics Studies

Further Mathematics

- For Examinations 1 and 2:
 - An approved graphics or CAS calculator or CAS software is permitted and their full functions may be used.
 - A scientific calculator may also be used.

Mathematical Methods (CAS)

- For Examination 1:
 - NO calculators of any type are allowed.
- For Examination 2:
 - An approved CAS calculator or CAS software is permitted and their full functions may be used.
 - A scientific calculator may also be used.
 - A graphics calculator is not allowed.

Specialist Mathematics

- For Examination 1:
 - NO calculators of any type are allowed.
- For Examination 2:
 - An approved graphics or CAS calculator or CAS software is permitted and their full functions may be used.
 - A scientific calculator may also be used.



Material Authorised for use in Examinations

Other technology

Computers, mini-computers, pocket-organisers, laptops, palmtops, calculator models that can communicate with other calculators, notebooks, smart watches and the like are excluded from use in any examination, except under specified circumstances for which prior approval has been given by the VCAA.

Dictionaries

- Dictionaries must not contain any highlighting or annotation. Electronic dictionaries are not permitted in any examination.
- A dictionary which contains a thesaurus in the same volume is not permitted in any examination. An English and/or English–LOTE printed dictionary (but not a thesaurus) may be used by students in the English examination, the English (ESL) examination and in the GAT. In these examinations, dictionaries may be consulted during reading time and throughout the examination.
- In the written component of LOTE examinations, students may use any printed monolingual or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during reading time and throughout the examination. Dictionaries are not permitted in the oral component of any LOTE examination.
- Students are not allowed to use dictionaries in any other examination, except for those examinations where the one bound reference allowed, may be a dictionary.
- Supervisors have the right to check any student's dictionary taken into the examination room/centre.

Stationery

- Students sitting for examinations are permitted to bring basic stationery items into the examination. This includes pens, pencils, highlighters, erasers, sharpeners and rulers.
- Basic stationery does NOT include aids for curve sketching, Mathomat®, MathAids or geometrical drawing instruments such as compasses and protractors.
- Correction (white-out) liquid/tape and blank sheets of paper are NOT allowed in any examination.
- Water
- Students are permitted to bring water into the exams however, all labels must be removed.

Materials not authorised for the examination centre

- Mobile phones and other electronic devices.
- Mobile phones and other unauthorised electronic devices such as organisers, iPods, MP3 players, dictionaries and computerised watches, which are capable of storing, receiving or transmitting information or electronic signals, are not permitted in an examination room under any circumstances.

Watches

Students will not be permitted to wear watches of any type during an examination. All watches must be removed and placed at the top of the student's table/desk, where they can be seen clearly and easily by supervisors.

Where there is any doubt about the functions of any watch displayed, supervisors are authorised to direct students to remove the watch from the table/desk for the duration of the examination. Smart watches are NOT to be brought into the room.



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Where to from here?

Year 11 Students - 2021

Choosing your subjects can be a very daunting task and subject selection can be as hard as you make it. That is why at Brentwood, we take you on quite a journey with your subject selections, in the hope that we get it right the first time. This is completed in a two-stage process:

Stage One: Subject Selection

You will be provided with information about VCE subjects in Mentor Group and at the Careers Expo at the end of Term 2. You will then complete your initial subject selections. Individual discussions with teachers will be available for those that are unsure. These discussions will centre around:

- Interests
- Strengths
- University Pre-Requisites

Stage Two: Course Confirmation

Students will have a second interview in Term 4 where they will discuss your end of year results and re-look at your choices and suitability to the subjects you have been provisionally enrolled in.

IMPORTANT NOTE: If a class has low numbers and/or little interest, it is not guaranteed that it will run. It will come down to available resources. Please see the Director of Pathways Partnerships and Community Engagement if you need more information on this.

Success in VCE comes down to:

- Hard work
- Tenacity
- Happiness
- Skill Development
- Passion
- Time Management

You need to think about what you want to achieve and the course that is right for you. Talk with everyone; parents, friends, grandparents, teachers, work colleagues – but ultimately it is your future. Open all doors and keep all options in your pocket.

Year 10 Students 2021

Students sign-up for their subjects for the whole year. All Year 10 units are blocked with VCE subjects and run for 5 periods per week. This gives students a total of 12 semester length subjects in Year 10.

As a minimum, students in Year 10 will need to complete the following studies:

Subject	Semesters
English / EAL	Both Semesters
Mathematics	Both Semesters
Science (any)	At least 1 semester
Humanities (any)	At least 1 semester

*EAL = English as an Additional Language

Students completing an Advanced Placement (a Year 11 subject in Year 10) in a faculty minimum requirement above do not need to complete a Year 10 subject in this area of study, however many elect to do so.



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Where to from here?

Year 10 Advanced Placement Program

Students will be offered the opportunity to undertake an advanced placement when they are in Year 10 if signed off by the Head of Faculty of the chosen discipline and if minimum academic performance is met. This process will be discussed at a later date. Please note: Maximum of two VCE subjects can be studied at ANY time including languages outside of school.

Elective Subject Charges

Funding from the Department of Education and Training does not adequately cover the materials costs in a number of the units offered (electives and some VCE subjects with a high materials cost component). Some elective units involve purchase of expensive materials, entry fees or transport costs et cetera and therefore carry an Optional Education Item Cost that is a compulsory payment.

Families who do not pay this cost by the due date will result in the student's timetable changing and the removal of the elective or VCE subject that has an associated cost, into a subject or elective that does not have this cost. If you are having financial concerns, please contact the school to discuss options.

*Costs indicated in this handbook are indicative only; they are yet to be approved by School Council

Being in Year 10 and VCE

Good luck with your subject selections. We highly recommend that you think about a wide range of studies in your choices. Having been exposed to a wide range of studies gives you more opportunities to make the right choices for your VCE.

Students and Parents/Guardians are reminded that courses cannot be guaranteed for students. It comes down to a range of factors including staffing, physical resources and student interest.

Success in the senior years at Brentwood SC is underpinned by a smooth transition into VCE. It is expected that students at Brentwood work within the values for learning:

- Creativity
- Curiosity
- Discipline
- Reflection
- Resilience



VCAL at Brentwood

In 2021 Brentwood Secondary College will be offering the Victorian Certificate of Applied Learning (VCAL). There will be a limited number of places for students studying Year 11 in 2021. Interested students will need to apply and satisfy the entry requirements.

What are the aims of VCAL?

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:

- new accredited pathways for secondary students
- tailoring a program to suit students' interests
- personal development
- development of work related and industry specific skills

These principles are within the context of applied learning.

In the VCAL these principles are shown through:

- the development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and life-long learning
- the development of knowledge and skills that assists students to make informed vocational choices and facilitate pathways to further learning and employment

What are the qualifications?

The VCAL is accredited at three levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior)

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression in the development of skills, knowledge and attributes.

Brentwood SC aims to introduce Intermediate level in 2020 and Senior level in 2021.

Intermediate Level (offered at BSC for year 11 students in 2021)

At Intermediate level the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

Senior Level (offered at BSC for year 12 students in 2022)

At Senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills that apply directly to the workplace or further training is also important.

What are the entry requirements?

Students will need to meet entry requirements to study the VCAL at Brentwood SC. These requirements will include a letter of application and an interview. Attendance and work ethic will also be considered.



How many hours in each certificate?

The nominal duration of each qualification is 1000 hours. The emphasis is on the development of skills, knowledge and attitudes and satisfactory completion of learning outcomes.

In a school setting a student's VCAL program will generally be based on a full-time load of 1000 hours of independent (i.e. structured workplace learning, school-based new apprenticeships) and classroom learning. Other education and training providers may vary the VCAL program according to the needs of the student and local employment opportunities.

How is the VCAL structured?

A VCAL program can include:

- VCAL strands
- VCE units
- 1 VET subject

The VCAL has four curriculum areas, called strands. These strands are:

Work Related Skills (WRS)

School based projects focusing on enterprise, teamwork, communication, resume writing, job applications, researching industry areas, OH&S etc. The unit may include structured work placements.

Personal Development Skills (PDS)

Development of knowledge/skills that leads to the development of self, social responsibility, building community, civic responsibility and improving self-confidence.

Literacy & Numeracy Skills (LNS)

Literacy Skills curriculum encourages the development of knowledge/skills, in the contexts of family, employment, further learning and community
Numeracy Skills curriculum develops skills to use mathematical skills within society related to design, measuring, time, travel etc

Industry Specific Skills (ISS)

The development of knowledge/skills related to one or more vocational areas in preparation for work or further training

A student's VCAL learning program must include studies in each strand.

Students will need to choose one VET subject as part of their VCAL program. Please refer to the VET page of this Subject Guide for more information.

There is no guarantee students applying to study VCAL at Brentwood SC will be offered a place in the program and students are encouraged to keep their study options open. All students must submit preferences for a VCE course in case their application to study VCAL is unsuccessful.

VET at Brentwood

VET is an extra qualification you can begin to study in Year 10 or 11. This subject is more connected to the workplace, practical and competency based. It is a nationally recognised qualification that can contribute to your VCE or VCAL. These subjects are completed over two years. All courses have additional materials charges that are compulsory.

Please [click here](#) to visit the VCAA website for more information on how VCE VET programs can contribute to the VCE.

Subject to student interest, Brentwood will possibly be offering the following internal VET subjects in 2021:

- Aviation Year 1 and 2
- Business Year 1
- Furnishing Year 1 and 2
- Sports and Recreation Year 1 and 2

Full subject breakdowns and costs are on the following page.

External VET

In addition to these possible internal VET offerings, students have access to a wide range of external VET subjects in 2021.

Links for external program offerings can be found [here](#).

Note these are the 2020 offerings, the 2021 will be updated soon. There are other possibilities available. These include VETiS courses run through Holmesglen, Kangan Institute and Chisolm.

Students interested in studying a VET subject in 2021 should check Compass in Term 3 for how to apply.

Application Process

Aviation: Select in Edval as one of your subjects during the subject selection process **AND** external Tristar application.

Business: Select in Edval as one of your subjects during the subject selection process.

Sport and Rec: Select in Edval as one of your subjects during the subject selection process.

Furnishing: Select in Edval as one of your subjects during the subject selection process **AND** complete application form (with Pathways Managers).

All external VET subjects: CANNOT be selected on Edval. You must choose a full Brentwood load during the subject selection process and if successful in gaining a position in an external VET, you will then drop one of your Brentwood subjects.

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SUBJECT RESOURCES

BUSINESS STUDY GUIDE
FURNISHING STUDY GUIDE
SPORTS AND RECREATION STUDY GUIDE
SPORTS AND RECREATION SUBJECT VIDEO



AVIATION – YEAR 1 AND 2

DIPLOMA OF AVIATION COMMERCIAL PILOT LICENCE (PARTIAL)

TRISTAR AVIATION

This program provides opportunities to students who wish to develop their skills and knowledge in the aviation industry. The course provides students with flying training for the Recreational Pilot Licence (RPL) which is the first step and part of the Private Pilot Licence (PPL) and Commercial Pilot Licence (CPL) Syllabus. Students will receive an approximate of 25 hours flying time for each of the 1st and 2nd years.

*Please be aware this course is managed by Tristar, which is a private company. Payments for this course are made directly to Tristar and are significantly greater than normal VET subjects.

BUSINESS – YEAR 1 (\$TBA)

CERTIFICATE II

An entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context.

FURNISHING – YEAR 1 (\$180) AND 2 (\$180)

(Year 2 is currently running in 2020, with the aim that Year 1 will run in 2021)

CERTIFICATE II

Includes units such as sustainability and furnishing industry careers, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

VET furnishings is suitable for starting a career in the furniture and building trades.

Students learn about basic occupational health and safety, how to read documents and how to make accurate measurements. Students participate in environmentally sustainable work practices and discover what it means to communicate and work within a team environment.

Students create furniture using hand tools, power tools and some basic static machinery. They learn to make joints by hand, leg and rail construction methods, furniture and cabinet assembly, timber preparation and finishing.

SPORTS AND RECREATION – YEAR 1 (\$150) AND 2 (\$80)

(Both Year 1 and 2 are running in 2020)

CERTIFICATE III

Provides students with the skills and knowledge to work in the Sport and Recreation industry. Year 2 (Units 3 and 4) offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices.

Year 9 at Brentwood

In order to maintain a balanced curriculum and to ensure students experience a breadth of subjects, we have implemented the following subject selection guidelines for 2021:

- Every student in Year 9 is required to study the Core subjects: Maths, English, Science, Humanities and Health/Physical Education for the full year.
- Every student in Year 9 is required to study at least one Arts/Technology elective unit unless they have selected and been accepted into both a Language and the Bronze Duke of Edinburgh Award subject.
- Students can study a maximum of three Arts/Technology elective units (Art & Design, Drama, Food Technology, Media, Music, Product Design – Wood).

Please Note: Students are not required to complete a Language as a compulsory subject at Year 9 unless they are currently in our enrichment program. Students must keep in mind that if there is ANY chance they will want to study Language at VCE level, they will need to continue to study it at Years 9 and 10. Students who choose to study Language at Year 9 will be required to study the subject for the full year. The Duke of Edinburgh subject is now a year-long subject.

Victorian Curriculum

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Brentwood's curriculum content and assessment tasks reflect the Victorian Curriculum requirements. More information about the Victorian Curriculum may be obtained online at <http://victoriancurriculum.vcaa.vic.edu.au/>

Enrichment Program

An Enrichment program, offered to Year 7 students who demonstrate academic skills above those of their peer group, continues into Year 8 and 9. Students in the program undertake the same core subjects as the rest of the year level, in addition to further enrichment and in-depth studies of the curriculum. Students in the enrichment program are expected to continue with their language studies.

The two Enrichment Mathematics classes will run at the same time in Year 9. One class will continue to be offered the opportunity to accelerate to the point of completing Year 10 Mathematics content by the end of Year 9. The other Mathematics class will not be accelerated to the same extent but will be provided with opportunities for enrichment of the Year 9 content at a high level. The membership of the Mathematics classes will be based on teacher recommendation. High achieving students in other classes could fill any vacancies that arise throughout the 3-year period.

Learning Support

Learning support is offered to those students who require more time to develop their skills, and who need more intensive teacher support. If students are selected to participate in the Literacy Support Program, they will study one less elective per semester as Literacy Support acts as one of their elective choices.

EAL and EAL Support

English as an Additional Language (EAL) is offered to suitable students. Students who have recently arrived from overseas with a Non-English Speaking Background will receive additional EAL Support to further improve their English literacy on recommendation from their EAL teacher.

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How the Year 9 Curriculum Works

Units

Students will study 7 units each semester (or 14 for the year). With English / EAL, Mathematics, Science, Humanities and Health/Physical Education being compulsory core studies for the year, this leaves 4 semester based 'electives' to be studied across the year.

Choosing Units

This handbook should be studied carefully so that students are fully aware of the Year 9 requirements and the various units offered. Students will have some freedom to choose units that best suit their interests. Students should experience a wide range of subjects in Year 9. Year 10 provides the opportunity to specialise and narrow their focus to specific areas of interest.

Subject Selection

Information regarding the specific units being offered each semester is available to students in this handbook. Students will have a chance to indicate their preferences for the upcoming year. Students will be choosing their units for the entire year. This is to enable the best opportunity for students to receive their preferences, and so students can be provided with a balanced curriculum across the year.

Effort will be made to cater for student choice. However, it will not always be possible to give every student their first choice of subjects. Our goal is to give each student a balanced curriculum across their year of study, taking into account the guidelines set out on page 2 of this handbook, the preferences indicated by the students themselves, and the notion of equitable outcomes for all students.

Career Action Plan

All students at Brentwood Secondary College complete a Career Action Plan each year. The Career Action Plan is a planning document intended to reflect career development learning. The Career Action Plan helps young people develop their awareness and understanding of education, training and employment options. It is designed to develop the skills, knowledge and capabilities to effectively manage the transitions throughout their lives.

Elective Subject Charges

In Year 9, students complete two electives in Semester 1 and two in Semester 2. Some of the elective studies have "elective subject charges" aligned to the subject. These costs are compulsory for materials used in the class that are outside general educational items.

The following subjects have a cost associated with them and we have listed these for 2021.

- Art and Design - \$60
- Duke of Edinburgh Award - \$700
- Food Technology - \$70
- Media - \$60
- Product Design Technology - Wood - \$65

*These subject costs are still to be approved by School Council and are subject to change.

If your son/daughter selects one or more of these studies, you will be required to pay the elective subject cost for 2021 in late November/early December this year. Payment plans will be available. You will be informed of when this is to occur once we have communicated the provisional course early Term 4. Payment is via compass.

If the cost has not been paid or payment plan commenced by the due date, your son/daughter may be changed into a subject that does not have an essential educational items cost associated with it.

Any student who moves into a subject after these appointments will be required to make the payment within two weeks to secure the place.

If your family requires financial assistance, please contact the school prior to course confirmation to discuss the options available.

Year 9 Subject Selection Process

Note – You are automatically enrolled in the core subjects (English, Maths, Science, Humanities, Health/Physical Education) for the year. You do not need to enter these subjects.

To complete your elective choices, please follow the instructions below:

- Read this subject guide and discuss with your parents/carers.
- Log onto <http://spring.edval.education> with the web code that will be emailed to you.
- Enter your preferences by the date in the email, ensuring that you have also submitted any additional applications for elective subjects.
- Once you have entered your preferences, print off the confirmation sheet and get your parents/guardians to sign the form.
- Return the form with your selections to the Pathways office.

Number of units

In your main preferences, you must select a total of four units.

Selecting a Language

If you are selecting a language, you can only select the language in the third preference and then you will leave preference four as 'No Selection'. The Language units count as two preferences (units). Students choosing a language will be guaranteed a spot in a language class.

Selecting Bronze Duke of Edinburgh Award

To apply for the Duke of Edinburgh subject students must follow the application process as detailed by Mrs Cain and will not be able to select this subject online. Students must choose a full allotment of subjects online and if successful in gaining a spot in the Duke of Edinburgh subject, it will replace two of their preferences.

Selection rules

You must select at least one subject from the Arts. You cannot select more than three Arts subjects in your top four selections.

Reserves

You must select two reserve subjects. Languages cannot be selected as a reserve and must be selected in preference three if you want to study a language.

Submission Error Message

Check you have selected four units only. German and Japanese count as two semester units.

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COMPULSORY SUBJECTS



ENGLISH

ENGLISH LEARNING AREA OVERVIEW
EAL LEARNING AREA OVERVIEW



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION LEARNING AREA OVERVIEW



HUMANITIES

HUMANITIES LEARNING AREA OVERVIEW



MATHEMATICS

MATHEMATICS LEARNING AREA OVERVIEW



SCIENCE

SCIENCE LEARNING AREA OVERVIEW

ELECTIVE SUBJECTS



ARTS AND TECHNOLOGY (COMPULSORY FOR 1 SEMESTER)

ARTS AND TECHNOLOGY LEARNING AREA OVERVIEW
ART AND DESIGN*
DRAMA
FOOD TECHNOLOGY*
MEDIA*
MUSIC*
PRODUCT DESIGN TECHNOLOGY - WOOD*



INFORMATION TECHNOLOGY

DIGITAL TECHNOLOGIES
FUTURE TECH WOMEN



LANGUAGES

GERMAN
JAPANESE



HEALTH AND PHYSICAL EDUCATION

BRONZE DUKE OF EDINBURGH AWARD*

*THESE SUBJECTS HAVE COMPULSORY CHARGES



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ENGLISH LEARNING AREA

INTRODUCTION

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, the English units offered emphasise literacy and the development of verbal and written fluency, promoting effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics. To assist in more appropriate use of language, the basic word and language skills are revised and extended. The study of literature is included as being valuable in its own right as well as further developing language skills. Students are also given the opportunity to consider other forms of texts such as film and the media, as they are increasingly influential in our modern life.

YEAR 9 COURSE REQUIREMENTS

Each student must complete a sequential English unit every semester. Students will remain with the same teacher for both semesters.

SEQUENTIAL UNITS

- 9ENG English
- 9EAL English as an Additional Language

The units offered at Years 9 are part of a learning process, which begins in the Foundation year and continues into Year 12 and beyond. The skills taught involve reading, writing, speaking and listening. As students progress through the years they are expected to approach these tasks with increased sophistication.

ENGLISH (9ENG)

AIMS

These units are designed to develop students' literacy and critical thinking skills for a variety of purposes and audiences. Writing skills are a key focus. Students will be challenged to develop sophisticated responses in a variety of writing styles. Students will also undertake problem solving, research skills, reflection on their own learning and self-evaluation throughout the course.

CONTENT

Read a variety of texts including novels, poetry, print and visual media, non-fiction and information from the internet with informed and critical understanding.

Write in various writing styles using the appropriate conventions and language.

Develop self-directed learning and evaluation.

Use their device in the creation and presentation of work.

Speak in formal and informal styles to both small groups and the whole class, presenting information and opinions clearly and persuasively using appropriate strategies.

Listen to and understand complex discussions and oral presentations.

ASSESSMENT

- Text response essay
- Comparative text response essay
- Argument analysis essay
- Creative writing with a Statement of Intention
- Oral presentation with a Statement of Intention





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EAL LEARNING AREA

ENGLISH AS AN ADDITIONAL LANGUAGE (9EAL)

AIMS

To develop and extend the English language skills of students from Non-English speaking backgrounds, by:

- Identifying the individual needs of students.
- Developing self-esteem and confidence.
- Focusing on and developing students' reading, writing, speaking and listening skills.
- Participating in activities aimed at enhancing their grammar and vocabulary.

CONTENT

- Read a variety of texts both in class and at home.
- Complete comprehension activities, tasks and extension work including examining the themes and issues.
- Complete grammar exercises throughout the year.
- Write in a variety of styles and develop writing skills through a drafting process.
- Speak in informal and formal situations to both small groups and the whole class presenting ideas clearly.
- Listen to audio texts and demonstrate an understanding of the content.

ASSESSMENT

- Writing
- Reading
- Listening
- Oral activities
- Tests

ENGLISH AS AN ADDITIONAL LANGUAGE - SUPPORT CLASS (9ESS)

AIMS

This unit of English as an Additional Language is designed to help students who require some extra assistance with the English language, outside of their regular EAL class.

CONTENT

Students participate in activities aimed at enhancing oral and listening skills as well as grammar and vocabulary through reading and writing tasks. There is also an opportunity for students to get support with homework and assignments from across curriculum.

ASSESSMENT

Various types of assessment will be utilised according to the learning requirements of the students.

Enrolment in 9ESS is by recommendation of the EAL teacher and takes the place of 2 elective slots.





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HEALTH AND PHYSICAL EDUCATION LEARNING AREA

INTRODUCTION

We aim to provide students with the skills, knowledge & attitudes to lead active & healthy lives. Students will experience a wide range of physical activities, including a variety of sports and recreational activities.

Students will refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

To participate in practical lessons students must wear full Brentwood PE/Sports uniform.

HEALTH AND PHYSICAL EDUCATION (9PED)

AIMS

- Develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships.
- The curriculum helps students to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.
- Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

CONTENT

- Games of the world; Students will explore and participate in a range of games and activities from various cultures.
- SEPEP; Sports Education in Physical Education Program. This program is constructed around a student-centred approach to physical education. The students will participate in a sporting event whilst developing leadership skills through the experience of taking on the roles and responsibilities of the program.
- Lifelong Sports; Students will participate in a range of sports and activities which can be enjoyed across the lifespan. They will explore a range of ways individuals can stay healthy and active, and how physical activity can promote health and wellbeing.
- Health; Students will participate in health class where they will explore units that develop knowledge and understanding of decision making, risk assessment and support services that promote the health and wellbeing of individuals and communities.

ASSESSMENT

- Class participation in both practical and theory
- Written Tasks
- Assessment of skills and strategies





HUMANITIES LEARNING AREA

INTRODUCTION

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

ASSESSMENT

- Projects
- Presentations
- Tests





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MATHEMATICS LEARNING AREA

The Mathematics units are designed so that students wishing to embark upon further academic studies in Mathematics select a mainstream sequence.

OVERALL AIMS

To ensure that all students are competent with basic number skills and to cultivate reasoning and problem solving skills. All students will need to develop the ability to: execute basic arithmetic and algebraic skills, perform measurement tasks and spatial tasks, interpret data, understand and apply probability. Mainstream Mathematics units are designed to be undertaken in the sequence shown below. Students who are having difficulty in coping with the standard of work in the mainstream units, and/or are identified as being on an Individual Learning Plan, will be provided with a modified program and modified assessment.

MATHEMATICS (9MAT)

SEMESTER 1 AIMS

That students develop mathematical skills in: theorem of Pythagoras, algebra, solving equations, probability, data and statistics and percentages and money.

SEMESTER 2 AIMS

That students develop mathematical skills in: linear graphs, measurement and time, indices, trigonometry, algebra and geometry.

SEMESTER 1

- Review of number properties relating to fractions, decimals and ratio
- Introduction to Pythagoras' Theorem and its application
- Algebraic skills of simplification and expansion
- Solving linear equations, inequalities and simultaneous equations
- Probability, including Venn and tree diagrams
- Data and Statistics, including summarising and presenting data
- Percentages and Money, including the application of simple and compound interest

SEMESTER 2

- Linear Graphs, including graphing linear relations, the use of gradient, determining the equation of a straight line, transposition, and distance and midpoint formulae
- Measurement and Time, including perimeter, area and volume calculations
- Indices, including an exploration of index laws and their application to algebraic expressions
- Trigonometry, including an introduction to the trigonometric ratios and their application Algebraic skills of binomial expansions and more complex factorisation
- Geometry

ASSESSMENT

- Topic Tests
- Semester Exam
- Application Tasks
- Homework

Please note: Students who are currently in our enrichment program will continue to study mathematics as an enriched subject or will be invited to study accelerated mathematics in year 9 as an advanced placement.





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SCIENCE LEARNING AREA

SCIENCE (9SCI)

AIMS

- To build upon the foundational principles related to the mainstream sciences: biology, chemistry, psychology, earth science and physics, that were introduced to students in Year 8 core science.
- To continue to build students scientific inquiry skills by evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.
- To prepare students for the broad range of science subjects offered in Year 10 and beyond.

CONTENT

SEMESTER 1

- The emerging science of Forensic Psychology by studying the different types of criminals and their traits. Student learn about the types of forensic evidence, analysis of forensic evidence and the roles of those who work in the forensic field.
- Newton's laws of motion as way to describe and predict the interaction of forces and exchange of energy. Students explore the concepts of inertia and unbalanced forces through practical investigations looking at car crashes and car safety.
- Scientific Inquiry through a student led inquiry investigation. This unit focuses on developing robust scientific and practical skills, the appropriate use of basic laboratory apparatus, the suitable choice of measurement methods and the compiling of scientific reports of findings.

SEMESTER 2

- Chemistry and nanotechnology, including the notion of the atom as a system of protons, electrons and neutrons, and how the properties of elements are used to organise them into the periodic table. Students will also study chemical reactions including endothermic/exothermic chemical reactions and neutralisation reactions between acids and bases.
- The structure and function of the DNA molecule as a unit of inheritance, and its importance in genetic technology and diverse medical applications. This unit has an emphasis on science inquiry and involves practical activities that require students to record and process primary data and apply their understanding of concepts to new scenarios.
- Marine Biology and the adaptations organisms require to survive in these environments. The complexity and importance of marine ecosystems, and the impact of human activity on delicate marine ecosystems.

ASSESSMENT

- Tests
- Inquiry Investigations
- Creative Tasks
- Practical work

Costs: Nil. However, excursions/incursions will also be offered where appropriate and at a cost to be advised.



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ARTS AND TECHNOLOGY LEARNING AREA

INTRODUCTION

Within modern society, there is an increasing need to understand the visual image and processes of construction. They also need to express ideas creatively through performance and the moving image.

The Arts units are designed to give students visual and creative awareness through experiences in the history of art and a diversity of practical mediums. Increasingly digital and computer-based design and production is a component of most Art units.

It is important to note that many job opportunities arise directly from Arts based activities and the student should consider this in the selection of Year 11 and 12 subjects in VCE.

FINANCE

Because of the complexity and variety of materials used in the Arts the levy available for funding only covers a small portion of the actual costs. Therefore, students doing unit courses will be required to contribute towards **some** of the cost by paying an art fee. This fee will cover the cost of materials and items taken home by the students such as paints, clay for ceramic articles, paper, extended drawing media and folios, etc. Exact amounts of unit fees are published on the relevant subject pages in this guide.

RECOMMENDATIONS FOR SELECTION OF ARTS UNITS

All students should choose units based on their interest and their desire to develop creative skills. These skills, both practical and theoretical, can be used in directing a student towards Year 11, Year 12 and tertiary studies in this area.

ASSESSMENT

All units will be assessed on a continual basis. All work, attitudes and progress will be included. Marks will be compiled and assessed for reports. Students are also required to complete assignment work and some practical work at home. Self-appraisal will also be incorporated in many units.

PROTECTIVE CLOTHING

It is advisable for students to supply and wear art shirts.





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COMPULSORY SUBJECT FEE
\$60

ART AND DESIGN

AIMS

This unit aims to improve the student's perceptive skills and powers of observation in terms of representation from the real world and to introduce various means by which aesthetics and designs are used to convey concepts. To extend on the skills and techniques developed in earlier units in either 2D or 3D media. Also students will develop an awareness of the purpose and function of design and how it creates a particular style reflecting the spirit of its time. They will also begin to explore the role of the designer in making visual communications in our society and are provided with opportunities and experiences in which to create and make their own visual communications. Students are introduced to the Elements and Principles of Design and through a range of practical tasks develop a sound understanding of how these are used in design process.

CONTENT

- Art and Visual Communication Design techniques (including, but not limited to drawing, painting, ceramics, print-making, technical drawing and ICT based design) relevant to the appropriate media will be examined with the emphasis on developing practical skills.
- More sophisticated methods of production processes and techniques will be explored. Digital technologies will be used to enhance folio work.
- Elements and Principles of Art and Visual Communication
- Exploration of the Art and Design processes will be explored for the specific study areas.
- Art and Design analysis

ASSESSMENT

- Folio of completed works
- Skills with a range of materials and techniques
- Analysis of art works and visual communication designs
- Visual Diary
- Class participation
- Self-evaluation





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DRAMA

AIMS

This unit aims to develop the students' awareness of physical form and characterisation and how to manipulate it through body language, facial expressions and vocal variation to create characters and a believable world.

Through script analysis, improvisation and the use of different theatre styles the students have the opportunity to create meaningful performances for their peers and select audiences, as well as reflect on the practices of others and themselves.

CONTENT

- Development of improvisation and role play towards performances
- Voice production
- Script and characterisation study
- Reflection exercises

ASSESSMENT

- Development and participation
- Students' willingness to be involved in class activities
- Theatre styles
- Performance groups
- Improvisation and character
- Script work
- Voice and body characterisation
- Observation skills
- Written assignments





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COMPULSORY SUBJECT FEE
\$70

FOOD TECHNOLOGY

AIMS

In this course students build on the knowledge they learnt in Year 8. Students will focus closely on hygiene and safety in the kitchen, knife skills and food preparation skills. Students explore sustainability in relation to cereals and their production. They will also develop their knowledge of how to produce a range of yeast doughs and the function of ingredients in yeast doughs. Students will continue to develop their knowledge of the Design Process and will complete two design tasks during the course of the semester and they will be encouraged to be creative with dishes as they design their own dishes.

CONTENT

- Development of skills learnt in year 8 Food Technology
- Food from around the world
- Hygiene and food safety
- Food preparation skills
- Food groups
- Producing and evaluating meals
- Food models
- Nutrients Assessment:
- Practical work
- Tests
- Design tasks
- Research assignment





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COMPULSORY SUBJECT FEE
\$60



MEDIA

AIMS

This unit aims to explore media through a variety of different forms. Students will look at the construction of products through the codes and conventions used by media creators and producers. They will investigate the construction of genre, narrative and how to engage and audience, as well as how an audience reads a message. This unit also provides students with an introduction to key terminology and ideas that are explored in VCE Media. They learnt to use DSLR cameras, tripods and different editing software to create individual as well as group work. the opportunity to practice screen/photo-acting techniques and to participate in a range of the following tasks: short films, animation and photography.

CONTENT

- Media themes, narrative and audience
- Film construction and techniques
- Story boards and elements
- Camera techniques
- Photographic techniques
- Print Layouts
- Editing software

Students will work collaboratively in teams as well as individually. They will plan and produce a folio of work.

RECOMMENDED PREPARATION

Students interested in working in film/TV, in a behind the scene capacity should consider this unit.

ASSESSMENT

- Photography
- Film / music videos
- Media advertising
- Print
- Written analysis



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\$60



Music

INTRODUCTION

Music is widely recognised as a powerful influence throughout all cultures. It's an almost instinctive means of creative expression, and as such soothes, excites, amuses, angers, saddens, and even lulls us into buying things. Music reaches into the fundamental areas of personal, social and cultural identification, communication, and emotional functioning. If education encourages the growth of the complete individual as an integral part of their community, then music is vital to it.

The Year 9 Music Course has been designed for students to discover and explore areas of musical interest, and also to allow the sequential development of core skills at different levels. All units of study give the opportunity to compose and perform music, as well as to learn about a wide range of musical styles.

VCE Music

Brentwood offers VCE Music Performance for Units 1, 2, 3 and 4. To be eligible to study Music Units 1 and 2, students must be receiving instrumental tuition. Students wishing to study VCE music should complete as many music units as possible.

INSTRUMENTAL MUSIC

Learning a musical instrument provides students with opportunities to develop skills in performing as a team member within an ensemble, and as a soloist. These skills are known to contribute significantly towards the refinement of social and self-awareness, communication, creative thinking and analysis, and the abilities to learn and achieve lessons are held during class time on a weekly rotating timetable.

YEAR 9 COURSE STRUCTURE

AIMS

This unit is designed to assist with the development of music performance whilst introducing students to analytical approaches to music on a cultural level. Students also explore areas of music that interest them as well as how music can form part of one's identity.

CONTENT

Students explore different approaches and methods in preparing musical performance pieces for different contexts. They study the affect that music can have on other art forms including media and visual art. Students develop their theory and aural skills through a range of practical and written activities. Students hone their ability to use musical terminology in discussion as well as in their written work.

ASSESSMENT

- Group and Solo Performance
- Theory and Aural Skills Test(s)
- Research and Investigation Assignment
- Classwork and Participation
- Composition



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COMPULSORY SUBJECT FEE
\$65



PRODUCT DESIGN TECHNOLOGY - WOOD

Practical Arts offer valuable experiences to both complement academic studies and act as a basis for practical vocation.

It has been found that the range of practical experience and abilities varies widely. In response to this all Practical Arts units are designed to give each student work projects which are suited to his or her particular needs and abilities. This allows each student to progress fully in each unit.

FINANCE

As student projects vary widely in size and cost, students are required to contribute on a "user pays system", to a portion of materials used.

COURSE STRUCTURE

AIMS

To develop a comprehensive understanding of the design process, documenting all steps and stages using a Visual Diary. Become capable of using complicated forms of construction with emphasis on dexterity control and planning skills (such as dowel and housing joints). The aim is to design, produce and evaluate a usable product.

CONTENT

Respond to a design brief based a design need or problem. Undertake research relevant to a design brief; produce a range of design options including selection and justification of preferred option. Producing a product using a variety of tools and equipment including hand tools and power tools as well as basic static machinery. Production process includes measuring and marking of components, construction methods including dowel and housing joints. Evaluation of both the design and production stages.

RECOMMENDED PREPARATION

This semester length unit gives time for development of a more comprehensive range of skills, this includes design and production processes.

ASSESSMENT

Students will be assessed on the investigating and design process documented in their Visual Diary. Presentation and quality of the production piece. Evaluation of both the design and production processes.



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SUBJECT RESOURCES

DUKE OF EDINBURGH SUBJECT VIDEO

COMPULSORY SUBJECT FEE

\$700*

*SUBJECT TO CHANGE DUE TO COVID-19



DUKE OF EDINBURGH AWARD

IMPORTANT INFORMATION

Students will undertake an application process to gain entry into the Duke of Edinburgh Award Program. This subject runs for the full year and takes the place of 2 elective choices.

AIMS

The Duke of Edinburgh's Award (Bronze Level Certificate) requires a student to demonstrate an on-going commitment (approximately 1 hour per week) in order to complete activities in four areas: Volunteering (Service), Skill, Physical Recreation and an Adventurous Journey. Students are given opportunities through which to achieve personal goals, foster initiative, develop confidence and build interpersonal skills including communication and teamwork.

CONTENT

The Duke of Edinburgh's Award, an internationally recognised program, promotes personal development through the undertaking of two adventurous journeys (2 days and 1 night, 4 days and 3 nights) and the participation in a local community volunteering project. The Skill and Physical Recreation must be completed in the student's own time.

Students must commit to full participation in all aspects of the program. As well as the required financial commitment, students are required to commit to:

- attend an information night regarding the program.
- learning a skill for 3-6 months. E.g. cooking, drawing, photography, a language.
- participating in a physical recreation endeavour for 3-6 months. E.g. running, a sport, kayaking.
- completing 3 months of community service involvement. E.g. Coaching or teaching primary school students.
- completing two adventurous journeys (2 days and 1 night hike, 4 days and 3 nights hike) actively promoting the safety of self and others.
- completing the on-line recordbook for the Duke of Edinburgh's Award (Bronze Level Certificate)
- completing an expression of intent to partake in all aspects of the program.

RECOMMENDED PREPARATION

This semester length unit gives time for development of a more comprehensive range of skills, this includes design and production processes.

ASSESSMENT

- Team based assessment
- Preparation for Adventurous Journey
- Participation in and completion of a diverse range of class activities
- Adventurous Journey Reflection

This subject requires a separate application process. Details for this can be found on Compass.



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DIGITAL TECHNOLOGIES

The increasing emphasis on information and communication technology in today's world means that all students need to be aware of this technology and how it is used. Therefore, there is a need for students to learn computer related skills which they can use both as a tool in their further education and as a skill when they join the work force.

AIMS

To challenge students' thinking skills and to introduce them to a range of different software applications used for creativity and solving information problems. To build upon the skills learnt in Year 8 Information Technology that relate to programming and design making.

CONTENT

Students will develop skills using applications such as the Adobe Master Collection, Microsoft Office 365, Game development platforms and a programming language. Students will use different types of software to present and will be required to justify, develop and modify solutions to meet specific audience needs when producing a digital solution. Students will create a solution using a text-based programming language and will be challenged to use computational, design and systems thinking.

Game design

GameMaker is the tool used for teaching students how make games. Using the intuitive 'Drag and Drop' feature, students can create a game without having to write any code. Students can progress to using GameMaker Language (GML) to learn scripting language. Based on the C programming language, GML enables you to make quality games.

Web-design

Students learn how to use Hypertext Markup Language (HTML) for documents designed to be displayed in a web browser. Students can progress to using Cascading Style Sheets (CSS) and scripting languages such as JavaScript to enhance their webpages.

Image editing

Students use Adobe software to manipulate images. Students develop their skills to enhance photos and images and considers both social, ethical and integrity issues regarding image manipulation.

ASSESSMENT

- Assignments
- Collaborative projects
- Classwork



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FUTURE TECH WOMEN

The increasing emphasis on information and communication technology in today's world means that all students need to be aware of this technology and how it is used. Therefore, there is a need for students to learn computer related skills which they can use both as a tool in their further education and as a skill when they join the work force.

AIMS

This unit is for females only and allows them to have fun with I.T. in a club environment whilst challenging the gender imbalance of STEM in the workplace. This course makes a connection between the uses of I.T. with I.T. careers. The setting aims to prepare learners with skills to be ready for the 21st century.

CONTENT

Future Tech Women is all about 'fun, creativity, learning and teamwork'. Students will produce, collaborate and work with engaging interactive materials in forms such as digital, 3D design and printing, and other visual representations. Students will examine a range of emerging technologies and develop efficient techniques for the acquisition, analysis and display of information obtained from other sources.

ASSESSMENT

- Assignments
- Collaborative projects
- Classwork





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MAIN MENU

GERMAN

A language is by its very nature sequential. To study your chosen language as part of your VCE studies, it is recommended that you study your chosen language and achieve satisfactory grades throughout Years 8, 9 and 10. It is also important to note that students choosing either German or Japanese at Year 9, will be expected to continue with their studies of this subject for the whole year.

IMPORTANT INFORMATION

This subject runs for the full year and takes the place of 2 elective choices.

AIMS

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar everyday situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

CONTENT

In this unit students develop their listening, speaking, reading and writing skills by studying topics which relate to their own world, e.g. expressing opinions about music, film and other media, exchanging information and opinion about teenage and health issues, home life in Germany and Australia, travel, asking for and giving directions.

Students are required to learn topic-related vocabulary and extend their understanding of major grammatical structures e.g. perfect tense, modal verbs, imperatives, accusative and dative prepositions, coordinate and subordinate clauses, comparative and superlative forms. Some activities may involve the use of information technology resources for research and for the production of assignments.

ASSESSMENT

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German Project work.





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MAIN MENU

JAPANESE

A language is by its very nature sequential. To study your chosen language as part of your VCE studies, it is recommended that you study your chosen language and achieve satisfactory grades throughout Years 8, 9 and 10. It is also important to note that students choosing either German or Japanese at Year 9, will be expected to continue with their studies of this subject for the whole year.

IMPORTANT INFORMATION

This subject runs for the full year and takes the place of 2 elective choices.

AIMS

- To develop students' ability to understand and use Japanese within the world of their experiences and in topics related to events of general interest.
- To convey personal or factual information in writing and speaking
- To heighten awareness of Japanese culture and lifestyle
- To promote understanding and tolerance of other cultures

CONTENT

In this unit students develop their listening, speaking, reading and writing skills by studying topics related to their experiences, eg. locations, schools and seasons, shopping, describing people and ordering in a restaurant. Students are required to be familiar with topic-based vocabulary. They will expand their grammatical knowledge in use of adjectives to provide details, descriptive words and how to express wishes and preferences. They are also required to learn the significance of particles. Students learn to provide reasons for preferences using adjectives when expressing simple opinions in role-plays and present a restaurant role play, using expressions and fillers to maintain the dialogues. A research project on an aspect of Japanese culture encourages students to further develop their intercultural knowledge.

ASSESSMENT

- General class work
- Participation in language activities
- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese
- A cultural and language assignment



YEAR 10 SUBJECTS

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ENGLISH (COMPULSORY STUDY AREA)

ENGLISH LEARNING AREA OVERVIEW
ENGLISH
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
INTRODUCTION TO ENGLISH LITERATURE



ARTS AND TECHNOLOGY

ARTS AND TECHNOLOGY LEARNING AREA OVERVIEW
DRAMA*
FOOD STUDIES*
INTRODUCTION TO VCE MUSIC
INSTRUMENTAL MUSIC*
MEDIA*
PERFORMING ARTS*
PRODUCT DESIGN TECHNOLOGY*
STUDIO ART*
VISUAL COMMUNICATION DESIGN*



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION LEARNING AREA OVERVIEW
ENHANCED SPORT PERFORMANCE
HEALTH AND HUMAN DEVELOPMENT
SILVER DUKE OF EDINBURGH AWARD*
SPORT SCIENCE



HUMANITIES (COMPULSORY FOR 1 SEMESTER)

COMMERCE
GEOGRAPHY
HISTORY
LAW AND POLITICS



INFORMATION TECHNOLOGY

CYBER FORENSICS
THE APP INVENTOR*



LANGUAGES

GERMAN
JAPANESE



MATHEMATICS (COMPULSORY STUDY AREA)

MATHEMATICS LEARNING AREA OVERVIEW
GENERAL MATHEMATICS
MAINSTREAM MATHEMATICS
ENRICHED MATHEMATICS



SCIENCE (COMPULSORY FOR 1 SEMESTER)

SCIENCE LEARNING AREA OVERVIEW
BIOLOGY
CHEMISTRY OF LIFE
ENRICHMENT SCIENCE
ENVIRONMENTAL SCIENCE
PHYSICS AND MECHATRONICS
PSYCHOLOGY
TOP GUN*

*THESE SUBJECTS HAVE COMPULSORY CHARGES



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ENGLISH LEARNING AREA

INTRODUCTION

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, the English units offered emphasise literacy and the development of verbal and written fluency, promoting effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics. To assist in more appropriate use of language, the basic word and language skills are revised and extended. The study of literature is included as being valuable in its own right as well as further developing language skills. Students are also given the opportunity to consider other forms of communication such as film and the media, as they are increasingly influential in our modern life.

SENIOR SCHOOL COURSE REQUIREMENTS

Each student must enrol for a sequential English unit (not an elective) every semester. Students will remain with the same teacher for both semesters. Students must follow the units in sequence. Points will be allocated each semester.

N.B.: Students wishing to extend their English skills into the performing arts area should consider the drama and media units offered in the Arts and Technology cluster.



- ENGLISH UNITS 1-4
- LITERATURE UNITS 1-4
- ENGLISH LANGUAGE UNITS 1-4



MAINSTREAM ENGLISH

BRIEF DESCRIPTION

The Year English 10 course has been designed to prepare students for the requirements of VCE English. Great focus is placed on developing critical thinking skills so that students are able to analyse and interpret texts and key concepts in a sophisticated manner for a variety of tasks. Students are also required to write and present orals in a range of forms and styles, adhering to the appropriate conventions and language required.

AREAS OF STUDY

- Reading – The study of written texts and film; analysis of media texts
- Writing – The study of texts to inspire various forms of writing, including creative and persuasive writing.
- Speaking & Listening – Persuasive and informative oral presentations.

TYPES OF ASSESSMENT

- Text responses (both single and comparative)
- Creative Writing
- Oral Presentations
- Analysing and presenting arguments

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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

BRIEF DESCRIPTION

- To develop and extend the English language skills of students from non-English speaking backgrounds, by:
- Identifying the individual needs of students.
- Developing self-esteem and confidence.
- Focusing on and developing students' reading, writing, speaking and listening skills.
- Participating in activities aimed at enhancing their grammar and vocabulary.

AREAS OF STUDY

- Read a variety of texts both in class and at home.
- Complete comprehension activities, tasks and extension work including examining the themes and issues.
- Write in a variety of styles and develop writing skills through a drafting process.
- Speak in informal and formal situations to both small groups and the whole class presenting ideas clearly.
- Listen to and understand instructions.

TYPES OF ASSESSMENT

- Writing
- Reading
- Oral activities
- Listening Activities
- Tests

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INTRODUCTION TO ENGLISH LITERATURE

BRIEF DESCRIPTION

This single semester course will provide students with an opportunity to study texts and undertake tasks similar to those in VCE Literature. Students will be challenged to read and respond to complex texts, and will develop skills in interpreting, analysing and writing about texts. This course will provide students with an opportunity to extend their capacity as students of English and is excellent preparation for both mainstream English and Literature.

AREAS OF STUDY

- Reading – Analyse, critique and reflect on a range of contemporary and classic texts.
- Writing – Write sustained and coherent responses.
- Speaking & Listening – Engage in class discussions and presentations on complex subject matter.

TYPES OF ASSESSMENT

- Text based tasks
- Oral presentations
- Passage interpretation and analysis
- Tests





ARTS AND TECHNOLOGY LEARNING AREA

INTRODUCTION

Within modern society, there is an increasing need to understand the visual image and to be able to express ideas creatively. The Art units are designed to give students visual and creative awareness through experiences in a diversity of practical mediums and the history of art. Increasingly, digital and computer-based design and production is a component of most Art units. It is important to note that many job opportunities arise directly from Art based activities and the student should consider this in the selection of Year 11 and 12 subjects in VCE.

FINANCE

Because of the complexity and variety of materials used in the Art department, the levy available for funding only covers a small portion of the actual costs. The cost of extra materials used in courses has spiralled greatly over the last twelve months; therefore, students completing Arts courses will be required to contribute towards some of the cost by paying a subject charge. This charge will cover the cost of materials and items taken home by the students such as paints, brushes, clay for ceramic articles, paper, extended drawing media and folios, etc. Specific excursions would incur additional charges.

RECOMMENDATIONS FOR SELECTION OF ARTS UNITS

All students should choose units in terms of their interest and their desire to develop creative skills. These skills both practical and theoretical form the basis of the Year 10 Arts units and can be used in directing a student towards Year 11, Year 12 and tertiary studies in this area.

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COMPULSORY SUBJECT FEE
\$60



DRAMA

BRIEF DESCRIPTION

Further development of skills learned in Year 9 Drama plus an awareness of the techniques required to interpret and create a script with understanding and truth of characterisation. This unit also refines and further develops the skills required to study Theatre Studies in VCE.

CONTENT

- Development of improvisation and role play towards more polished performances
- Monologues
- Group devised productions
- Voice production
- Script and characterisation study
- Reflection
- Whole class performance and play-making

TYPES OF ASSESSMENT

- Assessment:
- Class activities
- Journal
- Performance
- Theatre review
- Group performance and production

RECOMMENDED PREPARATION

A pass in any two Arts units at Year 9.

OTHER IMPORTANT INFORMATION

- Excursions are included in the subject fee.
- Working with VCE Theatre Studies students' productions.



FOOD STUDIES

BRIEF DESCRIPTION

In this unit of Food Technology, students will develop their skills and knowledge of Hygiene and Safety in the kitchen while covering complex processes during practical cooking sessions. The Design Process is covered where students develop food items to meet a design brief. Students are instructed on the use of a professional coffee machine and are then invited to participate in Brentwood Baristas, where students make professional coffees at a range of school functions. Students are introduced to concepts in sustainability and how they relate to the use of food products. This unit is closely linked to VCE Food and Technology Studies.

AIMS

- To expand theoretical and practical skills gained from previous Food Technology units.
- To gain experience in the production of dishes using complex processes.
- To enable students to develop practical skills where they can work independently in a safe and hygienic manner.
- To gain experience working through the Design Process and producing food items to meet a design brief
- To gain an understanding of sustainability
- To be able to make a range of hot drinks using a professional coffee machine.

CONTENT

- Hygiene and safety
- The design process
- Food preparation and presentation techniques including complex processes
- How to use a professional coffee machine
- Sustainability
- Sustainability and its impact on food

TYPES OF ASSESSMENT

- Practical Classes
- Design Tasks
- Knife Skills
- Exam

RECOMMENDED PREPARATION

Successful completion of Year 8 Food Technology unit.

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\$70





INTRODUCTION TO VCE MUSIC

BRIEF DESCRIPTION

Music is widely recognised as a powerful influence throughout all cultures. It's an almost instinctive means of creative expression, and as such soothes, excites, amuses, angers and saddens. Music reaches into the fundamental areas of personal, social and cultural identification, communication, and emotional functioning. If education encourages the growth of the complete individual as an integral part of their community, then music is vital to it.

The Year 10 Music Course has been designed for students to discover and explore areas of musical interest, and also for students to prepare for VCE music. It gives the opportunity to compose and perform music, as well as to learn about a wide range of musical styles.

AIMS

Intended to be offered to students in year 10 as a first or second semester unit. This unit of study functions as preparation for VCE Music Performance. It explores individual and group performance in detail as well as furthering music theory and analysis skills. Students are encouraged to further their skills in a style or on their chosen instrument.

Students cover music theory and aural recognition techniques, are required to perform as soloists or in a group on an instrument, and create, analyse and evaluate music to a high standard.

TYPES OF ASSESSMENT

- Assignment(s) (Composition and/or Research)
- Test(s) (Reading and Writing Music, and Listening)
- Classroom Performance
- Classwork (Participation and Group-work)

RECOMMENDED PREPARATION

- A prior passing grade in Year 9 Music.
- The ability to read music and play a specific instrument.

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- YEAR 10 MUSIC
- MUSIC 1-2



INSTRUMENTAL MUSIC

BRIEF DESCRIPTION

Learning a musical instrument provides students with opportunities to develop skills in performing as a team member within an ensemble, and as a soloist. These skills are known to contribute significantly towards the refinement of social and self-awareness, communication, creative thinking and analysis, and the abilities to learn and achieve. Lessons are held during class time on a weekly rotating timetable. A music levy is payable for this subject of \$350 in a group lesson and \$550 for private lessons. A limited number of instruments are available for hire at a fee of \$250 per year.

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COMPULSORY SUBJECT FEE
\$60



MEDIA

BRIEF DESCRIPTION

Students produce a folio of works in a variety of media forms such as print, film and photography, as well as analysing the media around them. They have the opportunity to use industry standard software. Students will have the opportunity to exhibit their finished pieces in arts exhibitions at school.

AIMS

- To extend students' knowledge of technical skill in Media Production
- To promote individual interests and self-directed learning
- To prepare students for VCE studies in Media
- To give students the framework to evaluate the media themselves

TYPES OF ASSESSMENT

- Based on a folio of production work and theoretical assignment work.
- Peer and self-evaluations of assessments for students to critically evaluate their work and others.
- Written Examination at the end of the Semester will provide an opportunity for students to experience a relevant VCE component as well as contribute towards their overall global grade.

RECOMMENDED PREPARATION

Passes in any two Media, English or Art units.

OTHER REQUIREMENTS

- Students need a storage device
- Folio A4



PERFORMING ARTS

BRIEF DESCRIPTION

In this extended study unit, students do a range of units related to overarching performing arts skill building that incorporates; extending performing arts literacy, high level ICT skills, theoretical components related to various areas of performing arts aimed at employability.

Note this Unit is 12 months in duration, running over both Semester one and Semester two and counts for 2 elective choices.

These include:

- Performance History
- Sound and Lighting
- Design - skills in using Sketch Up, Photoshop, in Design, video editing, sound composition and editing, Sibelius, Auto Cad
- Producing - performance grant writing
- Direction
- Theatre Technologies
- Extended Research Project - student focused research
- Voice - theatre, music, health
- Ethics and community standards
- Censorship
- Dealing with cultural, religious and moralistic content in performances
- Masterclass workshops
- Preparing for auditions

Students will also do a range of theatre/musical theatre specific practical lessons in:

- Acting (Stage)
- Dance
- Music

Students enrolled in this unit would also form part of the performing arts team and work with the Director of Performing Arts with our whole school production.

The compulsory subject fee for this unit that allows us to bring in industry relevant speakers and guest teachers to help build the collective knowledge of targeted skills. Eg. Marketing professionals, Graphic Designers etc.

There will also be a range of excursions to immerse students in throughout the year not included in the optional items fee mentioned above.

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COMPULSORY SUBJECT FEE
\$300-400





PRODUCT DESIGN TECHNOLOGY

BRIEF DESCRIPTION

Product Design Technology offers Valuable experiences to complete academic studies and act as a basis for a practical vocation and design. Students develop a design brief in response to a design problem or need, undertake research relevant to their design brief produce a range of design options which are drawn by both hand and Computer Aided Design (CAD) software and develop evaluation criteria that is applied to the finished product. Students are introduced to the safe and correct use of a variety of hand and power tools with the option to incorporate Computer Aided Manufacturing (CAM) that are implemented in the construction activities along with measuring and marking out components and finishing techniques. Students also investigate sustainable methods used in the design, manufacturing and transport in industry.

AIMS

To expand students' knowledge of Product Design and Production. Expose the students to the necessities of planning, patience, perseverance and sustainability. Instil a desire to understand technology, confidence using tools and equipment, and safe work practices.

TYPES OF ASSESSMENT

- Investigating and designing
- Producing
- Sustainability in industry
- Analysing and evaluating
- End of semester exam

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COMPULSORY SUBJECT FEE
\$90





STUDIO ARTS

BRIEF DESCRIPTION

Students will have the opportunity to create a variety of individual outcomes based on personal interests and structured artistic practices. Practical work, developed by the student, will draw on a wide range of traditional and contemporary media; from painting and drawing through to printmaking and web based art.

Out-of-class activities and a possible excursion to art-based exhibition/s are envisaged to enhance an understanding of the Art industry. Analysis and reflection will be used to refine student's creative expression. Students will have the responsibility to produce and exhibit their final outcomes and folio's.

AIMS

- To enrich creative expression through the visual arts.
- To develop skills and individual interests through self-directed learning.
- To prepare students for VCE studies in Studio Art.

FOLIOS

Students will be required to create and build up a folio of visual images and written ideas, from each unit.

PROTECTIVE CLOTHING

It is advisable for students to supply and wear art shirts.

TYPES OF ASSESSMENT

Criteria based portfolio, visual diary and assignment work and the presentation of finished outcomes. Self-evaluations will also be used as an integral part of the process. A Practical and Written Examination will prepare students for the relevant VCE component.

RECOMMENDED PREPARATION

A pass in any two Arts units at Year 9.

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COMPULSORY SUBJECT FEE
\$60





VISUAL COMMUNICATION DESIGN

BRIEF DESCRIPTION

Students will be given the unique opportunity and freedom to explore individual interests in the extensive field of Graphic Design. They will be provided with materials, detailed instruction and skills on how best to prepare themselves to produce folio work to high standard. Students will also be given the chance to produce and present their work to their peers and the wider community. A strong emphasis will be placed on the use of technology using Industry Standard Hardware and Software Applications. Out-of-class excursions to exhibitions and / or design studios will allow students to see Professional Designers and their work in the real world as a view to a possible future career path. Students will have the opportunity to create a variety of individual projects based on personal interests and structured artistic practices within the environmental, communication and industrial design fields. Practical work, chosen by the student, will draw on a wide range of traditional and contemporary media using manual and digital methods.

Out-of-class activities and an excursion to art-based exhibition/s are envisaged to enhance an understanding of the Design Industry. Analysis and reflection will be used to refine student's creative expression. Students will have the responsibility to produce and exhibit their final folio pieces.

AIMS

- To enhance knowledge and skills in Visual Communication Design.
- To promote individual interests and self-directed learning.
- To prepare students for VCE studies in Visual Communication & Design.

TYPES OF ASSESSMENT

Criteria Based Assessment will be used for all Folio work produced in this unit. Students will have an input in creating the relevant criteria for each assessment task. Peer and self-evaluations and assessments will also be used as an integral part of the assessment process. A Practical & Written Examination at the end of the Semester will provide an opportunity for students to experience a relevant VCE component.

RECOMMENDED PREPARATION

A pass in any two Arts units at Year 9.

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COMPULSORY SUBJECT FEE

\$60





HEALTH AND PHYSICAL EDUCATION LEARNING AREA

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INTRODUCTION

The aim of the Physical Education in Year 10 is to prepare students for VCE, whilst providing each student with skills, knowledge & attitudes to lead active & healthy lives.

In order to achieve this aim, students must apply themselves in both theory and practical classes. A minimum of one period per week will be dedicated to theoretical studies, while the remaining periods will require students to develop their fitness, skill acquisition and strategic application. To participate in practical lessons students must wear full Brentwood sports uniform. This uniform consists of:

- Brentwood navy polo shirt
- Brentwood navy shorts/track pants
- Brentwood jacket/rugby polo
- Brentwood navy cap

NOTE: Skins or Leggings are not part of the PE Uniform.

All items can be purchased can be ordered in one of three ways:

- 1, ONLINE: Purchase your garments online at www.psw.com.au using PSW's secure internet service. Payment is made by credit card and garments will be delivered to you anywhere in Australia. A delivery fee applies.
2. SCHOOL ORDER FORM: Print out your school order form and submit it to the school uniform shop with payment details during opening hours or alternatively hand it in at the school office. It will then be filled the next uniform day and given to your child; or
3. IN PERSON: View the range and try on the garments at the following location:

PSW Mount Waverley
314 Stephensons Road
Mount Waverley VIC 3149
Tel: (03) 9809 5477
Shop Hours
Monday - Friday: 8:30am - 5:00pm
Saturday: 9:00am - 5:00pm





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BRIEF DESCRIPTION

The theoretical areas of study in this unit include the:

- the components of fitness
- assessment of fitness
- fitness training principles
- fitness training methods
- a range of strategies used to enhance performance (nutritional strategies, hydration techniques and recovery strategies)

AIMS

- analyse and evaluate strategies designed to enhance sporting performance
- use practical activities to underpin theoretical understanding
- gain an insight into VCE Physical Education
- explore a possible career in the fitness industry (Personal Trainer, Group Fitness instructor, Boot Camp instructor, Yoga/Pilates instructor)

TYPES OF ASSESSMENT

- participation
- development and application of skills and strategies
- fitness testing
- learning tasks-tests
- end of semester exam

OTHER IMPORTANT INFORMATION

There may be some fitness industry related excursions/incursions for a small charge depending on the activity and availability of industry professionals.





HEALTH AND HUMAN DEVELOPMENT

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BRIEF DESCRIPTION

The aim of Health and Human Development in Year 10 is to prepare students for VCE, whilst providing each student with skills, knowledge & attitudes towards the health and development of individuals and community members.

The areas of study in this unit include:

- Dimensions of health and wellbeing
- Biological, physical and social factors that influence health and wellbeing and health status;
- Variations in the health status of population groups within Australia;
- Measurements of health status, including the analysis of health data and statistics Elements of; and
- Parenting and pregnancy

AIMS

- develop an understanding of the physical, mental, emotional, spiritual and social dimensions of health and wellbeing.
- develop an understanding that variations in health and human development are influenced by a range of factors including biological, physical and social environments;
- identify, develop and evaluate behaviours and strategies that promote health and wellbeing
- understand how we measure health status and how those statistics can be used to identify groups at risk.
- gain an insight into VCE Health and Human Development and learn about pregnancy, parenting and respectful relationships
- develop the key skills required in VCE Health and Human Development

TYPES OF ASSESSMENT

- classroom engagement
- oral presentation (s)
- learning tasks- including written task (s) and test (s)
- end of semester Exam.





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SUBJECT RESOURCES

DUKE OF EDINBURGH SUBJECT VIDEO

COMPULSORY SUBJECT FEE

\$1,100



SILVER DUKE OF EDINBURGH AWARD

BRIEF DESCRIPTION

The Duke of Edinburgh Silver Award requires students to take charge of their own learning and develop responsible behaviours both in and outside the classroom that will prepare them for the future. It has a large focus on civics and citizenship, being responsible in the community, representing the College and developing resilience and leadership skills.

Note this Unit is 12 months in duration, running over both Semester one and Semester two and counts for 2 elective choices.

AIMS

This unit enables students to:

- Learn a new skill over a 6 month period (or 12 months if the student hasn't completed their Bronze Award)
- Undertake a 6 month physical recreation endeavour. (or 12 months if the student hasn't completed their Bronze Award)
- Participate in a community service component by becoming involved in the wider community.
- Prepare and Participate in two overnight camps.

CONTENT

The theoretical areas of study in this unit includes:

- Leadership
- First aid
- Indigenous culture
- Camp craft
- Survival skill

TYPES OF ASSESSMENT

- Participation in two camps (Camp 1 – Three day in total and Camp 2 – Four days in total)
- Written task/s; and
- Exam

COST

There is a cost involved to cover the two four-day camps, Duke of Edinburgh Award fee and Level 2 First Aid. This cost is \$1100*.

*Cost subject to review due to COVID - 19

This subject requires a separate application process. Details for this can be found on Compass.

- PHYSICAL EDUCATION 1-2
- PHYSICS 1-2
- BIOLOGY 1-2



SPORT SCIENCE

BRIEF DESCRIPTION

The theoretical areas of study in this unit include the:

- muscular and skeletal systems working together to produce movement in physical activity;
- cardiovascular and respiratory systems at rest and during exercise;
- an application of biomechanical principles to a variety of sporting actions.

AIMS

- examine how the body systems work together to produce movement;
- use practical activities to underpin theoretical understanding;
- gain an insight into VCE Physical Education; and
- explore possible careers in Sports Science field and Physiotherapy/Chiropractic's.

TYPES OF ASSESSMENT

- participation
- development and application of skills and strategies
- fitness
- written task/s
- exam

OTHER IMPORTANT INFORMATION

There will be some sports science career related excursions/incursions for a small charge depending on the activity.

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- ACCOUNTING 1-2
- ECONOMICS 1-2
- BUSINESS MANAGEMENT 1-2



COMMERCE

BRIEF DESCRIPTION

The commerce elective unit gives students a taste of all the VCE Commerce subjects studied at Brentwood. Students learn the knowledge and skills required to successfully pass VCE Unit 1 students of Business Management, Accounting, and Economics, covering topics such as:

- Economic management and decision making
- Business Structures
- Marketing
- Accounting and decision making for a small business

The knowledge and skills acquired through commerce units will be relevant in students' future lives as well as in the VCE studies of Economics, Accounting and Business Management.

AREAS OF STUDY

- Economics – An introduction to basic economic concepts (opportunity costs, scarcity, international trade, economic theories and resources).
- Business Management – Students will explore a number of topics that relate directly to commercial situations in everyday life including types of business ownership, structure, franchises, developing a business plan, marketing, location factors, ABN and business name registration.
- Accounting – Personal Accounting: This unit will explore the basics of small business accounting, as well as a focus on personal financial literacy and management. Different types of investing will also be a theme of the course.

TYPES OF ASSESSMENT

- Assignments
- Tests
- Case Studies
- Interview Report
- End of Semester Examination

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GEOGRAPHY

BRIEF DESCRIPTION

In today's world of dwindling resources, vital issues such as the environment, conservation, population growth and recreation all need to be addressed. Geography can and does play a vital role in the understanding of these issues. It is concerned with the location and distribution of various phenomena on the earth and the study of the interaction between people and their environment.

Year 10 Geography focuses on sustainability, environmental change and management and the contrasts in living conditions and indicators of wellbeing.

Work will involve a broad variety of activities including class discussions, collaborative research, film or video reviews, practical work, fieldwork and spatial technologies.

AREAS OF STUDY

- Changing and managing the environments including land, atmosphere and water.
- The management of coastal change.
- Spatial inequality in human populations such as health, poverty, crime, consumption, and human rights on an international and local scale.
- Impact of human activities and the natural environment on inequalities in wellbeing

TYPES OF ASSESSMENT

- Fieldwork – investigating contrasting living conditions in Melbourne.
- Tests
- Research tasks
- Class work
- End of Semester Examination

OTHER IMPORTANT INFORMATION

- Fieldtrip to compare living conditions between Footscray and Toorak (approximate cost -\$30)

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VCE SUBJECTS

MAIN MENU





HISTORY

BRIEF DESCRIPTION

In order to put ourselves and society into some perspective, we must study the past. Only by understanding the past can we come to grips with today's world and the world of the future. This area of study offers a wide range of units covering many countries and topics as well as an in-depth look at our own culture and society. Not only will students broaden their knowledge of the world and their society, but also, develop a wide range of skills such as locating and selecting relevant information, expressing information, note taking, comprehending and evaluating different resource materials and essay writing.

The Modern World (1918-Present)

Year 10 History will include: The exploration of broad changes over time and the understanding of the important patterns of historical change from 1918- present, with relation to Australia and the Modern World.

AREAS OF STUDY

- Understanding the Modern World
- Impact of World War II on Australia
- The role of women in 20th Century Australian society
- Movements for 'Rights and Freedoms' of Indigenous Australians in the 20th Century

TYPES OF ASSESSMENT

- Extended Response
- Source Analysis
- Essay Portfolio
- Historical Inquiry

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- LEGAL STUDIES 1-2
- AUSTRALIAN AND GLOBAL POLITICS 1-2



LAW AND POLITICS

BRIEF DESCRIPTION

The Law and Politics elective equips year 10 students with an introduction to VCE Legal Studies and VCE Australian and Global Politics, whilst drawing on the year 10 Victorian Curriculum in the Civics and Citizenship Learning Area. This subject allows students to develop knowledge and understanding of Australia's political system, with particular emphasis on the key features of Australia and Victoria's legal systems. Students analyse the role of the High Court and explain how Australia's international obligations influence law and government policy. Students also evaluate a range of factors that sustain democratic societies and critically compare them to other political structures.

AREAS OF STUDY

Law

- The origins of Australia's legal system
- The need for laws
- The operation of Australia's legal system (at the Commonwealth and State level)
- The differences between civil and criminal law including the elements of criminal offences, the standard and burden of proof, remedies and sanctions, and the parties to the dispute.
- An in-depth study of the crime of murder
- Application of criminal and civil law to case studies to determine whether a crime or breach of civil rights has occurred
- Legal debates
- Examine the influence of a range of media, including social media, in achieving a fair trial

Politics

- Australia's Westminster parliamentary system and the parliamentary features inherited from the United Kingdom
- Democracy and democratic values
- Different political ideologies and their strengths and weaknesses
- Political debates
- The values and key features of Australia's system of government compared with at least one other system of government in the Asia region
- Challenges to and ways of sustaining a resilient democracy and cohesive society

TYPES OF ASSESSMENT

- Case Studies
- Topic Tests
- Investigation Assignments
- End of Semester Examination

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CYBER FORENSICS

BRIEF DESCRIPTION

The increasing emphasis on information and communication technology in today's world means that all students need to be aware of this technology and how it is used. Therefore, there is a need for students to learn computer related skills which they can use both as a tool in their further education and as a skill when they join the workforce.

Cyber forensics is the application of computer investigation and analysis techniques to gather evidence suitable for presentation if required a court of law. The goal of computer forensics is to perform a structured investigation while maintaining a documented chain of evidence to find out exactly what happened on a computer and who was responsible for it.

AIMS

As a forensic investigator students examine cybercrime. They take computer systems apart and rebuild them and learn the function of computer components. Students create their own criminal database and store data such as fingerprints for identification purposes. Students investigate computer hacking and societal issues that arise because of technology. Students will analyse problems and develop solutions to information problems, both individually and in collaborative teams. Students produce the following:

- Dismantle, rebuild and testing of a computer system
- Create and store criminal records in a database
- Investigate how computer crime is committed
- Investigate and report on Cyber criminals and various modern day issues

TYPES OF ASSESSMENT

- Assignments
- Practical test
- Oral Presentation
- Projects
- Tests & examination

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MAIN MENU



- APPLIED COMPUTING 1-4
- SOFTWARE DEVELOPMENT 1-4



THE APP INVENTOR

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MAIN MENU

COMPULSORY SUBJECT FEE
\$30

BRIEF DESCRIPTION

Students will analyse problems and develop solutions to information problems, both individually and as a team member. Students will learn how to apply advanced looping techniques, conditional statements and validation rules. They will use arrays and other techniques to access and generate reports.

AIMS

Students learn how to write software and create Apps for mobile phones (Android) which introduces programming concepts and theory. Students use building blocks and design algorithms in preparation for the start of programming. They are introduced to an Object Oriented Programming (OOP) language that allows them to create and manipulate objects to construct programs for a variety of applications. They will learn about macros, IF statements and Conditional formatting when utilising Microsoft Excel.

TYPES OF ASSESSMENT

- Assignments
- Folio
- Projects
- Tests & examination





GERMAN

Learning a language at Brentwood Secondary College is a rewarding and engaging experience. In the Year 10 Languages classrooms, the students learn to interact in the target language more fluently and use written and spoken language to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. Students use language spontaneously in the classroom environment.

Year 10 Languages should be regarded as vital preparation for Languages at VCE.

Note this Unit is 12 months in duration, running over both Semester one and Semester two and counts for 2 elective choices.

BRIEF DESCRIPTION

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about themselves, their world and their interests.
- To prepare students for language study at VCE level.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

AREAS OF STUDY

SEMESTER 1

Students will further develop their ability to communicate in German in a range of social and informational settings. They will revisit some previously studied topics but at a more sophisticated level, as well as study new topics which are related to their experiences and interests and which reflect VCE style themes. They will be required to learn set vocabulary as well as develop a personal vocabulary and to consolidate their understanding of essential grammar concepts.

SEMESTER 2

Students will continue to expand their listening, speaking, reading and writing skills by studying a range of VCE style themes. They learn to apply conventions of common text types correctly and produce imaginative and informative texts with attention to detail and tone. They participate in role-plays giving explanations, exchanging information and expressing opinions about experiences. They are required to learn set vocabulary as well as develop a personal vocabulary, and to consolidate their understanding of essential grammar concepts.

PREREQUISITE

Students wishing to study German in Year 10 and VCE must have studied German as an elective in Year 9.

TYPES OF ASSESSMENT

- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German, including extended writing tasks, rehearsed and unrehearsed role plays and discussions
- End of semester exam





JAPANESE

Learning a language at Brentwood Secondary College is a rewarding and engaging experience. In the Year 10 Languages classrooms, the students learn to interact in the target language more fluently and use written and spoken language to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. Students use language spontaneously in the classroom environment.

Year 10 Languages should be regarded as vital preparation for Languages at VCE.

Note this Unit is 12 months in duration, running over both Semester one and Semester two and counts for 2 elective choices.

BRIEF DESCRIPTION

- To develop students' ability to understand and use Japanese within the world of their experiences and in topics related to events of general interest.
- To write and speak effectively in Japanese about themselves, their world and their interests
- To prepare students for language study at VCE level
- To heighten awareness of Japanese culture and lifestyle
- To promote understanding and tolerance of other cultures

AREAS OF STUDY

SEMESTER 1

Students will expand their listening, speaking, reading and writing skills by studying a range of VCE style themes. They learn to conjugate verbs and learn sentence patterns to include giving reasons and opinions and conjunctions. They are required to produce a range of text types such as letters, journal entries and informative pieces to consolidate their understanding of essential grammar concepts.

SEMESTER 2

Students will continue to expand their listening, speaking, reading and writing skills by studying a range of VCE style themes. They learn to apply conventions of common text types correctly and produce imaginative and informative texts with attention to detail and tone. They are required to produce a range of text types such as articles, messages and short stories to consolidate their understanding of essential grammar concepts. They participate in role-plays giving explanations, exchanging information and expressing opinions about experiences. They are required to learn set vocabulary as well as develop a personal vocabulary, and to consolidate their understanding of essential grammar concepts.

PREREQUISITE

Students wishing to study Japanese in Year 10 and VCE must have studied Japanese as an elective in Year 9.

TYPES OF ASSESSMENT

- Formal grammar and vocabulary extension exercises
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese, including extended writing tasks, rehearsed and unrehearsed role plays and discussions
- End of semester exam





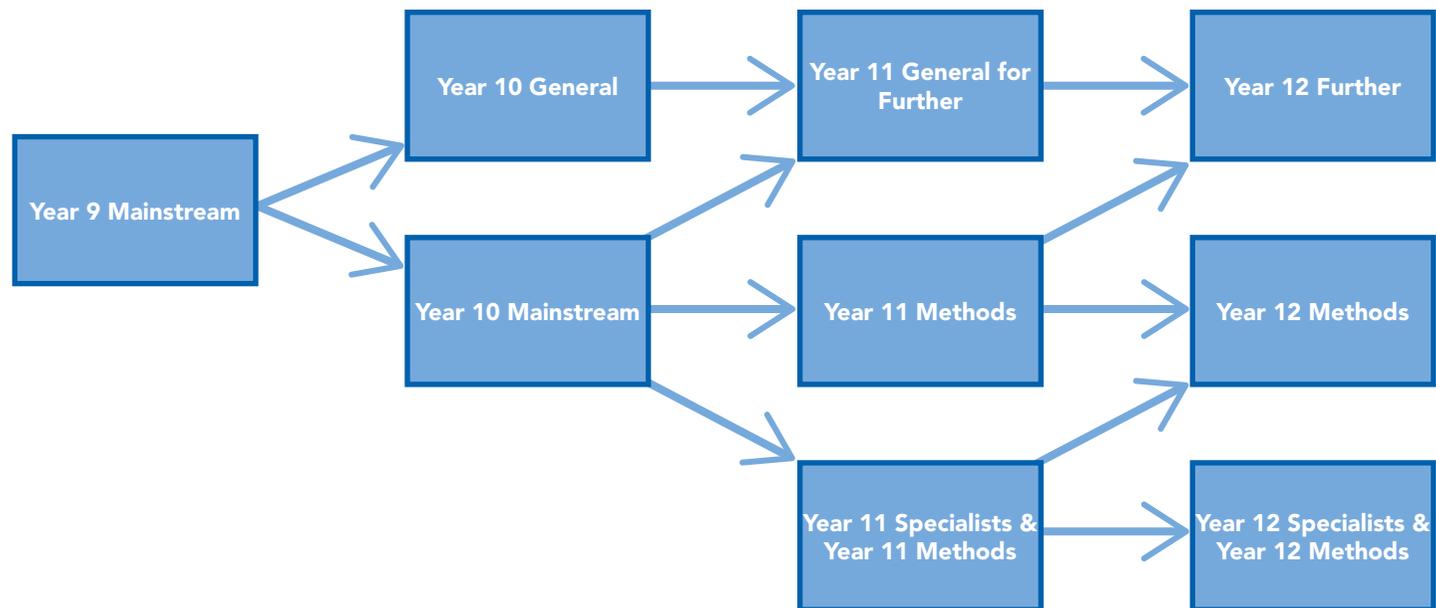
MATHEMATICS LEARNING AREA

The Mathematics Units offered at Year 10 are designed to prepare students for a variety of pathways in Year 11 and 12.

General and Mainstream maths are yearlong subjects in Year 10 .

Students will only have the option to swap between streams under special circumstances and if there is space in the appropriate class.

POSSIBLE MATHEMATICS PATHWAYS FOR YEAR 10 MAINSTREAM AND GENERAL STUDENTS



- GENERAL MATHEMATICS 1-2
- FURTHER MATHEMATICS 3-4 (ONLY)



GENERAL MATHEMATICS

BRIEF DESCRIPTION

- Aims to give students struggling in maths a chance to succeed and ultimately improve their Year 12 Further Maths result at the end of their pathway
- Is ideal for students who have found algebra in Year 9 challenging.
- Selection/Nomination Criteria
 - Low Year 7, 8 and 9 On Demand Test results/trends (specifically algebra)
 - Average Maths global grades of a N or P
 - Year 9 Semester Exam results of N or P
 - Satisfactory or above work habits over the last two years
 - Feedback from House Leaders
- Formal teacher recommendations will not be used; however, students are welcome to discuss their options with their current teacher or Year 9 teacher.
- The final decision will fall with the Maths Head of Faculty and an Associate Principal

Students will be signing up to this course for the full year. Students will only be able to move to mainstream maths if they have shown considerable growth in their mathematics, it is approved by the Head of Faculty and an Associate Principal and the change can be made with minimal impact to the students' timetable

Students and Parents will need to look at future pathways and university courses to see if Methods is a pre-requisite. If so, Mainstream will need to be studied. For assistance, book an appointment with a Student Pathways Manager.

AREAS OF STUDY

- Probability Statistics
- Trigonometry
- Applications of Linear Equations and Graphs
- Financial Mathematics
- Measurement

TYPES OF ASSESSMENT

- Topic Tests
- Semester Exam
- Application/Problem Solving Tasks
- Homework

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- GENERAL MATHEMATICS 1-2
- FURTHER MATHEMATICS 3-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4

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MAINSTREAM MATHEMATICS

BRIEF DESCRIPTION

Leads to studies in:

- General Mathematics (11) and Further (12)
- Mathematical Methods
- Specialist Mathematics
- A combination of these subjects is possible.
- This will be the default subject for the majority of students in Year 10
- Students who have not shown satisfactory work habits or behaviour will be put into this stream of maths
- Selection/Nomination Criteria
- Average Maths global grades of a C or above
- Average or good Year 7, 8 and 9 On Demand Test results/trends (specifically algebra)
- Strong ability in algebra
- Year 9 Semester Maths Exam results – C or above
- Formal teacher recommendations will not be used; however, students are welcome to discuss their options with their current teacher or Year 9 teacher.
- The final decision on suitability will lie with the Maths Head of Faculty and Associate Principals

Any student who wishes to change from mainstream to general partway through the year, will only be permitted if they are approved by the Head of Faculty and Associate Principal and the change can be made with minimal impact to the students' timetable. Approval for this will be based on the performance of the student along with the work habits they have displayed in all of their classes

AREAS OF STUDY

Students will study a selection of the following topics

Semester 1

- Measurement
- Solving and sketching linear equations
- Solving linear inequations
- Simultaneous equations
- Presentation and interpretation of data and statistics
- Indices
- Financial Mathematics

Semester 2

- Solving quadratic equations
- Quadratic graphs
- Trigonometry
- Circular functions
- Probability

TYPES OF ASSESSMENT

- Topic Tests
- Semester Exam
- Project or Application/Problem Solving Tasks
- Homework





- GENERAL MATHEMATICS 1-2
- FURTHER MATHEMATICS 3-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4

ENRICHED MATHEMATICS

BRIEF DESCRIPTION

Enrichment Maths in Year 10 is a yearlong subject offered as an alternative to Mainstream Mathematics for selected students.

Enrichment Stream

- Students who study Enrichment Maths in Year 9 will study Enrichment Maths in Year 10
- On approval from the Head of Faculty and Associate Principal year 9 Enrichment students may choose a mainstream pathway in Year 10
- Students who study enrichment maths in Year 10 will have the pathway options of General for Further, Methods and/or Specialist in Year 11

Students undertaking the enriched mathematics stream will study the same topics as the Year 10 Mainstream students. They will also explore related areas and apply mathematical concepts, skills and processes to pose and solve problems to deepen their content knowledge. Students will develop an appreciation of mathematics as a discipline – its history, ideas, problems and applications.

Prerequisite: Year 9 Mathematics, Year 9 Enriched Mathematics and Year 9 Accelerated (for those students who wish to consolidate their skills)

TYPES OF ASSESSMENT

- Classwork and Homework Tasks
- Topic Tests
- Semester Exam
- Application/Problem Solving Tasks

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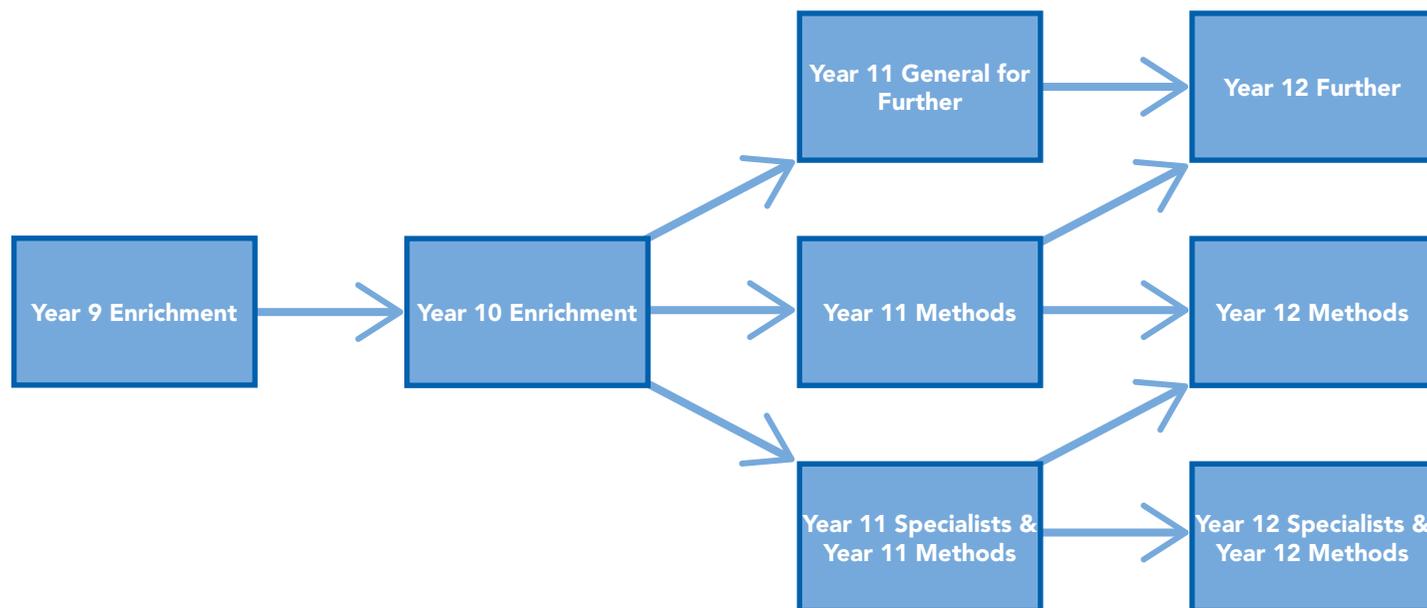




- GENERAL MATHEMATICS 1-2
- FURTHER MATHEMATICS 3-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4

ENRICHED MATHEMATICS

POSSIBLE MATHEMATICS PATHWAYS FOR YEAR 10 ENRICHMENT STUDENTS



Students may undertake more than one Mathematics subject in Year 11 and Year 12

Note 1: Any student undertaking Specialist Mathematics must also study Mathematical Methods.

Note 2: Any student undertaking Mathematical Methods in Year 11 has the following options in Year 12:

- Continuing with Methods 3&4 and taking up Further 3&4
- Continuing with Methods 3&4
- Taking up Further Mathematics 3&4 instead of continuing with Methods 3&4

Note 3: Any student studying Year 10 Enriched has the same pathway options as Year 10 Mainstream.

The Mathematics units are designed to prepare students for a variety of options in Years 11 and 12.

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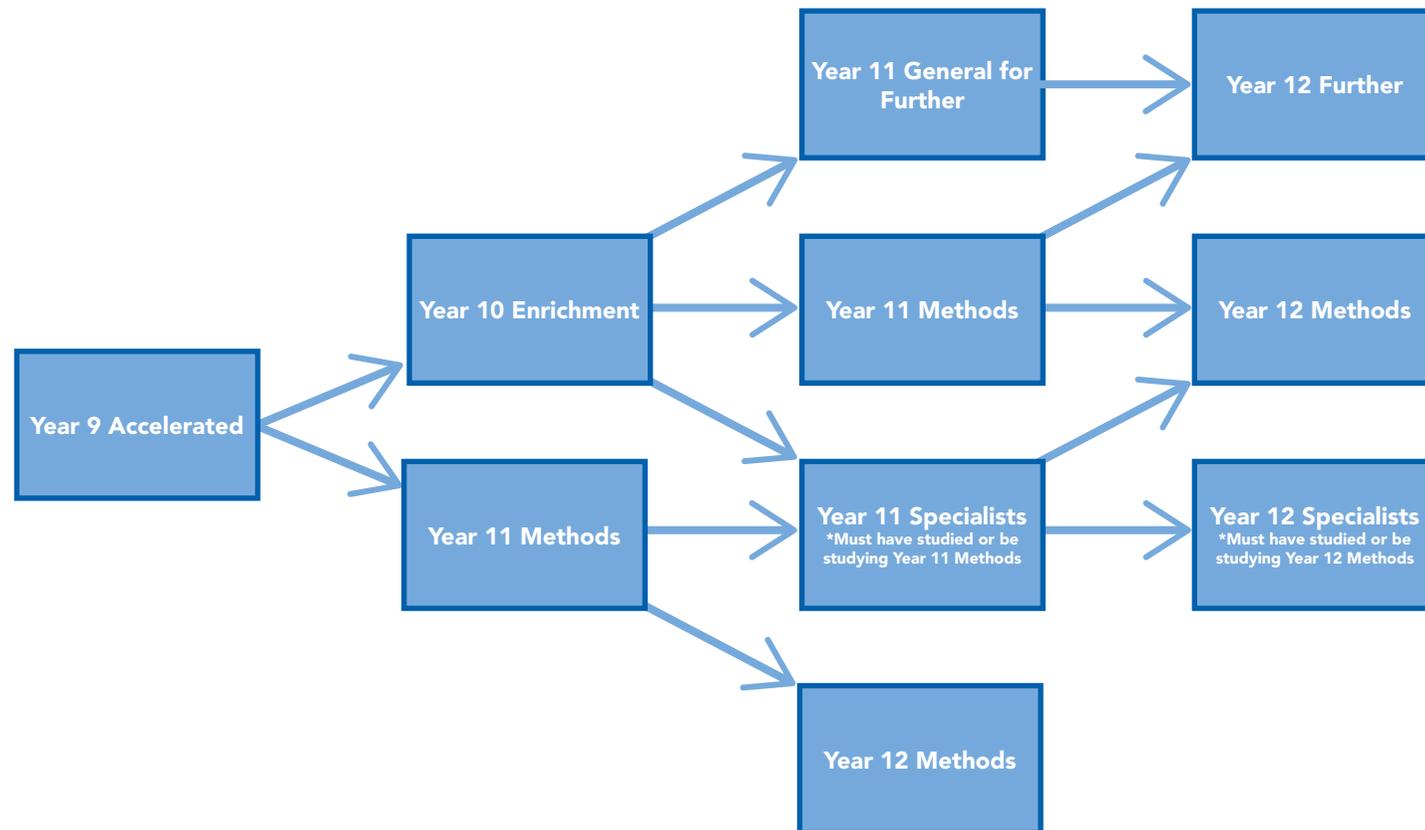


- GENERAL MATHEMATICS 1-2
- FURTHER MATHEMATICS 3-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4

ACCELERATED MATHEMATICS

POSSIBLE MATHEMATICS PATHWAYS FOR YEAR 10 ACCELERATED STUDENTS

Students eligible for this will be spoken to by the Head of Mathematics. This can not be selected during the subject selection process without specific instruction.



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SCIENCE LEARNING AREA

Students must choose at least 1 unit from the Science Learning Area

The science program develops knowledge, skills and attitudes in each of the following areas:

- Science as knowledge: Understanding and explanation of natural phenomena and the skills, techniques and values of scientific enquiry.
- Science as technology: The design, realisation and testing of equipment or techniques for the achievement of practical purposes, applications of science in everyday life, technological approaches to environmental problems and social issues.
- Science and society: Science as a human activity, the history and philosophy of science, and the place of science in our culture, moral issues related to scientific pursuits, who controls science, science in our everyday lives, limitations of scientific perspective of the world.
- Science and personal development: Knowledge and skills that are useful in leisure, in the work place, and in the community; knowledge and attitudes that enhance personal health and safety; opportunities for development of language, mathematics and artistic expression; ability to solve problems and use logic and evidence; skills in gathering data and using libraries; self-esteem through increased understanding and practical achievement; insights and attitudes that encourage action for social and/or environmental benefit.

What will you do in Science units?

Work will involve practical work, class discussion research assignments, reading, answering questions and testing your progress. All units feature an end of semester exam which will contribute a minimum of 30% to the overall subject mark.

All Year 10 students who want to study Physics, Chemistry, Biology, Psychology and Environmental Science in Year 11, will be expected to achieve a Credit 2 minimum in their relevant areas of study.

SCIENCE UNITS

Chemistry of Life

Psychology

Biology

Environmental Science

Physics and Mechatronics

Year 10 Enrichment Science
(Year Long)

RELATED VCE STUDY

Chemistry, Biology

Psychology

Biology

Biology, Environmental Science

Physics

Chemistry, Physics, Biology,
Environmental Science and
Psychology



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MAIN MENU

BIOLOGY

BRIEF DESCRIPTION

This unit is designed to help give Year 10 students a broad coverage of Biology to help them understand the VCE studies available to them in Year 11 and prepare them for their chosen study in this field. The course looks at Biomedical Science through the lens of microbiology, infectious diseases the human immune system. Students will also explore applications of medicine in regard to the cardiorespiratory system through a focus on para-medicine and providing treatment as an emergency first responder. This will include completion of a nationally certified 'Apply First Aid' course.

AREAS OF STUDY

- Biology

TYPES OF ASSESSMENT

- Tests
- Research Assignments
- Experiments and activities
- Semester examination

OTHER IMPORTANT INFORMATION

- First Aid Incursion (est. \$55)



- CHEMISTRY 1-2
- BIOLOGY 1-2

SCIENCE



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MAIN MENU

CHEMISTRY OF LIFE

BRIEF DESCRIPTION

This subject is focused on the study of biochemistry. Students will build on the fundamental principles of chemistry introduced in Year 9 core science, including atomic theory, chemical bonding, the periodic table, the mole concept and isotopes. With this knowledge, students will investigate the chemistry and molecules of life including water, proteins, carbohydrates, nucleic acids (e.g. DNA) and lipids.

AREAS OF STUDY

- Chemistry
- Biology

TYPES OF ASSESSMENT

- Semester exam
- Practical work and report writing
- Research assignments
- Regular homework activities



- BIOLOGY 1-2
- CHEMISTRY 1-2
- ENVIRONMENTAL SCIENCE 1-2
- PHYSICS 1-2
- PSYCHOLOGY 1-2

SCIENCE



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ENRICHMENT SCIENCE

BRIEF DESCRIPTION

This course enables students to develop a deeper understanding of concepts in biology, chemistry and physics and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in extended scientific investigations. Students will explore concepts and conduct investigations into everyday problems and issues relating to fields of science such as:

- Biotechnology/Genetic Engineering
- Aerospace and other fields of engineering
- Analytical chemistry
- Medicinal Chemistry: pharmacology and toxicology
- Technology in Science
- Extended Experimental Investigations

The intention of this course is developing the scientific skills and conceptual understandings of students in preparation for any VCE Science. This is a course underpinned by contextualised learning in contemporary fields of science and is designed to strengthen and challenge the skills, knowledge and understanding of capable science students through an engaging course structure.

Students electing to undertake this course do so in place of undertaking other science electives across the year. However, students undertaking an advanced placement in science or any other subject area are still eligible and encouraged to apply for entry into this subject.

Note this Unit is 12 months in duration, running over both Semester one and Semester two and counts for 2 elective choices.

AREAS OF STUDY

- Biology
- Chemistry
- Physics

TYPES OF ASSESSMENT

- Semester examination
- Tests
- Assignments
- Practical Work

OTHER IMPORTANT INFORMATION

Students undertaking this subject will be supported in seeking work experience in a science related industry. Though encouraged, this is not compulsory, and students can still elect to undertake work experience in other fields if they prefer.

This subject will expose students to excursions, incursions, guest speakers and relevant science competitions across the year. This could attract an estimated cost of \$100 - \$150 across the year.





ENVIRONMENTAL SCIENCE

BRIEF DESCRIPTION

This unit is designed to give Year 10 students a broad coverage of Biology and Environmental Science, as well as some chemical principles. This will help them understand the different VCE studies available to them in Year 11 and to prepare them for their chosen study in either of these two fields.

Students study biodiversity and climate change in the context of society's use-of and affect-on water, waste and energy. Students will develop their appreciation of the ethics and relationships between social development, economic opportunity and the requirements of the environment.

AREAS OF STUDY

- Biosphere, ecosystems
- Biodiversity and indigenous species
- Human-induced/natural ecological change, ecological footprint, consumerism
- Climate change; Atmosphere, Greenhouse effect, water cycle
- Water chemistry and environmental indicators
- Energy use, measuring energy usage and quantifying emissions, Home energy project
- Sustainability responses including; Alternative energy sources, Waste-management and Recycling

TYPES OF ASSESSMENT

- Tests
- Practical experiments and activities
- Incursions, excursions
- Assignments
- Semester examination

OTHER IMPORTANT INFORMATION

- Excursion (est. \$30)
- Participation in an off-campus environmental forum will also be encouraged

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PHYSICS AND MECHATRONICS

BRIEF DESCRIPTION

This unit is designed to introduce students to a range of study-areas within the physics and materials-science domains.

AREAS OF STUDY

- The nature of electricity and the construction of basic circuits.
- The effects of forces on the motion of objects .
- The construction and programming of a LEGO NXT robot
- Atomic structure, radioactivity and the structure of materials

TYPES OF ASSESSMENT

- Semester examination
- Test results
- Homework and Classwork
- Assignments
- Practical Reports

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PSYCHOLOGY

BRIEF DESCRIPTION

This unit is designed to help give Year 10 students a broad coverage of Psychology to help them understand the VCE studies available to them in Year 11 and prepare them for their chosen study in this field. Students are introduced to a range of themes within Psychology and develop skills to prepare them for future Psychology studies at VCE level. Areas of study include introductory psychology, forensic psychology, abnormal psychology and applied psychology. Students investigate specific topics such as ethics, criminal profiling, mental illness in art, sports psychology, motivation and research methods.

AREAS OF STUDY

- Psychology

TYPES OF ASSESSMENT

- Tests
- Research assignments
- Experiments and activities
- Comprehension questions and evaluation of research.
- Semester examination

OTHER IMPORTANT INFORMATION

- Excursion (approx. \$30)



- PHYSICS 1-2
- VET AVIATION

Students wishing to pursue VCE studies in physics are strongly recommended to also enrol in 'Physics and Mechatronics' for a more comprehensive and broad-based preparation for VCE studies.

SCIENCE



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MAIN MENU

COMPULSORY SUBJECT FEE
\$2,500

TOP GUN

BRIEF DESCRIPTION

This unit is designed to challenge students to apply both theoretical and practical aspects of physics to the study of aeronautics. Students who choose this unit will be required to pass the theoretical component of the course in order to gain credit for the Unit. In addition, those participating in the Unit will be challenged with 15 practical flight instructions on a weekly basis (CASA approved). It is envisaged that students will complete this semester-based unit at the point of being ready or having just commenced "solo-flight" status. The course exclusively offered to students of BSC is overseen by a Chief Flying Instructor and taught by a Commercial Pilot with past experience as a qualified flight instructor.

AREAS OF STUDY

- Physics -The action of forces on an object, Newton's Laws
- Control surfaces on an airplane; design and operation to achieve stable flight
- Chemistry
- Hydrocarbon fuels, fuel-conditioning, physical parameters
- Aeronautics
- Flight Radio Procedures
- Basic Aeronautical Knowledge
- Threat and error management
- Practical instruction in aircraft operations

TYPES OF ASSESSMENT

- Tests
- Assignments
- Practical Reports; flight instructor feedback
- Semester examination (flight theory)

OTHER IMPORTANT INFORMATION

This senior Aviation unit is a, 'hands on' aviation course designed for serious students who may be considering a career in aviation, or for recreational purposes. It is made up of both theory (4 periods per cycle completed at school) and a practical component 12 periods per cycle as part of an extended afternoon at the airport). This unit enables students to acquire a significant number of hours towards gaining their recreational aviation certificate.

Note: Students will be required to pay their flight instruction fees up-front prior to commencement of the Unit. This expense covers both the flight instruction and transport to and from the airport. These costs are a fraction of the cost of a private course of flight instruction. This is made possible by a sponsor coming forward to keep costs down for students and offering of this course is provisional upon continued sponsorship being available. A payment plan (instalments) is available from the school – students must be fully paid-up before the end of the semester preceding their course. Students must be age 15+ to participate in this Unit.

Course numbers are strictly limited. For more information, please contact barry.chris.b@edumail.vic.gov.au, or the general office.



VCE SUBJECTS

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VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
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YEAR 9 SUBJECTS
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MAIN MENU



ENGLISH (COMPULSORY STUDY AREA)

ENGLISH
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
ENGLISH LANGUAGE
LITERATURE



ARTS AND TECHNOLOGY

FOOD STUDIES*
MEDIA**
MUSIC PERFORMANCE
PRODUCT DESIGN AND TECHNOLOGY - WOOD**
STUDIO ARTS**
THEATRE STUDIES*
VISUAL COMMUNICATION AND DESIGN**



HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT
PHYSICAL EDUCATION



HUMANITIES

ACCOUNTING
AUSTRALIAN AND GLOBAL POLITICS (Unit 1+2)
GLOBAL POLITICS
BUSINESS MANAGEMENT
ECONOMICS
GEOGRAPHY
HISTORY - 20TH CENTURY (Unit 1+2)
HISTORY - REVOLUTIONS
LEGAL STUDIES
PHILOSOPHY



INFORMATION TECHNOLOGY

APPLIED COMPUTING (Unit 1+2)
DATA ANALYTICS
SOFTWARE DEVELOPMENT



LANGUAGES

GERMAN
JAPANESE - SECOND LANGUAGE



MATHEMATICS

MATHEMATICS LEARNING AREA OVERVIEW
FURTHER MATHEMATICS
MATHEMATICAL METHODS (CAS)
SPECIALIST MATHEMATICS



SCIENCE

BIOLOGY
CHEMISTRY
ENVIRONMENTAL SCIENCE
PHYSICS
PSYCHOLOGY

* THESE SUBJECTS HAVE CHARGES

+ ONLY 2 FOLIO SUBJECTS CAN BE STUDIED AT YEAR 11 OR 12



- AUTHOR/WRITER
- JOURNALIST
- TEACHER
- LIBRARIAN
- POET



ENGLISH UNITS 1+2

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.

ASSESSMENT

Possible assessment tasks in this unit may include:

- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s a text intended to position an audience

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed by the first week of Term One. It is also expected that students will have purchased all of the texts on the Year 11 English Booklist, including a dictionary. Students must submit all assessment tasks in order to achieve an 'S' for the Outcome.

Students must read and study at least two set texts for this unit.

VCAA DESCRIPTION

- Area of Study 1
 - Reading and creating texts
- Area of Study 2
 - Analysing and presenting argument

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.

ASSESSMENT

Possible assessment tasks in this unit may include:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.

OTHER REQUIREMENTS

Students must submit all assessment tasks in order to achieve an 'S' for the Outcome. Students must read and study at least 2 set texts for this unit.

VCAA DESCRIPTION

- Area of Study 1
 - Reading and Comparing Texts
- Area of Study 2
 - Analysing and Presenting Argument

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
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MAIN MENU

SUBJECT RESOURCES

ENGLISH SUBJECT VIDEO
ENGLISH VCAA STUDY DESIGN



- AUTHOR/WRITER
- JOURNALIST
- TEACHER
- LIBRARIAN
- POET



ENGLISH UNITS 3+4

UNIT 3

This study aims to develop students' critical understanding and control of the English language, therefore enabling them to display competence in a wide variety of situations, ranging from personal and informative to more public occasions. Students are required to write in a variety of styles, for varied audience and purposes and analyse a range of text types. Students are encouraged to develop a level of ability necessary for the demands of post-school employment and further education.

ASSESSMENT

Reading and Creating Texts	
• Analytical interpretation	30%
• Creative response	30%
Analysing Argument	
• Written analysis and comparison	40%

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed for the first day back of term 1, term 2 and term 3. It is also expected that students will have purchased all of the texts on the Year 12 English Booklist, including a dictionary. All internal coursework must achieve an 'S' standard. Failure to complete coursework to a satisfactory standard, may result in your child not being offered a redemption for any area of study.

VCAA DESCRIPTION

Area of Study 1
Reading and Creating Texts
Area of Study 2
Analysing Argument

UNIT 4

This study aims to develop students' critical understanding and control of the English language, therefore enabling them to display competence in a wide variety of situations, ranging from personal and informative to more public occasions. Students are required to write in a variety of styles, for varied audience and purposes and analyse a range of text types. Students are encouraged to develop a level of ability necessary for the demands of post-school employment and further education.

ASSESSMENT

Reading and Comparing Texts	
• Detailed comparison of two texts	60%
Presenting Argument	
• Written statement of intention	10%
• Oral presentation – Persuasive speech	30%

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed for the first day back of term 1, term 2 and term 3. It is also expected that students will have purchased all of the texts on the Year 12 English Booklist, including a dictionary. All internal coursework must achieve an 'S' standard. Failure to complete coursework to a satisfactory standard, may result in your child not being offered a redemption for any area of study.

VCAA DESCRIPTION

Area of Study 1
Reading and Comparing texts
Area of Study 2
Presenting Argument

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ENGLISH SUBJECT VIDEO
ENGLISH VCAA STUDY DESIGN





THE VCE
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SUBJECT RESOURCES

ENGLISH (EAL) SUBJECT VIDEO
ENGLISH (EAL) VCAA STUDY DESIGN



ENGLISH (EAL) UNITS 1+2

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. In addition students develop and refine their listening skills. Students develop their skills in creating written, spoken and multimodal texts.

ASSESSMENT

Possible assessment tasks in this unit may include:

- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience
- a demonstration of students' understanding of spoken text.

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed by the first week of Term One. It is also expected that students will have purchased all of the texts on the Year 11 EAL Booklist, including a dictionary. Students are also encouraged to purchase a bi-lingual dictionary. Students must submit all assessment tasks in order to achieve an 'S' for the Outcome. EAL students must read and study at least one set text for Unit One.

VCAA DESCRIPTION

Area of Study 1
Reading and creating texts
Area of Study 2
Analysing and presenting argument

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.

ASSESSMENT

Possible assessment tasks in this unit may include:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.
- a demonstration of their understanding of spoken text.

OTHER REQUIREMENTS

Students must submit all assessment tasks in order to achieve an 'S' for the Outcome. EAL Students must read and study at least 2 set texts for Unit Two.

VCAA DESCRIPTION

Area of Study 1
Reading and comparing texts
Area of Study 2
Analysing and presenting argument



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SUBJECT RESOURCES

ENGLISH (EAL) SUBJECT VIDEO
ENGLISH (EAL) VCAA STUDY DESIGN



ENGLISH (EAL) UNITS 3+4

UNIT 3

This study aims to develop students' critical understanding and control of the English language, therefore enabling them to display competence in a wide variety of situations, and to read and respond to texts analytically and creatively. Students are required to read a variety of styles, for varied audience and purposes and analyse a range of text types. In addition, students develop and refine their listening skills to demonstrate comprehension of a spoken text. Students are encouraged to develop a level of ability necessary for the demands of post-school employment and further education.

ASSESSMENT

- | | |
|---|-----|
| • Analytical or creative response to a selected text | 40% |
| • Demonstrate understanding of texts that present a point of view | 10% |
| • Written analysis of persuasive language and visual | 30% |
| • Comprehension of a spoken text | 20% |

OTHER REQUIREMENTS

Texts should be read over the holidays. It is expected that students will have purchased all of the texts on the Year 12 EAL Booklist, including a paper English dictionary. It is recommended that students also purchase a bi-lingual paper dictionary.

VCAA DESCRIPTION

- Area of Study 1
 - Reading and creating texts
- Area of Study 2
 - Analysing argument
- Area of Study 3
 - Listening to texts

UNIT 3

This study aims to develop students' critical understanding and control of the English language, therefore enabling them to display competence in a wide variety of situations, and to read and respond to texts analytically and creatively. Students are required to read a variety of styles, for varied audience and purposes and analyse a range of text types. In addition, students develop and refine their listening skills to demonstrate comprehension of a spoken text. Students are encouraged to develop a level of ability necessary for the demands of post-school employment and further education.

ASSESSMENT

- | | |
|---|-----|
| • Written comparison of two select texts | 60% |
| • Written statement of intention for oral point of view | 10% |
| • Point of view presented in oral form | 30% |

OTHER REQUIREMENTS

Texts should be read over the holidays. It is expected that students will have purchased all of the texts on the Year 12 EAL Booklist, including a paper English dictionary. It is recommended that students also purchase a bi-lingual paper dictionary.

VCAA DESCRIPTION

- Area of Study 1
 - Reading and comparing texts
- Area of Study 2
 - Presenting argument

- PUBLISHING
- MARKETING
- JOURNALISM
- TEACHER
- POLITICS
- ADVERTISING



ENGLISH LANGUAGE UNITS 1+2

UNIT 1

The focus of this unit is language and its use in communication. This unit focuses on the nature and functions of language and the way language is organised so that it provides its users with the means by which they can make sense of their experience and to interact with others. Students explore the informational and expressive functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of use and the impact of situational and cultural contexts on language choice are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

ASSESSMENT

Outcome 1	
• Subsystems test	5%
• Short Answer test	25%
• Essay	20%
Outcome 2	
• Short Answer SAC	30%
• Analysis of Child Language Acquisition	20%

OTHER REQUIREMENTS

Completion of Holiday Homework tasks

VCAA DESCRIPTION

Area of Study 1
The nature and functions of language
Area of Study 2
Language acquisition

UNIT 2

The focus of this unit is language change. Languages are dynamic and change is an inevitable and continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected, how English has altered over the centuries and how it continues to evolve today. This unit explores the concepts of change and attitudes to language change, especially within Australian English, and aims to give students insight into the what, how and why of these changes. Students also explore the possibilities for the future of English and the diversification of and global spread of English as well as the impact of the spread of English on indigenous languages.

ASSESSMENT

Outcome 1	
• Etymology Oral Presentation	10%
• Short Answer SAC	20%
• Analysis of Language Development	20%
Outcome 2	
• Short Answer SAC	25%
• Essay on the development of English	22%

OTHER REQUIREMENTS

Completion of Holiday Homework tasks

VCAA DESCRIPTION

Area of Study 1
English across time
Area of Study 2
English in contact

This subject requires a separate application process. Details for this can be found on Compass.

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ENGLISH LANGUAGE SUBJECT VIDEO
ENGLISH LANGUAGE VCAA STUDY DESIGN



- PUBLISHING
- MARKETING
- JOURNALISM
- TEACHER
- POLITICS
- ADVERTISING



ENGLISH LANGUAGE UNITS 3+4

UNIT 3

The focus of these units is language in the Australian social setting. Unit 3 examines language along a continuum of informal and formal register and explores how language can communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the use of informal and formal language looking in particular at the stylistic features of language, language as a means of societal interaction and how texts are influenced by the situational and cultural context in which they occur. Unit 4 explores how language choice establishes and challenges different identities. National, regional, cultural and social varieties of English exist in Australia and they all contribute to a national identity. Language use establishes an individual as unique and it also serves as a marker of membership to particular groups.

ASSESSMENT

Outcome 1	
• Short answer responses and analysis of informal language	50%
Outcome 2	
• Short answer responses and analysis of formal language	50%

OTHER REQUIREMENTS

Purchase of Unit 3 & 4 Text Book (approx \$50) and Insight Study Guide (approx \$25)

VCAA DESCRIPTION

Area of Study 1
Informal Language
Area of Study 2
Formal language

UNIT 4

The focus of these units is language in the Australian social setting. Unit 3 examines language along a continuum of informal and formal register and explores how language can communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the use of informal and formal language looking in particular at the stylistic features of language, language as a means of societal interaction and how texts are influenced by the situational and cultural context in which they occur. Unit 4 explores how language choice establishes and challenges different identities. National, regional, cultural and social varieties of English exist in Australia and they all contribute to a national identity. Language use establishes an individual as unique and it also serves as a marker of membership to particular groups.

ASSESSMENT

Outcome 1	
• Essay regarding varieties of Australian English and attitudes towards them	50%
Outcome 2	
• Essay regarding construction of identity through language choice	50%

OTHER REQUIREMENTS

Purchase of Unit 3 & 4 Text Book (approx \$50) and Insight Study Guide (approx \$25)

VCAA DESCRIPTION

Area of Study 1
Language variation in Australian society
Area of Study 2
Individual and group identities

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ENGLISH LANGUAGE VCAA STUDY DESIGN



- AUTHOR/WRITER
- ACADEMIC
- JOURNALIST
- TEACHER
- LIBRARIAN
- FILM/SCRIPT WRITER



LITERATURE UNITS 1+2

UNIT 1

APPROACHES TO LITERATURE

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

ASSESSMENT

May include:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

At least one of the assessment tasks in Unit 1 must be in oral form. Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on at least two complete texts and at least one additional text or excerpts.

VCAA DESCRIPTION

Area of Study 1
Reading Practices
Area of Study 2
Ideas and concerns in texts

UNIT 2

CONTEXT & CONNECTION

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. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students 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. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

ASSESSMENT

May include:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

Demonstration of achievement of Unit 2 Outcome 1 must be based on one complete text. Demonstration of achievement of Unit 2 Outcome 2 must be based on at least one complete text and an additional complete text or excerpt/s. Students must produce an extended written response of approximately 1000–1500 words for this outcome.

VCAA DESCRIPTION

Area of Study 1
The text, the reader and their contexts
Area of Study 2
Exploring connections between texts

This subject requires a separate application process. Details for this can be found on Compass.

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LITERATURE SUBJECT VIDEO
LITERATURE VCAA STUDY DESIGN



- AUTHOR/WRITER
- ACADEMIC
- JOURNALIST
- TEACHER
- LIBRARIAN
- FILM/SCRIPT WRITER



LITERATURE UNITS 3+4

UNIT 3

This study aims to encourage students to identify the features of texts, the effects of language on developing interpretations and the implied attitudes and values which comment on the writers' social contexts. Students are encouraged to develop analytical skills, read closely and critically and discuss various ways of interpreting and evaluating texts.

ASSESSMENT

AREA OF STUDY 1 – Adaptations and Transformations

A written essay response of between 800-1000 words contrasting and analysing the original and adapted form of a text.

- 40 marks (10% of total study score)

AREA OF STUDY 2 – Views, Values and Contexts

A written essay response of between 800-1000 words analysing the context in which a text was constructed, and how this relates to the views and values expressed in the text.

- 40 marks (10% of total study score)

AREA OF STUDY 3 – Considering Alternative Viewpoints

A written essay response of between 600-800 words comparing alternate perspectives /critical viewpoints on a text.

- 20 marks (5% of total study score)

UNIT 4

This study aims to encourage students to identify the features of texts, the effects of language on developing interpretations and the implied attitudes and values which comment on the writers' social contexts. Students are encouraged to develop analytical skills, read closely and critically and discuss various ways of interpreting and evaluating texts.

ASSESSMENT

AREA OF STUDY 1 – Creative Responses to Texts

An independent creative composition of at least 1000 words based on the set text reflecting the author's narrative style, character development and language use. A 400-500-word reflective piece discussing the initial purpose and concept development as well as reflecting on the writing and drafting process.

- 60 marks (15% of total study score)

AREA OF STUDY 2 – Close Analysis

A detailed written analysis of specific passages from selected texts; including a close reflection on aspects of language use, imagery and construction, with relation to the wider text as a whole.

- 40 marks (10% of total study score)

Assessment from Units 3 & 4 contributes to 50% of the total study score.

END OF YEAR EXAM

Students are required to complete two analyses of two texts of two different forms (prose, poetry, short stories, drama,). Based on three selected passages from each text, students construct a written analysis including a close reflection on aspects of language use, imagery and construction, with relation to the wider text as a whole.

The exam result contributes to 50% of the total study score.

OTHER REQUIREMENTS

Set texts as per the current requirements of the VCAA Literature text list.

Insight: Literature for Senior Students textbook.

Students should have access to a good quality dictionary and thesaurus.

Students will be required to attend two holiday study sessions: one in the Term 2-3 holidays and one in the Term 3-4 holidays.

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LITERATURE SUBJECT VIDEO
LITERATURE VCAA STUDY DESIGN





- FOOD CRITIC
- FOOD STYLIST
- CHEF
- NUTRITIONIST
- FOOD TECHNOLOGIST
- CONSUMER SCIENTIST

FOOD STUDIES UNITS 1+2

UNIT 1

FOOD AROUND THE WORLD

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

ASSESSMENT

- Practical activities accompanied by records
- Research design task

FOOD IN AUSTRALIA

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

ASSESSMENT

- Activities accompanied by records
- Written report/debate

UNIT 2

FOOD INDUSTRIES

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

ASSESSMENT

- Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community
- Practical activities accompanied by records

FOOD IN THE HOME

In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

ASSESSMENT

- Design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting
- Practical activities accompanied by records

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FOOD STUDIES SUBJECT VIDEO
FOOD STUDIES VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$120





- FOOD CRITIC
- FOOD STYLIST
- CHEF
- NUTRITIONIST
- FOOD TECHNOLOGIST
- CONSUMER SCIENTIST

FOOD STUDIES UNITS 3+4

UNIT 3

AREA OF STUDY 1

In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

AREA OF STUDY 2

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

ASSESSMENT

- School Assessed Coursework – Unit 3 30%
- School Assessed Coursework – Unit 4 30%
- End of Year External Exam 40%

UNIT 4

AREA OF STUDY 1

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

AREA OF STUDY 2

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

ASSESSMENT

- School Assessed Coursework – Unit 3 30%
- School Assessed Coursework – Unit 4 30%
- End of Year External Exam 40%

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

FOOD STUDIES SUBJECT VIDEO
FOOD STUDIES VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$120





THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MEDIA SUBJECT VIDEO
MEDIA VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100



- MARKETING
- ADVERTISING
- GAME DESIGN
- GRAPHIC DESIGN
- PHOTOGRAPHY
- ANIMATION

MEDIA UNITS 1+2

UNIT 1

MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

ASSESSMENT

- Outcome 1 Media Representations
- Outcome 2 Media Forms in Production
- Outcome 3 Australian Stories
- Semester Examination
- Assessments will be done in a variety of forms such as written, oral and practical

OTHER REQUIREMENTS

- Students will require a digital storage device

VCAA DESCRIPTION

Area of Study 1
Media Representations
Area of Study 2
Media Forms in Production
Area of Study 3
Australian Stories

UNIT 2

NARRATIVE ACROSS MEDIA FORMS

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

ASSESSMENT

- Outcome 1 Narrative, Style and Genre
- Outcome 2 Narratives in Production
- Outcome 3 Media and Change
- Semester Examination
- Assessments will be done in a variety of forms such as written, oral and practical

OTHER REQUIREMENTS

- Students will require a digital storage device

VCAA DESCRIPTION

Area of Study 1
Narrative, Style and Genre
Area of Study 2
Narratives in Production
Area of Study 3
Media and Change



- MARKETING
- ADVERTISING
- GAME DESIGN
- GRAPHIC DESIGN
- PHOTOGRAPHY
- ANIMATION

MEDIA UNITS 3+4

UNIT 3

MEDIA NARRATIVES AND PRE-PRODUCTION

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

They look at the regulation of the relationships between the media and its audience in Australia as well as the issues and challenges relating to control of the media.

Students get the opportunity to create a product in a media form of their choice. This requires them to understand an audience, explore creating their own style and undertake self-directed learning in order to complete this task which is over 3 terms.

ASSESSMENT

- Unit 3 & 4 Course work 20%
- School Assessed Task 40%
- External Examination 40%

OTHER REQUIREMENTS

- Students will require a digital storage device

VCAA DESCRIPTION

- Area of Study 1
 - Narrative and Ideology
- Area of Study 2
 - Media production development
- Area of Study 3
 - Media production design

UNIT 4

MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

They look at the regulation of the relationships between the media and its audience in Australia as well as the issues and challenges relating to control of the media.

Students get the opportunity to create a product in a media form of their choice. This requires them to understand an audience, explore creating their own style and undertake self-directed learning in order to complete this task which is over 3 terms.

ASSESSMENT

- Unit 3 & 4 Course work 20%
- School Assessed Task 40%
- External Examination 40%

OTHER REQUIREMENTS

- Students will require a digital storage device

VCAA DESCRIPTION

- Area of Study 1
 - Media production
- Area of Study 2
 - Agency and Control in and of the Media

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MEDIA SUBJECT VIDEO
MEDIA VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100





- MUSICIAN
- COMPOSER
- AUDIO TECHNICIAN
- TEACHER
- MUSIC THERAPIST
- PERFORMER

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MUSIC SUBJECT VIDEO
MUSIC VCAA STUDY DESIGN



MUSIC PERFORMANCE UNITS 1+2

UNIT 1

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present solo and group performances, demonstrate prepared technical work and gain musicianship skills.

ASSESSMENT

- Outcome 1: Performance
- Outcome 2: Performance Planning Presentation
- Outcome 3: Music Language – Written and Practical Tasks

OTHER REQUIREMENTS

- It is strongly recommended that students also participate in an instrumental/vocal lesson to support their learning. This can be either through the Brentwood Instrumental Music Program or external provider. Please consult the Director of Music with any concerns or questions around this requirement.
- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists/vocalists should be of AMEB Grade 5 standard (or equivalent) or above. Please contact Director of Music if unsure of the equivalent standards.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

Area of Study 1
Performance
Area of Study 2
Preparing for Performance
Area of Study 3
Music Language

UNIT 1

This unit further develops skills in practical music and performance. Students present a prepared program of works and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

ASSESSMENT

- Outcome 1: Performance
- Outcome 2: Preparing for Performance - Presentation
- Outcome 3: Music Language – Written and Practical Tasks
- Outcome 4: Creative Organisation of Sound (Composition)

OTHER REQUIREMENTS

- It is strongly recommended that students also participate in an instrumental/vocal lesson to support their learning. This can be either through the Brentwood Instrumental Music Program or external provider. Please consult the Director of Music with any concerns or questions around this requirement.
- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists/vocalists should be of AMEB Grade 5 standard (or equivalent) or above. Please contact Director of Music if unsure of the equivalent standards.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

Area of Study 1
Performance
Area of Study 2
Preparing for Performance
Area of Study 3
Music Language
Area of Study 4
Organisation of Sound



- MUSICIAN
- COMPOSER
- AUDIO TECHNICIAN
- TEACHER
- MUSIC THERAPIST
- PERFORMER

MUSIC SOLO PERFORMANCE UNITS 3+4

UNIT 3

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

ASSESSMENT

- Outcome 1 - Performance (S or N)
- Outcome 2 – Preparing for Performance
- Outcome 3 – Music Language

OTHER REQUIREMENTS

- Students must be currently enrolled in Instrumental lessons with a private teacher or at school and intend to continue this enrolment throughout their VCE. NB The instrumental teacher prepares the student's performance and technical program for their assessment and liaises with the classroom teacher.
- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists/vocalists should be of AMEB Grade 5 standard (or equivalent) or above.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

Area of Study 1
Performance
Area of Study 2
Preparing for Performance
Area of Study 3
Music Language

UNIT 4

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

ASSESSMENT

- End-of -Year Performance Exam 50%
- End-of -Year Written Exam 20%
- SAC: Performance Technique Presentation

OTHER REQUIREMENTS

- Students must be currently enrolled in Instrumental lessons with a private teacher or at school and intend to continue this enrolment throughout their VCE. NB The instrumental teacher prepares the student's performance and technical program for their assessment and liaises with the classroom teacher.
- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists/vocalists should be of AMEB Grade 5 standard (or equivalent) or above.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

Area of Study 1
Performance
Area of Study 2
Preparing for Performance
Area of Study 3
Music Language

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MUSIC SUBJECT VIDEO
MUSIC VCAA STUDY DESIGN





- PRODUCT DESIGNER
- INDUSTRIAL DESIGNER
- ARCHITECTURE
- INTERIOR DESIGNER

PRODUCT DESIGN & TECHNOLOGY - WOOD UNITS 1+2

UNIT 1

PRODUCT RE-DESIGN AND SUSTAINABILITY

Students re-design an existing product using suitable material with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability. Students use and evaluate materials, tools, equipment and processes to make the re-designed product they then compare the finished product with the original design.

ASSESSMENT

- Design folio of re-designed product including; design brief, research, designs, production plan and materials list
- Produced product and evaluation and comparison to existing product
- End of semester exam

OTHER REQUIREMENTS

- Exercise book.
- A3 Folio
- USB drive with minimum 4GB
- Nelson Product Design And Technology VCE Units 1-4 – Text

VCAA DESCRIPTION

Area of Study 1
Product re-design for improvement
Area of Study 2
Producing and evaluating a re-designed product

UNIT 2

COLLABORATIVE DESIGN

Students work collaboratively to create a brief for a product or product range to suit a common theme. Students work collaboratively to design the product suitable for the brief and justify the preferred option. Students develop an understanding of user centred design factors and research materials and processes to make the product. Students collaboratively create the designed product using appropriate and safe production processes the product. They then collaboratively and individually evaluate the processes and materials used, and the suitability of a product to meet the design brief.

ASSESSMENT

- Design folio of collaborative product or range of products including; design brief, research designs, production plans and materials list
- Produced product and collaborative evaluation
- End of semester exam

OTHER REQUIREMENTS

- Exercise book.
- A3 Folio
- USB drive with minimum 4GB
- A3 Visual Diary
- Nelson Product Design And Technology VCE Units 1-4 – Text

VCAA DESCRIPTION

Area of Study 1
Designing within a team
Area of Study 2
Producing and evaluating a collaboratively designed product

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
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YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

PDT WOOD SUBJECT VIDEO
PDT WOOD VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$150





- PRODUCT DESIGNER
- INDUSTRIAL DESIGNER
- ARCHITECTURE
- INTERIOR DESIGNER

PRODUCT DESIGN & TECHNOLOGY - WOOD UNITS 3+4

UNIT 3

APPLYING THE PRODUCT DESIGN PROCESS

Students focus on working as a designer and applying the Product design process to meet the needs and requirements of a client and/or an end-user. Students identify specific needs of the client and/or an end-user by referring to the Product design factors and conducting research. Students prepare a design brief that governs their work. They examine appropriate techniques for recording and communicating data, information, visualisation of ideas, design options and working drawings and obtaining client and/or end-user feedback. They appropriately acknowledge resources and IP of others. Students use creative and critical design thinking techniques throughout the Product design process.

ASSESSMENT

Outcome 1, School Assessed Coursework

- The students explain the roles of the designer, client and/or end-user/s, the product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

Outcome 2 School Assessed Coursework

- The student explains and analyses influences on the design, development and manufacture of products within industrial settings.

Outcome 3 School Assessed Task

- Students present a folio that documents the product design process used while working as a designer to meet the needs of an end-user, and commence production of the designed product.

OTHER REQUIREMENTS

- A3 Folio
- USB drive with minimum 4GB
- Nelson Product Design And Technology VCE Units 1-4 – Text

VCAA DESCRIPTION

Area of Study 1

Designing for end-user/s

Area of Study 2

Product development in industry

Area of Study 3

Designing for others

UNIT 4

PRODUCT DEVELOPMENT AND EVALUATION

In this unit students learn that evaluations are made at various points of product design, development and production. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors. Students continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. Student's apply the evaluation criteria, the performance of checks and tests, and gain end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3.

ASSESSMENT

Outcome 1, School Assessed Coursework

- Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2 School Assessed Task

- Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3 School Assessed Task

- Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

OTHER REQUIREMENTS

- A3 Folio
- USB drive with minimum 4GB
- Nelson Product Design And Technology VCE Units 1-4 – Text

VCAA DESCRIPTION

Area of Study 1

Product analysis and comparison

Area of Study 2

Product manufacture

Area of Study 3

Product evaluation

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

PDT WOOD SUBJECT VIDEO
PDT WOOD VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100





THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
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YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

STUDIO ARTS SUBJECT VIDEO
STUDIO ARTS VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100



- ARTIST
- DESIGNER
- ILLUSTRATOR
- TEACHER
- ART THERAPIST
- PHOTOGRAPHER

STUDIO ARTS UNITS 1+2

UNIT 1

STUDIO INSPIRATION AND TECHNIQUES

This study looks at sources of inspiration which generate creative activity using a wide range of materials and techniques as the tools for translating ideas and observations into visual form. Students develop an understanding of different materials and techniques across a range of media and examine methods of expression. Sources of artistic inspiration were developed from personal themes and applied in producing a folio of works.

ASSESSMENT

- Folio 40%
- Research task/s 40%
- Semester Examination 20%

OTHER REQUIREMENTS

- Students are required to purchase a Dean's Art Kit

VCAA DESCRIPTION

Area of Study 1
Researching and recording ideas
Area of Study 2
Studio practice
Area of Study 3
Interpreting art ideas and use of materials and techniques

UNIT 2

DESIGN EXPLORATION AND CONCEPTS

This study looks at sources of inspiration, which generate creative activity using a range of materials and techniques as the tools for translating ideas and observations into visual form. Students defined and documented an area of exploration and through investigation and refinement of appropriate materials and techniques produced a visual folio. Students developed an understanding of aesthetics and artistic influences, which lead to distinctive styles and approaches to subject matter. There is a focus on making informed choices based on reflection, analysis and evaluation.

ASSESSMENT

- Folio 40%
- Research task/s 40%
- Semester Examination 20%

OTHER REQUIREMENTS

- Use of Dean's Art Kit already purchased

VCAA DESCRIPTION

Area of Study 1
Exploration of studio practice and development of artworks
Area of Study 2
Ideas and styles in artworks



THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
YEAR 10 SUBJECTS
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

STUDIO ARTS SUBJECT VIDEO
STUDIO ARTS VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100



- ARTIST
- DESIGNER
- ILLUSTRATOR
- TEACHER
- ART THERAPIST
- PHOTOGRAPHER

STUDIO ARTS UNITS 3+4

UNIT 3

STUDIO PRACTICES AND PROCESSES

This study aims to enable students to implement a design process and creatively explore and produce a range of responses in a selected studio form. Students define and document an area of exploration and through investigation and refinement of appropriate materials and techniques produce a range of studio works. Students develop an understanding of aesthetics and artistic influences which lead to distinctive styles and approaches to subject matter. There is a focus on making informed choices based on reflection, analysis, evaluation and selection.

ASSESSMENT

- Exploration proposal
- Folio of works based on the exploration proposal.
- Written tasks based on Gallery visits and artist research

OTHER REQUIREMENTS

- Students are required to purchase a Dean's Art Kit
- 16GB USB Device

VCAA DESCRIPTION

Area of Study 1
Exploration proposal
Area of Study 2
Studio process
Area of Study 3
Artists and studio practices

UNIT 4

STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

This study aims to enable students to implement a design process and creatively explore and produce a range of responses in a selected studio form. Students define and document an area of exploration and through investigation and refinement of appropriate materials and techniques produce a range of studio works. Students develop an understanding of aesthetics and artistic influences which lead to distinctive styles and approaches to subject matter. There is a focus on making informed choices based on reflection, analysis, evaluation and selection.

ASSESSMENT

- Exploration proposal
- Folio of works based on the exploration proposal.
- Written tasks based on Gallery visits and artist research

OTHER REQUIREMENTS

- Use of Dean's Art Kit already purchased
- Use of 16GB USB Device

VCAA DESCRIPTION

Area of Study 1
Production and presentation of artworks
Area of Study 2
Evaluation
Area of Study 3
Art industry contexts



- ACTOR
- DIRECTOR
- DESIGNER
- PRODUCER
- STAGE MANAGEMENT
- EVENT MANAGEMENT

THEATRE STUDIES UNITS 1+2

UNIT 1

THEATRICAL STYLES OF THE PRE-MODERN ERA

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

ASSESSMENT

- Practical Interpretation of pre-modern playscripts (Practical)
- Written Analysis Pre Modern Styles (Written Test)
- Play Review (Short Answer Questions)
- Performance Examination (Monologue/Practical)

OTHER REQUIREMENTS

- Attend two theatre performances with the possibility of other workshop/theatre studies related incursions (various costs)
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)

VCAA DESCRIPTION

Area of Study 1

Pre-modern theatre

Area of Study 2

Interpreting playscripts

For Area of Study 2, students must work in at least two production roles. The production roles for Area of Study 2 are: Actor, Director or Designer (any one or more of costume, make-up, props, set, lighting, sound)

Area of Study 3

Analysing a play in performance

UNIT 2

THEATRICAL STYLES OF THE MODERN ERA

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

ASSESSMENT

- Practical Application of contribution to Production (Practical)
- Modern Theatre Styles Test (Multiple Choice)
- Written Examination (Short Answer - Theatre Analysis, Stagecraft Analysis)
- Theatrical Review(s) (Short Answer)

OTHER REQUIREMENTS

- Attend two theatre performances with the possibility of other workshop/theatre studies related incursions (various costs)
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)

VCAA DESCRIPTION

Area of Study 1

Modern theatre

Area of Study 2

Interpretation through stagecraft

Area of Study 3

Analysing a play in performance

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
VCAL PROGRAM
VET PROGRAM
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS
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VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

THEATRE STUDIES SUBJECT VIDEO
THEATRE STUDIES VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$110





- ACTOR
- DIRECTOR
- DESIGNER
- PRODUCER
- STAGE MANAGEMENT
- EVENT MANAGEMENT

THEATRE STUDIES UNITS 3+4

UNIT 1

PRODUCTION DEVELOPMENT

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. Across Unit 3 students engage with at least three scripts. For Area of Study 1, schools select a script (from the VCE Theatre Studies Unit 3 Playlist) for interpretation in a performance to an audience, and for Area of Study 2 excerpts from a previously unstudied script are selected for analysis. For Area of Study 3, students must read and study the script for the production they attend and then analyse it.

ASSESSMENT

- Production Process 45% Practical 15% Other
- Creative Interpretation 15%
- Production Analysis 25%

OTHER REQUIREMENTS

- Attend two theatre performances with the possibility of other workshop/theatre studies related incursions (various costs)
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)

VCAA DESCRIPTION

Area of Study 1

Production process

In Unit 4, Areas of Study 1 and 2, the production roles are:

- actor and director: students must work in both roles OR
- designer – any two of costume, make-up, props, set, lighting, sound

More than one student may specialise in each production role, and schools may decide to focus only on specific production roles. These decisions will be influenced by the script/size of the class/the available resources.

Area of Study 2

Stagecraft influence

Area of Study 3

Production analysis

UNIT 2

PERFORMANCE INTERPRETATION

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

ASSESSMENT

- Theatrical Brief for Monologue and Scene Work (Folio) 20% Report 10% Oral
 - Theatre Review and Analysis (Short Answer, Essay) 20%
- Total contribution to study score for Unit 3 and 4 45%

External Examinations

- Performance Exam (Monologue) Contribution to study score 25%
- Written Examination (Unit 3 and 4 Key Skills and Knowledge) Contribution to study score 30%

OTHER REQUIREMENTS

- Attend two theatre performances with the possibility of other workshop/theatre studies related incursions (various costs)
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)

VCAA DESCRIPTION

Area of Study 1

Monologue interpretation

Area of Study 2

Scene interpretation

Area of Study 3

Performance analysis

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THEATRE STUDIES VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$110





- GRAPHIC DESIGNER
- WEB DESIGNER
- ILLUSTRATOR
- ADVERTISING
- ARCHITECT
- PHOTOGRAPHER

VISUAL COMMUNICATION DESIGN UNITS 1+2

UNIT 1

INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This unit focuses on using Visual Language to communicate Messages, Ideas and Concepts.

Students acquire and apply Design Thinking Skills in combination with drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice drawing what they observe using 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 Resolution of Presentations.

ASSESSMENT

- | | |
|--|-----|
| • Folio of Drawings to satisfy a stated purpose (Outcomes 1 - 2) | 70% |
| • Analysis and Evaluation | 20% |
| • Semester Examination | 10% |

OTHER REQUIREMENTS

- Purchase of a Dean's Art Kit (optional)
- USB drive - 16GB minimum
- A3 Visual Diary
- Cambridge textbook "A Guide to Visual Communications Design (VCE Units 1-4)"

VCAA DESCRIPTION

- Area of Study 1
Drawing as a Means of Communication
- Area of Study 2
Design Elements and Design Principles
- Area of Study 3
Visual Communication in Context

UNIT 2

APPLICATION OF VISUAL COMMUNICATION DESIGN

This unit focuses on the application of Visual Communication Design Knowledge, Design Thinking and Drawing Methods to create visual communications to meet specific purposes in designated design fields.

Students use Presentation Drawing Methods that incorporate the use of Technical Drawing Conventions to communicate information and ideas associated with the Environmental or Industrial Fields of Design. They also investigate how Typography and Imagery are used in these fields as well as the Communication Field of Design. They apply Design Thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the Communication Design Field. Students develop an understanding of the Design Process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a Design Brief, students engage in the stages of Research, Generation of Ideas and Development and Refinement of Concepts to create Resolution of Presentations.

ASSESSMENT

- | | |
|--|-----|
| • Folio of Drawings to satisfy a stated purpose (Outcomes 1 - 3) | 70% |
| • Analysis and Evaluation | 20% |
| • Semester Examination | 10% |

OTHER REQUIREMENTS

- USB drive - 16GB minimum
- A3 Visual Diary
- Cambridge textbook "A Guide to Visual Communications Design (VCE Units 1-4)"
- (All required materials are carried over from Unit 1)

VCAA DESCRIPTION

- Area of Study 1
Technical Drawing in Context
- Area of Study 2
Type and Imagery in Context
- Area of Study 3
Applying the Design Process

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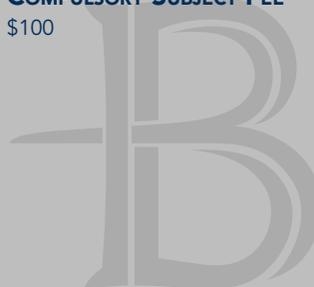
MAIN MENU

SUBJECT RESOURCES

VISUAL COMMUNICATION DESIGN SUBJECT VIDEO
VISUAL COMMUNICATION DESIGN VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100





- GRAPHIC DESIGNER
- WEB DESIGNER
- ILLUSTRATOR
- ADVERTISING
- ARCHITECT
- PHOTOGRAPHER

VISUAL COMMUNICATION DESIGN UNITS 3+4

UNIT 3

VISUAL COMMUNICATION DESIGN PRACTICES

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skill to visualise thinking and to present potential solutions.

ASSESSMENT

- Outcome 1 Analysis and Practice in Context (SAC 1)
- Outcome 2 Design Industry Practice (SAC 2)
- Outcome 3 Developing a Brief and Generating Ideas (SAT Folio)

OTHER REQUIREMENTS

- Purchase of a Dean's Art Kit (optional)
- USB drive - 16GB minimum
- A3 Visual Diary
- Cambridge textbook "A Guide to Visual Communications Design (VCE Units 1-4)"

VCAA DESCRIPTION

Area of Study 1
Analysis and Practise in Context
Area of Study 2
Design Industry Practice
Area of Study 3
Developing a Brief and Generating Ideas

UNIT 4

DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skill to visualise thinking and to present potential solutions.

ASSESSMENT

- Outcome 1 – Development, Refinement and Evaluation (SAT Folio)
- Outcome 2 – Final Presentations (SAT Folio)

- SAC – 25%
- SAT – 40 %
- Exam – 35%

OTHER REQUIREMENTS

- USB drive - 16GB minimum
- A3 Visual Diary
- Cambridge textbook "A Guide to Visual Communications Design (VCE Units 1-4)"
- (All required materials are carried over from previous units)

VCAA DESCRIPTION

Area of Study 1
Development, refinement and evaluation of design concepts
Area of Study 2
Final presentations

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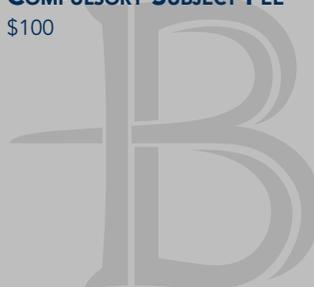
MAIN MENU

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VISUAL COMMUNICATION DESIGN VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE

\$100





- DIETICIAN
- PSYCHOLOGIST
- NUTRITIONIST
- PHYSIOTHERAPIST
- COACHING
- SOCIAL WORK

HEALTH AND HUMAN DEVELOPMENT UNITS 1+2

UNIT 1

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

AREA OF STUDY 1

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

AREA OF STUDY 2

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

AREA OF STUDY 3

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

ASSESSMENT

- A case study analysis
- Data analysis activities
- A visual presentation
- Short answer test
- Written response (e.g. research assignment)

UNIT 2

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

AREA OF STUDY 1

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

AREA OF STUDY 2

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

ASSESSMENT

- A case study analysis
- Data analysis activities
- A visual presentation
- Short answer test
- Written response (e.g. research assignment)
- Each Assessment Task is worth 20% of the overall mark
- An end of semester Examination on both units 1 and 2 is worth 25% of the overall mark

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- DIETICIAN
- PSYCHOLOGIST
- NUTRITIONIST
- PHYSIOTHERAPIST
- COACHING
- SOCIAL WORK



HEALTH AND HUMAN DEVELOPMENT UNITS 3+4

UNIT 3

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

AREA OF STUDY 1

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians.

AREA OF STUDY 2

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations.

ASSESSMENT

- SAC 1 25%
- SAC 2 25%
- SAC 3 50%

OTHER REQUIREMENTS

- Completion of hurdle tasks

UNIT 4

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

AREA OF STUDY 1

This area of study looks at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context.

AREA OF STUDY 2

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

ASSESSMENT

- SAC 1 25%
- SAC 2 25%
- SAC 3 50%

OTHER REQUIREMENTS

- Revision sessions to be attended outside of school hours
- Excursion (\$)
- Completion of hurdle tasks

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- SPORT COACH
- PHYSIOTHERAPIST
- OSTEOPATH
- NUTRITIONIST
- DIETICIAN
- PERSONAL TRAINER

PHYSICAL EDUCATION UNITS 1+2

UNIT 1

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

AREA OF STUDY 1

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

AREA OF STUDY 2

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

UNIT 2

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. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary 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.

AREA OF STUDY 1

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines.

AREA OF STUDY 2

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

OTHER REQUIREMENTS

- Full Brentwood Secondary PE Uniform
- High level of commitment to attend all practical classes
- Trees Adventure Excursion \$40

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- SPORT COACH
- PHYSIOTHERAPIST
- OSTEOPATH
- NUTRITIONIST
- DIETICIAN
- PERSONAL TRAINER



PHYSICAL EDUCATION UNITS 3+4

UNIT 3

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

AREA OF STUDY 1

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

AREA OF STUDY 2

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

ASSESSMENT

- Outcome 1 50%
- Outcome 2 25%
- 25%

OTHER REQUIREMENTS

- Full Brentwood Secondary College PE Uniform
- High level of commitment to all practical classes
- Exercise Research Australia (ERA) Excursion (\$50)

UNIT 4

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

AREA OF STUDY 1

In this area of study student's focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

AREA OF STUDY 2

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

ASSESSMENT

- Outcome 1 30%
- Outcome 2 25%
- 25%
- 20%

OTHER REQUIREMENTS

- Full Brentwood Secondary College PE Uniform
- High level of commitment to all practical classes
- Attend all revision sessions

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- ACCOUNTANT
- ACTUARY
- FINANCIAL ADVISOR
- INVESTMENT BANKER
- STOCKBROKER
- BUSINESS MANAGER



ACCOUNTING UNITS 1+2

SCOPE OF STUDY

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

RATIONALE

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

UNIT 1

THE ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. They also take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

ASSESSMENT

Chosen from;

- Tests
- An assignment including use of ICT
- Case study including use of ICT
- Classroom presentation including use of ICT
- Feasibility investigation of a business venture including use of ICT.

VCAA DESCRIPTION

Area of Study 1

The role of accounting

Area of Study 2

Recording financial data and reporting accounting information for a service business

UNIT 2

ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

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

ASSESSMENT

- Examination (units 1 & 2) 40%
- Tests (including ICT) 60%

VCAA DESCRIPTION

Area of Study 1

Accounting for inventory

Area of Study 2

Accounting for and managing accounts receivable and accounts payable

Area of Study 3

Accounting for and managing non-current assets

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- ACCOUNTANT
- ACTUARY
- FINANCIAL ADVISOR
- INVESTMENT BANKER
- STOCKBROKER
- BUSINESS MANAGER



ACCOUNTING UNITS 3+4

SCOPE OF STUDY

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

RATIONALE

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

UNIT 3

FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

ASSESSMENT

UNIT 3 - Tests 100% (60% AOS1, 40% AOS2)
UNIT 4 - Tests 100% (50% AOS1, 50% AOS2)
School Assessed Coursework contributes 50% of the final grade (25% from each Unit).
The end of year exam contributes 50%.

VCAA DESCRIPTION

Area of Study 1
Recording and analysing financial data
Area of Study 2
Preparing and interpreting accounting reports

UNIT 4

RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

ASSESSMENT

UNIT 3 - Tests 100% (60% AOS1, 40% AOS2)
UNIT 4 - Tests 100% (50% AOS1, 50% AOS2)
School Assessed Coursework contributes 50% of the final grade (25% from each Unit).
The end of year exam contributes 50%.

VCAA DESCRIPTION

Area of Study 1
Extension of recording and reporting
Area of Study 2
Budgeting and decision making

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
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MAIN MENU

SUBJECT RESOURCES

ACCOUNTING SUBJECT VIDEO
ACCOUNTING VCAA STUDY DESIGN





- GOVERNMENT
- JOURNALISM
- LAW
- MANAGEMENT
- ACADEMIA

AUSTRALIAN AND GLOBAL POLITICS UNITS 1+2

UNIT 1

IDEAS, ACTORS AND POWER

In this unit students gain an understanding of the different types of power and how they are exercised through a range of political systems. While there is a focus on liberalism, they consider this by comparing the Australian political system to ones used in Iran, Cuba or North Korea. To further understand these key ideas, students must gain an understanding of key political actors in Australia (such as political parties, interest groups and the media) and how they can all influence the political agenda.

ASSESSMENT

- 2 x SACs and Hurdle Tasks could range from:
 - Short-answer tests
 - Research report
 - Oral presentation
 - Case Studies
- Unit 1 Examination

VCAA DESCRIPTION

Area of Study 1
Power and ideas
Area of Study 2
Political actors and power

UNIT 2

GLOBAL CONNECTIONS

In Unit 2 students must gain a deeper understanding of the global political sphere. To accomplish this they must investigate how the process of globalisation has affected interconnectedness around the globe. They are also given the opportunity to study a global issue of conflict and instability of their choice to explore how the global community responded to it.

ASSESSMENT

- 2 x SACs and Hurdle Tasks could range from:
 - Short-answer tests
 - Research report
 - Debates
 - Essay
- End of Year Examination

VCAA DESCRIPTION

Area of Study 1
Global links
Area of Study 2
Global cooperation and conflict

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
VCE SUBJECT SELECTION PROCESS
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VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

AUSTRALIAN AND GLOBAL POLITICS
SUBJECT VIDEO
AUSTRALIAN AND GLOBAL POLITICS
VCAA STUDY DESIGN



- GOVERNMENT
- JOURNALISM
- LAW
- MANAGEMENT
- ACADEMIA



GLOBAL POLITICS UNITS 3+4

UNIT 3

GLOBAL ACTORS

In this unit students investigate a range of global actors in contemporary global politics. They examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and ONE Transnational Corporation (TNC). They use a range of evidence to analyse their aims, roles and power. They must also undertake an in-depth examination of the concepts of national interests and power as they relate to the state, with a particular focus on ONE Asia-Pacific state. Students will demonstrate this knowledge through a range of skills and also have the opportunity for student choice to optimise their engagement in this study.

ASSESSMENT

- SACs x 2 (worth 25% each SAC)

VCAA DESCRIPTION

Area of Study 1
Global Actors
SAC 3.1 Structured answers

Area of Study 2
Power in the Asia-Pacific
SAC 3.2A Multimedia presentation
SAC 3.2B Essay

UNIT 4

GLOBAL CHALLENGES

This unit focuses on the students investigating some key global challenges that face the international community. They will examine and analyse TWO ethical issues through discussion, investigation and debate. Students must then evaluate how effective the responses to these issues have been. For the second Area of Study, students are then given the opportunity to explore the context and causes of global crises and consider the varying effectiveness of the responses and challenges in resolving them.

ASSESSMENT

- SACs x 2 (worth 25% each SAC)
- External Exam (50%)

VCAA DESCRIPTION

Area of Study 1
Ethical issues and debates
SAC 4.1A Debate
SAC 4.1B Structured answers

Area of Study 2
Global Crises
SAC 4.2 Structured answers

THE VCE
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VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

GLOBAL POLITICS SUBJECT VIDEO
GLOBAL POLITICS VCAA STUDY DESIGN



- MARKETING
- PUBLIC RELATIONS
- EVENT MANAGEMENT
- PROJECT MANAGER
- SMALL BUSINESS OWNER



BUSINESS MANAGEMENT UNITS 1+2

UNIT 1

PLANNING A BUSINESS

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

ASSESSMENT

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. All assessments in Unit 1 are school-based.

Suitable tasks for assessment will be selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business, a school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis

VCAA DESCRIPTION

- Area of Study 1
 - The business idea
- Area of Study 2
 - External environment
- Area of Study 3
 - Internal environment

UNIT 2

ESTABLISHING A BUSINESS

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

ASSESSMENT

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. All assessments in Unit 1 are school-based.

Suitable tasks for assessment will be selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business, a school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis

VCAA DESCRIPTION

- Area of Study 1
 - Legal requirements and financial considerations
- Area of Study 2
 - Marketing a business
- Area of Study 3
 - Staffing a business

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
VCE SPECIAL PROVISIONS
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MAIN MENU

SUBJECT RESOURCES

BUSINESS MANAGEMENT SUBJECT VIDEO
BUSINESS MANAGEMENT VCAA STUDY DESIGN



- MARKETING
- PUBLIC RELATIONS
- EVENT MANAGEMENT
- PROJECT MANAGER
- SMALL BUSINESS OWNER



BUSINESS MANAGEMENT UNITS 3+4

UNIT 3

MANAGING A BUSINESS

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

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 3 will contribute 25% to the study score.

VCAA DESCRIPTION

- Area of Study 1
 - Business foundations
- Area of Study 2
 - Managing employees
- Area of Study 3
 - Operations management

UNIT 4

TRANSFORMING A BUSINESS

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 4 will contribute 25% to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 50 per cent.

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.

The examination will be marked by assessors appointed by the VCAA

VCAA DESCRIPTION

- Area of Study 1
 - Reviewing performance – the need for change
- Area of Study 2
 - Implementing change

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MAIN MENU

SUBJECT RESOURCES

BUSINESS MANAGEMENT SUBJECT VIDEO
BUSINESS MANAGEMENT VCAA STUDY DESIGN



- STATISTICS
- ACTUARY
- ACCOUNTING
- MARKETING
- INTERNATIONAL TRADE



ECONOMICS UNITS 1+2

SCOPE OF STUDY

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

RATIONALE

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences. Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy.

UNIT 1

THINKING LIKE AN ECONOMIST

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

ASSESSMENT

- SAC 1 – The Market System
- SAC 2 – Economic Issue 1 – Economic Growth and Sustainable Development
- SAC 3 – Economic Issues 2 - Inflation

UNIT 2

CONTEMPORARY ECONOMIC ISSUES

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved.

ASSESSMENT

- SAC 1 – Growth, Prosperity and environmental sustainability
- SAC 2 – Economic efficiency and equity
- SAC 3 – Global Economic Issues

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MAIN MENU

SUBJECT RESOURCES

- ECONOMICS SUBJECT VIDEO
- ECONOMICS VCAA STUDY DESIGN



- STATISTICS
- ACTUARY
- ACCOUNTING
- MARKETING
- INTERNATIONAL TRADE



ECONOMICS UNITS 3+4

UNIT 3

AUSTRALIA'S ECONOMIC PROSPERITY

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

In this unit students develop an understanding of the macro economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

ASSESSMENT

Unit 3 contributes 25% to the study score

- Outcome 1 40 marks
- Outcome 2 30 marks
- Outcome 3 30 marks

VCAA DESCRIPTION

- Area of Study 1
 - An introduction to microeconomics
- Area of Study 2
 - Domestic macroeconomic goals
- Area of Study 3
 - Australia and the world economy

UNIT 4

MANAGING THE ECONOMY

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

ASSESSMENT

Unit 4 contributes 25% to the study score

- Outcome 1 60 marks
- Outcome 2 40 marks

End of Year External Exam contributes 50% to the study score

VCAA DESCRIPTION

- Area of Study 1
 - Aggregate demand policies and domestic economic stability
- Area of Study 2
 - Aggregate supply policies

- THE VCE
- VCE ASSESSMENT
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MAIN MENU

SUBJECT RESOURCES

- ECONOMICS SUBJECT VIDEO
- ECONOMICS VCAA STUDY DESIGN





- CLIMATOLOGIST
- TOWN PLANNER
- TRAVEL CONSULTANT
- CARTOGRAPHER
- EMERGENCY PLANNER
- TEACHER

GEOGRAPHY UNITS 1+2

UNIT 1

*To be updated later in the year, following advice from VCAA

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students may investigate a wide variety of geological hazards such as volcanoes, meteorological hazards such as storms, droughts and bushfires, biological hazards such as HIV Aids and malaria, and technological hazards such as air pollution.

ASSESSMENT

• Tests	30%
• Fieldwork	35%
• Research Task	35%

VCAA DESCRIPTION

Area of Study 1
Characteristics of hazards
Area of Study 2
Response to hazards and disaster

UNIT 2

*To be updated later in the year, following advice from VCAA

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has formed, how it has changed and continues to change and its impact on people, places and environment. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

ASSESSMENT

• Tests	30%
• Fieldwork	35%
• Research Task	35%

VCAA DESCRIPTION

Area of Study 1
Characteristics of tourism
Area of Study 2
Impact of tourism

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MAIN MENU

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GEOGRAPHY SUBJECT VIDEO
GEOGRAPHY VCAA STUDY DESIGN



- CLIMATOLOGIST
- TOWN PLANNER
- TRAVEL CONSULTANT
- CARTOGRAPHER
- EMERGENCY PLANNER
- TEACHER



GEOGRAPHY UNITS 3+4

UNIT 3

*To be updated later in the year, following advice from VCAA

This unit focuses on investigations of geographical change; change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands as well as land covered by ice and water. Students will investigate the distribution, causes and impacts of humans in areas of deforestation, desertification, melting glaciers and ice sheets.

ASSESSMENT

- 50% Internal
- 50% Final Examination

Internal Score Breakdown

- | | |
|------------------------------------|-----|
| • Unit 3 SAC 1- Fieldwork and Test | 25% |
| • Unit 3 SAC 2- Test | 25% |

VCAA DESCRIPTION

Area of Study 1
Land use change
Area of Study 2
Land cover change

UNIT 4

*To be updated later in the year, following advice from VCAA

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 these changes in different parts of the world.

ASSESSMENT

- 50% Internal
- 50% Final Examination

Internal Score Breakdown

- | | |
|----------------------|-----|
| • Unit 4 SAC 1- Test | 25% |
| • Unit 4 SAC 2- Test | 25% |

VCAA DESCRIPTION

Area of Study 1
Population dynamics
Area of Study 2
Population issues and challenges

THE VCE
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VCE SPECIAL PROVISIONS
VCE EXAMINATIONS
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MAIN MENU

SUBJECT RESOURCES

GEOGRAPHY SUBJECT VIDEO
GEOGRAPHY VCAA STUDY DESIGN



- LAW
- EDUCATION
- CONSULTANCY
- PUBLIC SECTOR
- TOURISM
- PUBLISHING



HISTORY: 20TH CENTURY (1900-1945) UNITS 1+2

- THE VCE
- VCE ASSESSMENT
- VCE BREACH OF RULES
- VCE SPECIAL PROVISIONS
- VCE EXAMINATIONS
- VCE SUBJECT SELECTION PROCESS
- VCAL PROGRAM
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MAIN MENU

SUBJECT RESOURCES

- HISTORY SUBJECT VIDEO
- HISTORY VCAA STUDY DESIGN



UNIT 1

*To be updated later in the year, following advice from VCAA

The first half of the twentieth century was a period marked by significant change. In the nineteenth century there still remained a sense of certain and natural order of society. This order was challenged and overturned in the first half of the twentieth century. Throughout the period new forms of economic and political organisation and cultural expression reflecting different responses to these changes emerged. This unit considers the way in which society responded to these changes, how they affected people's lives, and the development of domestic and international crises.

ASSESSMENT

- SAC 1- Source Analysis (Rise of Ideologies) 35%
- SAC 2- Historical Inquiry (Social Life) 35%
- Mid-Year Exam 30%

OTHER REQUIREMENTS

- Completion of hurdle tasks

VCAA DESCRIPTION

- Area of Study 1
Ideology and conflict
- Area of Study 2
Social life
- Area of Study 3
Cultural expression

UNIT 2

*To be updated later in the year, following advice from VCAA

A constant theme of world history since 1945 has been the increasing interplay between the domestic and regional events and international developments. This period has also been dominated by post war reconstruction and, until recently, significant growth in living standards. In this unit we explore political ideologies, social movements and the growth of Internationalism by examining events of the Cold War era, the Movements of the people and the civil rights movement in the USA.

ASSESSMENT

- SAC 1- Analysis of historical interpretations (Cold War) 25%
- SAC 2- Essay (Civil rights Movement) 50%
- SAC 3- Exam 25%

OTHER REQUIREMENTS

- Completion of hurdle tasks
- SAC's afterschool until 4:30pm

VCAA DESCRIPTION

- Area of Study 1
Competing Ideologies
- Area of Study 2
Challenge and Change

- LAW
- EDUCATION
- CONSULTANCY
- PUBLIC SECTOR
- TOURISM
- PUBLISHING



HISTORY: REVOLUTIONS UNITS 3+4

UNIT 3

*To be updated later in the year, following advice from VCAA

This unit investigates the American Revolution. Was it social tensions and ideological conflict, an inability of the British to maintain control or economic issues that drove the colonials to revolt? The role played by revolutionary leaders, ideas and movements is also emphasised. Finally, the students study the new society created in America (1776 to 1787) - the changes that the revolution brought in the power structure and organisation of economic activity and the continuities that still existed with the old regime.

ASSESSMENT

Assessment Tasks include:

- Historical Inquiry
- Analysis of primary sources
- Evaluation of historical interpretations
- Essay

- Unit 3: SAC 1 25%
- Unit 3: SAC 2 25%
- Unit 4: SAC 1 25%
- Unit 4: SAC 2 25%
- 50% internal and 50% end of year exam

VCAA DESCRIPTION

Area of Study 1

American Revolution 1754 to 1776 (The French and Indian War to the Declaration of Independence in 1776)

Area of Study 2

American Revolution 1776 to 1789 (Declaration of Independence to The Bill of Rights)

UNIT 4

*To be updated later in the year, following advice from VCAA

This unit investigates the American Revolution. Was it social tensions and ideological conflict, an inability of the British to maintain control or economic issues that drove the colonials to revolt? The role played by revolutionary leaders, ideas and movements is also emphasised. Finally, the students study the new society created in America (1776 to 1787) - the changes that the revolution brought in the power structure and organisation of economic activity and the continuities that still existed with the old regime.

ASSESSMENT

Assessment Tasks include:

- Historical Inquiry
- Analysis of primary sources
- Evaluation of historical interpretations
- Essay

- Unit 3: SAC 1 25%
- Unit 3: SAC 2 25%
- Unit 4: SAC 1 25%
- Unit 4: SAC 2 25%
- 50% internal and 50% end of year exam

VCAA DESCRIPTION

Area of Study 1

The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)

Area of Study 2

Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin)

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MAIN MENU

SUBJECT RESOURCES

HISTORY SUBJECT VIDEO
HISTORY VCAA STUDY DESIGN



- BARRISTER
- PARALEGAL
- POLICE
- POLITICS
- COURT CLERK
- COPYWRITER



LEGAL STUDIES UNITS 1+2

UNIT 1

GUILT AND LIABILITY

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

ASSESSMENT

• Legal foundations SAC	20%
• The presumption of innocence SAC	25%
• Civil liability SAC	25%
• Unit 1 Examination	30%

OTHER REQUIREMENTS

- Attend two excursions during the semester. These excursions are usually to Victoria Parliament and the Magistrates', County and Supreme Courts (cost involved)
- Keeping up to date with legal issues via Edrolo, newspapers on-line, austlii and other media sources.

VCAA DESCRIPTION

Area of Study 1
Legal foundations
Area of Study 2
The presumption of innocence
Area of Study 3
Civil liability

UNIT 2

SANCTIONS, REMEDIES AND RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit 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. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

ASSESSMENT

• Sanctions SAC	20%
• Remedies SAC	25%
• Rights SAC	25%
• Unit 2 Examination	30%

VCAA DESCRIPTION

Area of Study 1
Sanctions
Area of Study 2
Remedies
Area of Study 2
Rights

THE VCE
VCE ASSESSMENT
VCE BREACH OF RULES
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MAIN MENU

SUBJECT RESOURCES

LEGAL STUDIES SUBJECT VIDEO
LEGAL STUDIES VCAA STUDY DESIGN



- BARRISTER
- PARALEGAL
- POLICE
- POLITICS
- COURT CLERK
- COPYWRITER



LEGAL STUDIES UNITS 3+4

UNIT 3

RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

ASSESSMENT

- The Victorian criminal justice system SAC 50%
- The Victorian civil justice system SAC 50%
- Assessment tasks may include: structured questions SAC under test conditions (short answer, extended response and scenario-based questions on actual and/or hypothetical scenarios)

VCAA DESCRIPTION

- Area of Study 1
The Victorian criminal justice system
- Area of Study 2
The Victorian civil justice system

UNIT 4

THE PEOPLE AND THE LAW

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

ASSESSMENT

- The people and the Australian Constitution SAC 40%
- The people, the parliament and the courts SAC 60%
- Assessment tasks may include: structured questions SAC under test conditions (short answer, extended response and scenario-based questions on actual and/or hypothetical scenarios)

VCAA DESCRIPTION

- Area of Study 1
The people and the Australian Constitution
- Area of Study 2
The people, the parliament and the courts

STUDY SCORE

- Unit 3 Coursework (SACs) 25%
- Unit 4 Coursework (SACs) 25%
- End of Year Examination 50%

- THE VCE
- VCE ASSESSMENT
- VCE BREACH OF RULES
- VCE SPECIAL PROVISIONS
- VCE EXAMINATIONS
- VCE SUBJECT SELECTION PROCESS
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MAIN MENU

SUBJECT RESOURCES

- LEGAL STUDIES SUBJECT VIDEO
- LEGAL STUDIES VCAA STUDY DESIGN



- ACADEMICS
- ETHICS CONSULTANT
- POLITICS
- SOCIAL WORK
- TEACHER



PHILOSOPHY UNITS 1+2

UNIT 1

EXISTENCE, KNOWLEDGE AND REASONING

In this unit students are exposed to some of the foundational philosophical questions that have challenged humanity for millennia and underpin ongoing endeavours in diverse areas such as science, justice and the arts. What is the nature of reality? How can we acquire absolute knowledge? This unit engages students through active, guided investigation and critical discussion of two key areas of Philosophy: Epistemology and Metaphysics. The emphasis of this unit is 'doing philosophy' and this study will also ask students to study and practice techniques of logic that are central to the study of Philosophy. Appropriate example of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance student's thinking about central concepts and problems.

ASSESSMENT

- Essay
- Written analysis
- Short-answer responses
- Tests
- Written reflections
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)

VCAA DESCRIPTION

Area of Study 1
Metaphysics
Area of Study 2
Epistemology
Area of Study 3
Introduction to logic and reasoning

UNIT 2

QUESTIONS OF VALUE

This unit invites students to explore questions in relation to different categories of value judgement within the realms of morality, politics, social philosophies and aesthetics. This unit asks students to draw on their own personal knowledge as well as their knowledge of the wider world to ask questions regarding the accepted values and beliefs of societies around the world and throughout time. In this unit, students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

ASSESSMENT

- Essay
- Written analysis
- Short-answer responses
- Tests
- Written reflections
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)

VCAA DESCRIPTION

Area of Study 1
Ethics and Moral Philosophy
Area of Study 2
Further problems in Value Theory
Area of Study 2
Techniques of Reasoning

THE VCE
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MAIN MENU

SUBJECT RESOURCES

PHILOSOPHY SUBJECT VIDEO
PHILOSOPHY VCAA STUDY DESIGN



- ACADEMICS
- ETHICS CONSULTANT
- POLITICS
- SOCIAL WORK
- TEACHER



PHILOSOPHY UNITS 3+4

UNIT 3

MIND, BODIES AND PERSONS

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

ASSESSMENT

- Essay
- Written analysis
- Short-answer responses
- Tests
- Written reflections
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)

VCAA DESCRIPTION

Area of Study 1
Minds and Bodies
Area of Study 2
Personal Identity

UNIT 4

THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.

ASSESSMENT

- Essay
- Written analysis
- Short-answer responses
- Tests
- Written reflections
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)

VCAA DESCRIPTION

Area of Study 1
Conceptions of the Good Life
Area of Study 2
Living the Good Life in the Twenty-First Century

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PHILOSOPHY SUBJECT VIDEO
PHILOSOPHY VCAA STUDY DESIGN





- DATA SCIENTIST
- DATA ARCHITECT
- SOFTWARE ENGINEER
- APP DEVELOPER
- DATA SECURITY ANALYST

APPLIED COMPUTING UNITS 1+2

UNIT 1

In this unit, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

ASSESSMENT

- Outcome 1 Data analysis - creation of a data visualisation
- Outcome 2 Programming - use appropriate programming language to create software solutions

OTHER REQUIREMENTS

- Attendance after school for oral presentations when required

VCAA DESCRIPTION

Area of Study 1
Data analyst
Area of Study 2
Programming

UNIT 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

ASSESSMENT

- Outcome 1 Create an innovative solution in an area of interest
- Outcome 2 A software tool to represent a network

OTHER REQUIREMENTS

- Attendance after school for oral presentations when required

VCAA DESCRIPTION

Area of Study 1
Innovative Solutions
Area of Study 2
Network Security

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APPLIED COMPUTING SUBJECT VIDEO
APPLIED COMPUTING VCAA STUDY DESIGN





- DATA SCIENTIST
- DATA ARCHITECT
- SOFTWARE ENGINEER
- APP DEVELOPER
- DATA SECURITY ANALYST

APPLIED COMPUTING: DATA ANALYTICS UNITS 3+4

UNIT 3

In Unit 3, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

ASSESSMENT

UNIT 3: Data analytics

- Area of Study 1 - Database software, spreadsheet software and data visualisation software. (Outcome 1 – 10%)
- Area of Study 2 - At least one data manipulation tool and one visualisation tool, for example database software, spreadsheet software, data visualisation software, tool for planning a project.

UNIT 3 & 4

- Unit 3 & 4 School-Assessed Task – A combination of Outcome 2 of Unit 3 & Outcome 1 of Unit 4 (30%)

UNIT 4: Data analytics

- Unit 4 School Assessed Coursework – One Outcome (Outcome 2 – 10%)
- End of Year Examination – (50% of study score)

OTHER REQUIREMENTS

- Some programming experience would be beneficial

VCAA DESCRIPTION

Area of Study 1
Data analytics
Area of Study 2
Data analytics: analysis and design

UNIT 4

In Unit 4, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

ASSESSMENT

UNIT 3: Data analytics

- Area of Study 1 - Database software, spreadsheet software and data visualisation software. (Outcome 1 – 10%)
- Area of Study 2 - At least one data manipulation tool and one visualisation tool, for example database software, spreadsheet software, data visualisation software, tool for planning a project.

UNIT 3 & 4

- Unit 3 & 4 School-Assessed Task – A combination of Outcome 2 of Unit 3 & Outcome 1 of Unit 4 (30%)

UNIT 4: Data analytics

- Unit 4 School Assessed Coursework – One Outcome (Outcome 2 – 10%)
- End of Year Examination – (50% of study score)

OTHER REQUIREMENTS

- Some programming experience would be beneficial

VCAA DESCRIPTION

Area of Study 1
Data analytics: development and evaluation
Area of Study 2
Cybersecurity: data and information security

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APPLIED COMPUTING SUBJECT VIDEO
APPLIED COMPUTING VCAA STUDY DESIGN





- DATA SCIENTIST
- DATA ARCHITECT
- SOFTWARE ENGINEER
- APP DEVELOPER
- DATA SECURITY ANALYST

APPLIED COMPUTING: SOFTWARE DEVELOPMENT UNITS 3+4

UNIT 3

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan.

ASSESSMENT

UNIT 3

- School Assessed Coursework (SAC) – Outcome 1 (10%)

UNIT 3 & 4

- School-assessed Task (SAT) – A combination of Unit 3: Outcome 2 & Unit 4: Outcome 1 (30%)
- (U3) Outcome 2 – Analysis and document a need or opportunity. Folio of design ideas and a project plan
- (U4) Outcome 1 – Develop and evaluate a software solution that meets requirements and evaluate the development model and assess the project plan.

UNIT 4

- School Assessed Coursework (SAC) – Outcome 2 (10%)
- Case study response as either: a written report or annotated visual report.
- End of Year Examination – (50% of study score)

VCAA DESCRIPTION

Area of Study 1

Software development: Programming

Area of Study 2

Software development: Analysis and design

UNIT 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

ASSESSMENT

UNIT 3

- School Assessed Coursework (SAC) – Outcome 1 (10%)

UNIT 3 & 4

- School-assessed Task (SAT) – A combination of Unit 3: Outcome 2 & Unit 4: Outcome 1 (30%)
- (U3) Outcome 2 – Analysis and document a need or opportunity. Folio of design ideas and a project plan
- (U4) Outcome 1 – Develop and evaluate a software solution that meets requirements and evaluate the development model and assess the project plan.

UNIT 4

- School Assessed Coursework (SAC) – Outcome 2 (10%)
- Case study response as either: a written report or annotated visual report.
- End of Year Examination – (50% of study score)

VCAA DESCRIPTION

Area of Study 1

Software development: development and evaluation

Area of Study 2

Cybersecurity: software security

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APPLIED COMPUTING VCAA STUDY DESIGN



- INTERPRETER
- FOREIGN AFFAIRS
- TEACHER
- CUSTOMS OFFICER
- HISTORIAN
- LINGUIST



GERMAN UNITS 1+2

UNIT 1

This unit enables students to develop their ability to communicate in German and develop an understanding of the language and culture/s of German-speaking communities through the study of three topics from the prescribed themes: 'The individual', 'The German-speaking communities', and 'The world around us'. Each area of study in the unit will focus on a different subtopic. Students access and share useful information on the topics and subtopics and consolidate and extend vocabulary and grammar knowledge and language skills as well as text types and kinds of writing. They focus on analysing cultural products or practices including visual, spoken or written texts. Students apply acquired knowledge of the German culture and language to new contexts.

ASSESSMENT

- | | |
|-------------------------------------|-----|
| • Outcome 1 + Outcome 2 + Outcome 3 | 75% |
| • Semester Examination | 25% |

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested
- A concerted effort to use German in the classroom as this has a positive impact on all areas of communication in German

VCAA DESCRIPTION - OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes:

Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in German.

Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in German, and respond in writing in German and English.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in German on the selected subtopic and for a specific audience and purpose.

UNIT 2

This unit enables students to further develop an understanding of aspects of language and culture through the study of three topics from the prescribed themes*. Each area of study will focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills.

ASSESSMENT

- | | |
|-------------------------------------|-----|
| • Outcome 1 + Outcome 2 + Outcome 3 | 75% |
| • Semester Examination | 25% |

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested
- A concerted effort to use German in the classroom as this has a positive impact on all areas of communication in German

VCAA DESCRIPTION - OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes:

Outcome 1

On completion of this unit the student should be able to respond in writing in German to spoken, written or visual texts presented in German.

Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken and visual texts to produce an extended written response in German.

Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

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GERMAN VCAA STUDY DESIGN



- INTERPRETER
- FOREIGN AFFAIRS
- TEACHER
- CUSTOMS OFFICER
- HISTORIAN
- LINGUIST



GERMAN UNITS 3+4

UNIT 3

This unit enables students to investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three subtopics from the prescribed themes*. Each area of study will cover a different subtopic or subtopics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information through German, and consolidate and extend vocabulary and grammar knowledge and language skills.

SCHOOL ASSESSED COURSEWORK

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcome 1

Participate in a spoken exchange in German to resolve a personal issue.

- A three- to four-minute role-play, focussing on negotiating a solution to personal issue.

Outcome 2

Interpret information from texts and write responses in German.

- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.

Outcome 3

Express ideas in a personal, informative or imaginative piece of writing in German.

- An approximately 250-word personal, informative or imaginative piece of writing.

OTHER REQUIREMENTS

- Attendance at conversation classes as requested
- A concerted effort to use German in the classroom

UNIT 4

This unit enables students to investigate aspects of culture through the study of two or more subtopics from the prescribed themes*. Area of study 1 and 2 may focus on the same topic. Area of study 3 will cover a different subtopic. Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary and grammar knowledge and language skills to investigate the topics through German.

SCHOOL ASSESSED COURSEWORK

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcome 1

Share information, ideas and opinions in a spoken exchange in German.

- A three- to four-minute interview providing information and responding to questions about a cultural product or practice.

Outcome 2

Analyse information from written, spoken and viewed texts for use in a written response in German.

- An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.

Outcome 3

Present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

- An approximately 300-word evaluative or persuasive piece of writing.

OTHER REQUIREMENTS

- Attendance at conversation classes as requested
- A concerted effort to use German in the classroom

EXTERNAL ASSESSMENT

The level of achievement for Units 3 and 4 is also assessed by two end of year examinations. These examinations together will contribute 50 per cent to the study score.

End of year examinations:

- an oral examination – duration: approximately 15 minutes
- a written examination – duration: 2 hours plus 15 minutes reading time

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GERMAN VCAA STUDY DESIGN



- INTERPRETER
- FOREIGN AFFAIRS
- TEACHER
- CUSTOMS OFFICER
- HISTORIAN
- LINGUIST



JAPANESE: SECOND LANGUAGE UNITS 1+2

UNIT 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit will focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

ASSESSMENT

- | | |
|-------------------------------------|-----|
| • Outcome 1 + Outcome 2 + Outcome 3 | 75% |
| • Semester Examination | 25% |

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested
- A concerted effort to use Japanese in the classroom as this has a positive impact on all areas of communication in Japanese

VCAA DESCRIPTION - OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes:

Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.

Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

UNIT 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed. Each area of study will focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

ASSESSMENT

- | | |
|-------------------------------------|-----|
| • Outcome 1 + Outcome 2 + Outcome 3 | 75% |
| • Semester Examination | 25% |

OTHER REQUIREMENTS

- Attendance at conversation classes as requested
- A concerted effort to use Japanese in the classroom

VCAA DESCRIPTION - OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes:

Outcome 1

On completion of this unit the student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

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JAPANESE VCAA STUDY DESIGN



- INTERPRETER
- FOREIGN AFFAIRS
- TEACHER
- CUSTOMS OFFICER
- HISTORIAN
- LINGUIST



JAPANESE: SECOND LANGUAGE UNITS 3+4

UNIT 3

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Each area of study will cover a different subtopic. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

SCHOOL ASSESSED COURSEWORK

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Japanese to resolve a personal issue.

Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in Japanese.

Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

OTHER REQUIREMENTS

- Attendance at conversation classes as requested
- A concerted effort to use Japanese in the classroom

UNIT 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 will cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

SCHOOL ASSESSED COURSEWORK

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese.

Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

OTHER REQUIREMENTS

- Attendance at conversation classes as requested
- A concerted effort to use Japanese in the classroom

EXTERNAL ASSESSMENT

The level of achievement for Units 3 and 4 is also assessed by two end of year examinations. The examinations together will contribute 50 per cent to the study score.

End of year examinations:

- an oral examination
- a written examination

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STRUCTURE OF VCE MATHEMATICS AT BSC

The VCE Mathematics subjects offered at Brentwood are:

Year 11	Year 12
MGF11 - General Mathematics for Further 1 & 2	MFM12 – Further Mathematics 3 & 4
MMM11 - Mathematical Methods 1 & 2	MMM12 – Mathematical Methods 3 & 4
MSM11 - Specialist Mathematics 1 & 2	MSM12 – Specialist Mathematics 3 & 4

A brief overview of each of these streams is below. A more detailed description of each course can be found in the following pages, including summarised excerpts of the VCAA descriptions.

Year 10 students and their families who would like more specific advice regarding which Unit 1 and 2 course of Mathematics would be most suitable for them should speak to the Head of Mathematics or a relevant teacher from the College.

Please Note: if a student studied General Mathematics in Year 10 they can only select General Mathematics for Further 1 & 2 in Year 11.

GENERAL AND FURTHER MATHEMATICS

The topics studied may include Linear Relations and Equations, Linear Graphs and Modelling, Univariate and Bivariate Data, Variation, Measurement, Trigonometry, Recursion and Financial Modelling. General Mathematics for Further serves as preparation for Units 3 and 4 of Further Mathematics. Further Mathematics may be studied as a stand-alone course of Mathematics, or in conjunction with Mathematical Methods.

MATHEMATICAL METHODS

The topics studied include Algebra, Functions and Graphs, Rates of Change and Calculus, Circular Functions, Exponentials and Logarithms, Probability and Statistics. Mathematical Methods can be studied either a stand-alone course, in conjunction with Further Mathematics, or in conjunction with Specialist Mathematics.

SPECIALIST MATHEMATICS

This unit involves studies in the following areas: Logic and Proof, Number Systems and Recursion, Geometry and Proof, Complex Numbers, Statistics and Sampling Distributions, Vectors, Graphs of Non-Linear Relations, Differential Equations and Mechanics. Students studying Specialist Mathematics must also study Mathematical Methods. Specialist Maths Units 1 & 2 is recommended for:

- Students intending to study Units 3 and 4 Specialist Mathematics
- Strong Year 10 Mathematics students who are intending to study two Maths in Year 12, but are not sure which two (either Methods and Specialist, or Methods and Further)
- Students who are planning to continue studying Mathematical Methods into Year 12, do not necessarily intend on studying an extra Maths in Year 12, but would like to have the best possible preparation for Year 12 Methods
- Students who have already completed Mathematical Methods Units 1 & 2 in the Accelerated Program, but who would like to wait until they are in Year 12 to complete Mathematical Methods Units 3 & 4.

Note that it is possible for students to study three Mathematics subjects in VCE (Further, Methods, and Specialist). However only two of these subjects may count towards the “top four” subjects, when calculating the student’s ATAR. The third Mathematics subject can count as a fifth or sixth subject and contributes 10%.



- TRADES
- SCIENCE
- NURSING
- ACCOUNTING
- BUSINESS



GENERAL MATHEMATICS FOR FURTHER UNITS 1+2

UNIT OUTLINE

This unit involves studies in the following areas: Linear Relations and Equations; Linear Graphs and Modelling; Statistics - Univariate Data, Summary Statistics and Analysis; Bivariate Data, Scatter Diagrams, Correlation and Regression; Trigonometry; Recursion and Financial Modelling; Matrices.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should be familiar with relevant mental and by-hand approaches to estimation and computation.

ASSESSMENT

- Topic Tests/Investigations/Problem Solving Tasks 50%
- Semester Examination 50%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator

VCAA DESCRIPTION

Algebra and Structure

- Linear Relations and Equations
- This area of study includes linear and non-linear relations and equations and algebra and logic.

1. Arithmetic and Number

- Computational and practical arithmetic
- Financial Arithmetic
- Integer and Rational Number Systems
- Sequences and Series
- Discrete Mathematics
- Matrices
- Number patterns and recursion

2. Geometry, measurement and trigonometry

- Shape and measurement
- Trigonometric ratios and their applications

3. Graphs of linear and non-linear relations

- Linear graphs and modelling
- Inequalities and linear programming

4. Statistics

- Univariate data
- Bivariate data

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- TRADES
- SCIENCE
- NURSING
- ACCOUNTING
- BUSINESS



FURTHER MATHEMATICS (CAS) UNITS 3+4

UNIT OUTLINE

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises Univariate and Bivariate Data, Linear Regression and Regression Analysis, Time Series, Recursion and Financial Modelling. The Applications comprises of the following two modules: Matrices; Graphs and Relations. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs with and without the use of technology. Students should be familiar with relevant mental and by-hand approaches to estimation and computation.

ASSESSMENT

- | | |
|---|-----|
| • SACs (Application task and Modelling/Problem Solving tasks) | 34% |
| • Exam 1 – Multiple Choice | 33% |
| • Exam 2 – Extended Answer Questions | 33% |

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school.

VCAA DESCRIPTION

1. Core Material

Data analysis

- Displaying, summarising and describing univariate data
- Displaying, summarising and describing relationships in bivariate data
- Introduction to regression and regression analysis
- Displaying, summarising and describing time series data

Recursion and Financial Modelling

- Depreciation of assets
- Compound interest investments and loans
- Reducing balance loans
- Annuities and perpetuities
- Compound interest investments with periodic, equal additions to the principal

2. Applications – Module material

Module 1: Matrices

- Matrix arithmetic
- Binary and permutation matrices
- Communication and dominance matrices
- Use of matrices to solve systems of linear equations
- Transition matrices, state matrices and the equilibrium state matrix
- Matrix recurrence relations to model populations that include culling and restocking

Module 4: Graphs and relations

- Straight line graphs, line segment graphs, step graphs and related applications
- Simultaneous linear equations and break-even analysis
- Linearisation of relations in the form $y=kx^n$ for $x \geq 0$, where $n \in \{-2, -1, 1, 2, 3\}$
- Graphs of systems of linear inequalities
- Linear programming, including optimisation of an objective function

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- ACTUARY
- INVESTMENT ANALYST
- MATHEMATICIAN
- TEACHER
- PROGRAMMER



MATHEMATICAL METHODS (CAS) UNITS 1+2

Please note: Students selecting Mathematical Methods are expected to attempt both units 1 and 2. Swapping subjects halfway through the year may not be possible due to timetabling constraints.

UNIT OUTLINE

These units involve studies in the following areas: Introduction to Computer Algebra Systems (CAS); Quadratic Functions; Cubic and Quartic Functions; Relations and Functions; Circular Functions; Calculus: Differentiation, Anti-differentiation and their applications; Exponential and Logarithmic Functions. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology. Students should be familiar with relevant mental and by hand approaches to estimation and computation.

ASSESSMENT

- | | |
|---|-----|
| • Topic Tests/ Investigations/Problem Solving Tasks | 60% |
| • Semester Examination | 40% |

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school

VCAA DESCRIPTION

- Functions and graphs
 - Quadratic, cubic and other polynomial functions
 - Non-linear functions including hyperbola, truncus, square root
 - Circular functions (sine, cosine, tangent)
 - Exponential and logarithmic functions
- Algebra
 - Factorising quadratics and completing the square
 - Simultaneous equations, use of the discriminant for quadratic equations
 - Solving polynomials and other functions, both algebraically and using CAS
 - Solving trigonometric equations
 - Factor theorem, remainder theorem, rational root theorem
- Rates of change and calculus
 - Average rates of change
 - Differentiation by first principles and by rule
 - Finding tangents
 - Applications of calculus to maximum and minimum problems
- Probability and Statistics
 - Random experiments, sample spaces, outcomes, elementary and compound events
 - Simulation and the display and interpretation of results, including informal consideration of proportions in samples
 - Probability of elementary and compound events and their representation
 - Probability Rules
 - Conditional probability

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- ACTUARY
- INVESTMENT ANALYST
- MATHEMATICIAN
- TEACHER
- PROGRAMMER



MATHEMATICAL METHODS (CAS) UNITS 3+4

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UNIT OUTLINE

These units involve studies in the following areas: Functions and Graphs, Algebra, Calculus, Probability and Statistics. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, computer algebra system (CAS), as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. Computer algebra technology will be used to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and as a tool for systematic analysis in investigative, problem-solving and modelling work.

ASSESSMENT

• SACs Application Task and Modelling/Problem Solving Tasks	34%
• Exam 1 (No calculator or reference material)	22%
• Exam 2 (Calculator and reference material allowed)	44%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school

VCAA DESCRIPTION

1. Functions and graphs
 - graphs and identification of key features of graphs of the following functions:
 - power functions, $y=x^n$
 - exponential functions, $y=a^x$
 - logarithmic functions, $y=\log_b(x)$ and $y=\log_{10}(x)$
 - circular functions, $y=\sin(x)$, $y=\cos(x)$ and $y=\tan(x)$
 - transformation from $y=f(x)$ to $y=Af(n(x + b))+c$
 - inverse functions
 - the relation between the graph of an original function and the graph of a corresponding transformed function
 - graphs of sum, difference, product and composite functions and hybrid graphs
 - use of graphs to model practical situations
2. Algebra
 - review of algebra of polynomials and solution of polynomial equations
 - properties of functions including periodicity and symmetry
 - algebraic equivalence
 - the exponent and logarithm laws
 - functions and their inverses
 - composite functions
 - solution of equations of the form by graphical, numerical and algebraic methods, as applicable

- solution of literal equations and general solution of equations
 - solution of simple systems of simultaneous linear equations
3. Rates of change and calculus
 - review of average and instantaneous rates of change, tangents to the graph of a given function and the derivative function
 - deducing the graph of the derivative function from the graph of a given function and deducing the graph of an anti-derivative function from the graph of a given function
 - derivatives of functions
 - chain rule, product rule and quotient rule
 - application of differentiation to graph sketching
 - anti-derivatives of functions
 - use of the definite integral to find the area under a curve and applications to practical situations
 - anti-differentiation by recognition
 - the fundamental theorem of calculus,
 - properties of anti-derivatives and definite integrals
 - application of integration to problems
 4. Probability and Statistics
 - random variables
 - discrete random variables:
 - graphs, tables and probability mass functions
 - mean (μ) median, mode, variance (σ^2) and standard deviation
 - the binomial distribution, $Bi(n, p)$
 - the effect of variation in the value(s) of defining parameters on the graph of a given probability function
 - probabilities for specific values and intervals of a random variable, including conditional probability
 - continuous random variables:
 - probability density functions
 - mean (μ) median, mode, variance (σ^2) and standard deviation
 - standard normal distribution, $N(0, 1)$, and transformed normal distributions, $N(\mu, \sigma^2)$
 - the effect of variation in the value(s) of defining parameters on the graph of a given probability density function
 - probabilities for intervals defined in terms of a random variable, including conditional
 - statistical inference, including definition and distribution of sample proportions, simulations and confidence intervals:
 - population parameters and sample statistics
 - the sample proportion
 - approximate normality of the distribution of for large samples
 - simulation of random sampling to illustrate the distribution of
 - determination of, from a large sample, an approximate confidence interval for a population proportion, in particular the 95% confidence interval

- ENGINEERING
- AERONAUTICS
- ROBOTICS
- ACTUARY



SPECIALIST MATHEMATICS UNITS 1+2

UNIT OUTLINE

Specialist Mathematics units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. These units involve studies in the following areas: Logic and Proof, Number Systems and Recursion, Geometry and Proof, Complex Numbers, Statistics and Sampling Distributions, Vectors, Graphs of Non-Linear Relations, Kinematics, Transformations, Trigonometry and Matrices.

ASSESSMENT

- | | |
|---|-----|
| • Topic Tests/ Investigations/Problem Solving Tasks | 60% |
| • Semester Examination | 40% |

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school

VCAA DESCRIPTION

- | | |
|--|--|
| <ol style="list-style-type: none"> Algebra and Structure <ul style="list-style-type: none"> • Logic, Algebra and Proof • Transformations, Trigonometry and Matrices Arithmetic and Number <ul style="list-style-type: none"> • Integer and Rational Number Systems • Real and complex number systems • Sequences and series Discrete Mathematics <ul style="list-style-type: none"> • Graph Theory | <ol style="list-style-type: none"> Geometry in two and three dimensions. <ul style="list-style-type: none"> • Geometric proofs • Vectors in two dimensions Graphs of linear and non-linear relations <ul style="list-style-type: none"> • Graphs in cartesian, polar and parametric forms • Kinematics Statistics <ul style="list-style-type: none"> • Simulation • Sampling distributions |
|--|--|

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- SPECIALIST MATHEMATICS VCAA STUDY DESIGN



- ENGINEERING
- AERONAUTICS
- ROBOTICS
- ACTUARY



SPECIALIST MATHEMATICS UNITS 3+4

UNIT OUTLINE

This unit involves studies in the following areas: Complex Numbers; Circular Functions; Coordinate Geometry; Vectors; Differential Calculus; Integral Calculus, Mechanics and Probability and Statistics. The focus of the course is on mathematical structure and proof. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. Students are encouraged to use CAS calculators and other technologies both in the learning of new material and the application of this material in a variety of contexts.

ASSESSMENT

• SACs Application Task and Modelling/Problem Solving Tasks	34%
• Exam 1 (No calculator or reference material)	22%
• Exam 2 (Calculator and reference material allowed)	44%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school

VCAA DESCRIPTION

- Functions and graphs
 - graphs of rational functions
 - absolute value function and its graph
 - graphs of the reciprocal circular functions cosecant, secant and cotangent, and simple transformations of these
 - compound and double angle formulas for sine, cosine and tangent and trigonometric identities
 - inverse functions \sin^{-1} , \cos^{-1} and \tan^{-1}
 - graphs of simple quotient functions
- Algebra
 - expressing rational functions as partial fractions
 - C , the set of complex numbers z of the form $z=x+yi$ where x, y are real numbers and $i^2=-1$
 - use of an argand diagram to represent points, lines, rays and circles in the complex plane
 - arithmetic of complex numbers
 - multiplication and division in polar form, including their geometric representation and interpretation
 - De Moivre's theorem,
 - powers and roots of complex numbers in polar form, and their geometric representation and interpretation
 - factors over C of polynomials with integer coefficients
 - informal introduction to the fundamental theorem of algebra
 - factorisation of polynomial functions of a single variable over C
 - solution over C of corresponding polynomial equations by completing the square, factorisation and the conjugate root theorem
- Calculus

Differential and integral calculus, including:

 - derivatives of inverse circular functions

- second derivatives and their application to the analysis of graphs of functions, including points of inflection and concavity
- applications of chain rule to related rates of change and implicit differentiation
- techniques of anti-differentiation and for the evaluation of definite integrals
- relationship between the graph of a function and the graphs of its anti-derivative functions
- numeric and symbolic integration using technology
- application of integration, arc lengths of curves, areas of regions bounded by curves and volumes of solids of revolution of a region about either coordinate axis

Differential equations, including:

- formulation of differential equations and applications
- verification of solutions of differential equations and their representation using direction (slope) fields
- solution of simple differential equations
- Euler's method (first order approximation)

Kinematics: rectilinear motion, including:

- application of differentiation, anti-differentiation and solution of differential equations to rectilinear motion of a single particle, including the different derivative forms for acceleration
- use of velocity-time graphs to describe and analyse rectilinear motion

4. Vectors

- addition and subtraction of vectors and their multiplication by a scalar
- linear dependence and independence of a set of vectors and geometric interpretation
- magnitude of a vector, unit vector, the resolution of a vector into rectangular components
- scalar (dot) product of two vectors, scalar and vector resolutes
- parallel and perpendicular vectors
- vector proofs of simple geometric results

Vector calculus, including:

- position vector as a function of time $r(t)$; deriving the cartesian equation of a path given $r(t)$ and sketching the path
- differentiation and anti-differentiation of a vector function with respect to time
- application of vector calculus to motion in a plane

5. Mechanics

- inertial mass, momentum, force, resultant force, weight, action and reaction
- equations of motion using absolute units
- motion of a body, regarded as a particle under the action of concurrent coplanar forces

6. Probability and statistics

Linear combinations of random variables, including:

- the expected value and variance of linear combinations of random variables
- random variables with normal distributions

Sample means, including:

- concept of the sample mean as a random variable whose value varies between samples where X is a random variable with mean μ and standard deviation σ
 - simulation of repeated random sampling, from a variety of distributions and a range of sample sizes, to illustrate
 - properties of the distribution of across samples of a fixed size n and its approximate normality if n is large
- Confidence intervals for means, including:
- determination of confidence intervals for means and the use of simulation to illustrate variations in confidence intervals between samples and to show that most but not all confidence intervals contain μ
 - construction of an approximate confidence interval

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- MEDICINE
- BIOMEDICAL SCIENCE
- VET SCIENCE
- HEALTH SCIENCES
- EXERCISE SCIENCES



BIOLOGY UNITS 1+2

UNIT 1

In this unit 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, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

VCAA DESCRIPTION

Area of Study 1
How do organisms function?
Area of Study 2
How do living systems sustain life?
Area of Study 3
Practical investigation

UNIT 2

In this unit 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. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

VCAA DESCRIPTION

Area of Study 1
How does reproduction maintain the continuity of life?
Area of Study 2
How is inheritance explained?
Area of Study 2
Investigation of an issue

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BIOLOGY VCAA STUDY DESIGN



- MEDICINE
- BIOMEDICAL SCIENCE
- VET SCIENCE
- HEALTH SCIENCES
- EXERCISE SCIENCES



BIOLOGY UNITS 3+4

UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. 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. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

ASSESSMENT

- School Assessed Coursework – Unit 3 16%
- School Assessed Coursework – Unit 4 24%
- End of Year External Exam 60%

VCAA DESCRIPTION

- Area of Study 1
How do cellular processes work?
- Area of Study 2
How do cells communicate?

UNIT 4

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. 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 change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between 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 for both the individual and the species.

ASSESSMENT

- School Assessed Coursework – Unit 3 16%
- School Assessed Coursework – Unit 4 24%
- End of Year External Exam 60%

VCAA DESCRIPTION

- Area of Study 1
How are species related?
- Area of Study 2
How do humans impact on biological processes?
- Area of Study 3
Practical investigation

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BIOLOGY SUBJECT VIDEO
BIOLOGY VCAA STUDY DESIGN



- BIOTECHNOLOGIST
- CHEMICAL ENGINEER
- FORENSIC SCIENTIST
- PHARMACOLOGIST
- TOXICOLOGIST



CHEMISTRY UNITS 1+2

UNIT 1

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercise
- Written Examination on Unit 1/2

VCAA DESCRIPTION

- Area of Study 1
 - How can knowledge of elements explain the properties of matter?
- Area of Study 2
 - How can the versatility of non-metals be explained?
- Area of Study 3
 - Research investigation

UNIT 2

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. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2
- Other Requirements

VCAA DESCRIPTION

- Area of Study 1
 - How do substances interact with water?
- Area of Study 2
 - How are substances in water measured and analysed?
- Area of Study 2
 - Practical investigation

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CHEMISTRY VCAA STUDY DESIGN



- BIOTECHNOLOGIST
- CHEMICAL ENGINEER
- FORENSIC SCIENTIST
- PHARMACOLOGIST
- TOXICOLOGIST



CHEMISTRY UNITS 3+4

UNIT 3

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. 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 consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

ASSESSMENT

- School Assessed Coursework – Unit 3 16%
- School Assessed Coursework – Unit 4 24%
- End of Year External Exam 60%

VCAA DESCRIPTION

Area of Study 1

What are the options for energy production?

Area of Study 2

How can the yield of a chemical product be optimised?

UNIT 4

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. 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 consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

ASSESSMENT

- School Assessed Coursework – Unit 3 16%
- School Assessed Coursework – Unit 4 24%
- End of Year External Exam 60%

VCAA DESCRIPTION

Area of Study 1

How can the diversity of carbon compounds be explained and categorised?

Area of Study 2

What is the chemistry of food?

Area of Study 3

Practical investigation

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CHEMISTRY SUBJECT VIDEO
CHEMISTRY VCAA STUDY DESIGN



- ZOO KEEPER
- GEOLOGIST
- ECOLOGIST
- CLIMATOLOGIST
- ENVIRONMENTALIST



ENVIRONMENTAL SCIENCE UNITS 1+2

UNIT 1

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercise
- Written Examination on Unit 1/2

VCAA DESCRIPTION

Area of Study 1
How is life sustained on Earth?
Area of Study 2
How is Earth a dynamic system?
Area of Study 3
Practical investigation

UNIT 2

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2
- Other Requirements

VCAA DESCRIPTION

Area of Study 1
When does pollution become a hazard?
Area of Study 2
What makes pollution management so complex?
Area of Study 2
Case study

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SUBJECT RESOURCES

ENVIRONMENTAL SCIENCE SUBJECT VIDEO
ENVIRONMENTAL SCIENCE VCAA STUDY DESIGN



- ZOO KEEPER
- GEOLOGIST
- ECOLOGIST
- CLIMATOLOGIST
- ENVIRONMENTALIST



ENVIRONMENTAL SCIENCE UNITS 3+4

UNIT 3

ECOLOGICAL ISSUES: ENERGY AND BIODIVERSITY

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

ASSESSMENT

- School Assessed Coursework – Unit 3 20%
- School Assessed Coursework – Unit 4 30%
- End of Year External Exam 50%

VCAA DESCRIPTION

Area of Study 1
Is maintaining biodiversity worth a sustained effort?

Area of Study 2
Is development sustainable?

UNIT 4

ECOLOGICAL SUSTAINABILITY

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

ASSESSMENT

- School Assessed Coursework – Unit 3 20%
- School Assessed Coursework – Unit 4 30%
- End of Year External Exam 50%

VCAA DESCRIPTION

Area of Study 1
What is a sustainable mix of energy sources?

Area of Study 2
Is climate predictable?

Area of Study 3
Practical investigation

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ENVIRONMENTAL SCIENCE SUBJECT VIDEO
ENVIRONMENTAL SCIENCE VCAA STUDY DESIGN



- RESEARCH SCIENTIST
- ENGINEER
- IT CONSULTANT
- NEUROLOGIST
- SPORT SCIENCE



PHYSICS UNITS 1+2

UNIT 1

In this unit 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.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

VCAA DESCRIPTION

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

UNIT 2

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2

VCAA DESCRIPTION

- Area of Study 1
How can motion be described and explained?
- Area of Study 2
Detailed study
- Area of Study 2
Practical investigation

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PHYSICS SUBJECT VIDEO
PHYSICS VCAA STUDY DESIGN





- RESEARCH SCIENTIST
- ENGINEER
- IT CONSULTANT
- NEUROLOGIST
- SPORT SCIENCE

PHYSICS UNITS 3+4

UNIT 3

In this unit 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 field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. 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. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

ASSESSMENT

• School Assessed Coursework – Unit 3	21%
• School Assessed Coursework – Unit 4	19%
• End of Year External Exam	60%

VCAA DESCRIPTION

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

UNIT 4

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. 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 from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

ASSESSMENT

• School Assessed Coursework – Unit 3	21%
• School Assessed Coursework – Unit 4	19%
• End of Year External Exam	60%

VCAA DESCRIPTION

- Area of Study 1
 - How can waves explain the behaviour of light?
- Area of Study 2
 - How are light and matter similar?
- Area of Study 2
 - Practical investigation

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PHYSICS SUBJECT VIDEO
 PHYSICS VCAA STUDY DESIGN



- PSYCHOLOGIST
- FORENSICS
- MARKETING
- HUMAN RESOURCES



PSYCHOLOGY UNITS 1+2

UNIT 1

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

OTHER REQUIREMENTS

- Excursion to Melbourne NGV & Museum - Cost approx \$30

VCAA DESCRIPTION

- Area of Study 1
 - How does the brain function?
- Area of Study 2
 - What influences psychological development?
- Area of Study 3
 - Student-directed research investigation

UNIT 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises
- Written Examination on Unit 1/2

OTHER REQUIREMENTS

- Excursion to Cunningham-Dax Museum - Cost approx \$20

VCAA DESCRIPTION

- Area of Study 1
 - What influences a person's perception of the world?
- Area of Study 2
 - How are people influenced to behave in particular ways?
- Area of Study 2
 - Student-directed practical investigation

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PSYCHOLOGY SUBJECT VIDEO
PSYCHOLOGY VCAA STUDY DESIGN



- PSYCHOLOGIST
- FORENSICS
- MARKETING
- HUMAN RESOURCES



PSYCHOLOGY UNITS 3+4

UNIT 3

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact 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. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

ASSESSMENT

- | | |
|---|-----|
| • School Assessed Coursework – Unit 3 | 16% |
| • School Assessed Coursework – Unit 4 | 24% |
| • End of Year VCAA External Examination | 60% |

OTHER REQUIREMENTS

- Excursion to Imax - \$30 approx.
- Revision Lecture (Units 3 & 4) - \$10 approx

VCAA DESCRIPTION

- Area of Study 1
How does the nervous system enable psychological functioning?
- Area of Study 2
How do people learn and remember?

UNIT 4

In this unit 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. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

ASSESSMENT

- | | |
|---|-----|
| • School Assessed Coursework – Unit 3 | 16% |
| • School Assessed Coursework – Unit 4 | 24% |
| • End of Year VCAA External Examination | 60% |

OTHER REQUIREMENTS

- Revision Lecture (Units 3 & 4) - \$10 approx

VCAA DESCRIPTION

- Area of Study 1
How do levels of consciousness affect mental processes and behaviour?
- Area of Study 2
What influences mental wellbeing?
- Area of Study 2
Practical investigation

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