



**BRENTWOOD**  
SECONDARY COLLEGE

# **Subject Guide 2024**

# 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.

**VCE STUDIES**  
ARTS AND TECHNOLOGY

**MEDIA UNITS 1+2**

**POSSIBLE FUTURE PATHWAYS**

- MARKETING
- ANIMATION
- GAME DESIGN
- GRAPHIC DESIGN
- PHOTOGRAPHY
- AUDIOVISUAL

**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, audio, 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

**THE VCE**  
VCE ASSESSMENT  
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**YEAR 9 SUBJECTS**  
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**MAIN MENU**

- SUBJECT RESOURCES  
Media Subject Video
- COMPULSORY SUBJECT FEE \$100

**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

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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.

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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

## VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

Overview of the Victorian Certificate of Education Vocational Major (VCE VM) program being offered at Brentwood 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 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.

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## 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 and VCE.

## VCE Advanced Placement

Some students may be approved to study a Unit 1 subject during the first semester of their Year 10 studies. This is referred to as an AP - Advanced Placement.

Advanced Placement subjects are offered to Year 9 students during the subject selection process, 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 VCE VM. [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 and parents through Compass.

During Headstart, students are given an opportunity to make changes to both Unit 1 and 3 subjects. 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 the first scheduled session, 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 the first scheduled session (for any reason) must report to the House Hub and sign in with the School Attendance Officer.
- 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 leave the school grounds, after the last scheduled session. If a student is not leaving the school after the last scheduled session, they must sign in at the Senior Learning Centre.
- In the case of illness, students MUST report to the General Office (sick bay) before leaving the school grounds.
- Parents 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 (including Vocational Major 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 and VCE. 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 the Director of Pathways and VCE 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. Assessments can also be rescheduled if there is a clash with an approved school event or program. Students need to see the Director of Pathways and VCE 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 Art Making and Exhibiting, 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 contribute to the overall achievement level for the Outcome along with other factors such as classwork and SACs/SATs.

### 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.

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## Authentication and Receipting of Work

### 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

1. Missed SAC due to medical appointment
  - Bring medical certificate to the Attendance Officer in the House Hub
  - Inform the Director of Pathways and VCE that you have missed a SAC
  - This is entered on Compass
  - Student and Teacher to organise a reschedule
2. Missed SAC due to School Approved Event
  - See the Director of Pathways and VCE

### 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.

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# VCE BREACH OF RULES

For VCAA rules and more details of the sections below, refer to p91 - p95 of the VCE and VCE VM 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 Director of Pathways and VCE. 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 Director of Pathways and VCE, 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 and VCE. 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 and VCE:

- 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 and VCE 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 the Director of Pathways and VCE 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 and VCE for special arrangements during VCAA Unit 3 or Unit 4 examinations.

**Derived Examination Scores** - students may apply to VCAA through the Director of Pathways and VCE 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.
- Mental Health.

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 usually by April for that year. "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.

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## Overview of Examinations

### 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

#### General Mathematics

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

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## 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, airpods, 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.



# VCE SUBJECT SELECTION PROCESS

## Where to from here?

### Year 11 Students

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 Careers and Pathways information about VCE subjects in ASPIRE. 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 may schedule an appointment with the Pathways Team to discuss possible changes to their chosen course.

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 if you need more information on this.

There are some Unit 3&4 subjects that are marked as not running in 2024. This is due to no Unit 1&2 class running this year to follow through to next year. These subjects have been intentionally left in this guide so that future VCE students can see what to expect from these subjects if they want to study them.

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

Students sign-up for their subjects for the whole year. All Year 10 units are blocked with VCE subjects and run for 4 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

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# VCE SUBJECT SELECTION PROCESS

## 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. 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 etc 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

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# VOCATIONAL MAJOR PROGRAM

## VCE Vocational Major.

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

## How is the VCE VM structured?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program in addition to the VM Literacy sequence. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM has four main curriculum areas. These are:

### VM Literacy

Literacy Skills curriculum encourages the development of knowledge/skills, in the contexts of family, employment, further learning and community

### VM Numeracy

Numeracy Skills curriculum develops skills to use mathematical skills within society related to design, measuring, time, travel etc

### VM Work Related Skills

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.

### VM Personal Development Skills

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

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

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# VOCATIONAL MAJOR PROGRAM

## VCE VM Entry Requirements

Students wishing to commence the Vocational Major must meet the following requirements:

- Satisfactory completion of Year 10\*
- Demonstration of positive work habits on reports
- Regular attendee
- Express their desire to pursue a vocational pathway in their Career Action Plan (CAP)
- Complete an Expression of Interest application (after submitting VCE subject preferences)
- Attend a pathways discussion (with guardian)

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

There is no guarantee students applying to study VCE VM 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 VCE VM is unsuccessful.

For further information, please contact the Vocational Pathways coordinator or the Pathways Team.

\*satisfactory completion of VPC. VPC - Vocational Pathways Certificate. Further information can be accessed Pages - About the VPC ([vcaa.vic.edu.au](http://vcaa.vic.edu.au))

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## 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 VCE VM. 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 2024:

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

Full subject breakdowns are on the following page (costs TBC).

## External VET

In addition to these possible internal VET offerings, students have access to a wide range of external VET subjects in 2024. Links for external program offerings can be found [here](#).

Note these are the 2022 offerings, the 2024 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 2024 should check Compass in Term 3 for how to apply.

Note that Online VETs are not facilitated here at Brentwood.

## 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 replace one of your Brentwood subjects with your VET subject.

Please choose your subjects carefully as we cannot guarantee a place in a VET subject.

## SUBJECT RESOURCES



## 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

### 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

### 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, AQUATICS AND RECREATION – YEAR 1 AND 2

### CERTIFICATE III

The VCE VET Sports, Aquatics and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries. These qualifications provide students the opportunity to acquire and develop the skills, knowledge, and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program. Students will complete 15 units over the 2 year course, which will contribute towards their ATAR, as well as receive a Certificate III in Sports and Recreation. Students need to complete Year 1 (Units 1 and 2) in order for them to progress into Year 2 (Units 3 and 4), as this subject cannot be completed without Year 1 accreditation.

In Year 1 (units 1 and 2) students complete a broad range of both core and elective units that provide the foundation for completing Year 2. Students will cover content such as how to provide a quality service in the sports and recreation industry, conducting events and fitness sessions, providing first aid (including Level II First Aid Certificate), participating in workplace health and safety and skills associated with everyday tasks involved in jobs. Year 2 (Units 3 and 4) will then transition students into a more hands on approach to the Sports and Recreation Industry with opportunities to plan and conduct their own sessions, work with a variety of groups both onsite and offsite, learn how to educate different user groups and how they should adapt when working with participants of a foundation level of skill and understanding.

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### SUBJECT RESOURCES

SPORTS AND RECREATION STUDY GUIDE  
SPORTS AND RECREATION SUBJECT VIDEO



## 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 2024:

- 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.
- Students can study a maximum of three Arts/Technology elective units (Art & Design, Drama, Food Technology, Media, Music, Product Design – Wood).
- Students can study a maximum of two Inquiry based electives.

**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 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.





## How the Year 9 Curriculum Works

### Units

Students will study 8 units each semester (or 16 for the year). With English / EAL, Mathematics, Science, Humanities and Health/Physical Education being compulsory core studies for the year, this leaves 6 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 in 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 2024.

- Art and Design - \$60
- Duke of Edinburgh Award - \$1080
- Food Technology - \$95
- Media - \$60
- Product Design Technology - Wood - \$80

\*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 2024 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.

### Number of units

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

### Selecting a Language

If you are selecting a language, you can only select the language in the second preference and then you will leave preference six as 'No Selection'. The Language units count as two preferences (units). Students choosing a language will be guaranteed a spot in a language class. Students choosing Japanese and German commit to 1 year of Language learning in Year 9. Students cannot change into another subject for the second semester. \*

### 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 also need to select this subject online. If you select Duke of Edinburgh you must leave one other slot as 'No Selection' as this subject count as two preferences.

### Selection rules

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

### Reserves

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

### Submission Error Message

Check you have selected six units only. German, Japanese and Duke of Edinburgh count as two semester units.

\*In circumstances when a student wishes to move into another subject, approval must be granted by the Head of Languages and the Pathways Team.

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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\*



### HEALTH AND PHYSICAL EDUCATION

BRONZE DUKE OF EDINBURGH AWARD\*



### INFORMATION TECHNOLOGY

DIGITAL TECHNOLOGIES  
GIRL'S CODE  
PC GAMING HARDWARE AND SOFTWARE DEVELOPMENT



### INQUIRY UNITS

ADVERTISING IN PRINT  
DRONES AND AVIATION  
FROM COMICS TO GRAPHIC NOVELS  
MONEY, WORLD OF WORK AND ME  
MUSIC COMPOSITION AND SONGWRITING  
POPULAR CULTURE IN THE 20TH CENTURY  
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### LANGUAGES

GERMAN  
JAPANESE

\* 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





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## 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
- Analysis of primary and secondary sources
- Extended responses





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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, trigonometry, algebra, solving equations, linear relations, probability, and indices.

#### SEMESTER 2 AIMS

That students develop mathematical skills in: financial arithmetic, measurement and time, statistics and non-linear relations.

### SEMESTER 1

- Introduction to Pythagoras' Theorem and its application
- Trigonometry, including an introduction to the trigonometric ratios and their application
- Algebraic skills of simplification and expansion
- Solving linear equations, inequalities and simultaneous equations
- Linear Graphs, including graphing linear relations, the use of gradient, determining the equation of a straight line, transposition, and distance and midpoint formulae
- Probability, including Venn and tree diagrams
- Indices, including an exploration of index laws and their application to algebraic expressions

### SEMESTER 2

- Percentages and Money, including the application of simple and compound interest
- Measurement and Time, including perimeter, area and volume calculations
- Data and Statistics, including summarising and presenting data
- Algebraic skills of binomial expansions and more complex factorisation
- Geometry

### ASSESSMENT

- Variety of Class Tasks
- Topic Tests
- End of Year Exam
- Application Tasks
- Homework

Please note: Students who are currently in our enrichment program will continue to study mathematics as an enriched subject.





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## SCIENCE LEARNING AREA

### SCIENCE (9SCI)

#### AIMS

- To build upon the foundational principles related to the mainstream sciences: biology, chemistry, psychology 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 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.
- 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 a student-led inquiry practical investigation, looking at car crashes and car safety. This unit helps students to develop robust scientific and practical skills, the appropriate use of basic laboratory apparatus, the suitable choice of measurement methods and the communication of scientific findings.
- Basic psychological principles and the ethical considerations that must be considered when conducting human research. Students will explore and argue the ethicality of experiments and scientific decisions.

##### SEMESTER 2

- Chemistry, 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.
- 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**  
\$95

## FOOD TECHNOLOGY

### AIMS

In this course students build on the knowledge they have learnt in Year 8. Students will focus closely on hygiene and safety in the kitchen and food preparation skills. Students explore sustainability in relation to cereals and their production. They will develop their knowledge of how to produce a range of yeast doughs including the functions of the ingredients. They also study indigenous foods and flavours along with food customs and the role of native foods in today's menus. Students will continue to work on the design process and complete two creative design tasks.

### CONTENT

- Wheat from paddock to plate
- Production of yeast doughs
- Conventional farming verses no-till farming
- Bread around the world
- Indigenous foods and flavours
- Practical work
- Food around the world
- The design process

### ASSESSMENT

- Practical work
- Design tasks
- Research task





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**COMPULSORY SUBJECT FEE**  
\$60



## MEDIA

### AIMS

This unit aims to explore media through a variety of different media forms, looking at how a media creator constructs them through the different codes and conventions. Students will investigate the media form and how it engages a target audience, and then have the opportunity to create their own works both individually and collaboratively. This unit also provides students with an introduction to key terminology and ideas that are explored in VCE Media. They have access to DSLR cameras and other filming equipment. As well as learning various Adobe Software programs that will enable them to create film sequences, edit and manipulate print and photography work.

### CONTENT

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

Students will use the 5 stages of the production process to work both individually and collaboratively on the creation of different media products for an audience.

### RECOMMENDED PREPARATION

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

### ASSESSMENT

- Moving Image
- Print
- Photography
- Written analysis



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## 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.

### 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)
- Music Analysis
- Classwork and Participation
- Composition





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**COMPULSORY SUBJECT FEE**  
\$80

## 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.

### **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, 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

INDICATIVE COST \$1080



## BRONZE DUKE OF EDINBURGH AWARD

### BRIEF DESCRIPTION

The Duke of Edinburgh Bronze 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 interpersonal skill development, environmental awareness, application and giving back to the school community.

**Note this Unit is 12 months in duration, running over both Semester one and Semester two and counts for 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, per section) in order to complete activities in three areas: Volunteering (Service), Skill, and Physical Recreation. In addition, students undertake two Adventurous journeys. Students are given opportunities throughout the year 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 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:

- attend an information night regarding the program.
- commit to learning a skill for 3-6 months. E.g. cooking, drawing, photography, a language.
- participate in a physical recreation endeavour for 3-6 months. E.g. running, a sport, cycling
- complete 3 months of community service involvement. E.g. Coaching, running lunchtime activities, joining the Green team.
- complete two adventurous journeys (2 days and 1 night hike, 4 days and 3 nights hike) actively promoting the safety of self and others.
- complete the online record book for the Duke of Edinburgh's Award (Bronze Level Certificate)
- complete an expression of intent to partake in all aspects of the program.

The theoretical areas of study in this unit include collaboration, verbal communication, problem solving, organisation, navigation and camp craft skills.

### RECOMMENDED PREPARATION

This year long unit gives time for development of a more comprehensive range of collaborative and organisational skills.

### ASSESSMENT

- Individual, partner and team-based assessment
- Preparation and participation in two Adventurous Journeys
- Participation in and completion of a diverse range of class activities
- Adventurous Journeys 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 build upon the skills learnt in Year 8 Information Technology that relate to programming and web-design making.

### CONTENT

Students will develop skills using applications such as Microsoft Office 365, MakeCode, Notepad++ and various programming languages. 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.

#### Web design

Students continue to learn how to use and create webpages with Hypertext Markup Language (HTML) for webpage design and incorporate Cascading Style Sheets (CSS) and introduced to scripting languages such as JavaScript to enhance their webpages and to be displayed in a web browser

#### Programming

Through the use of BBC Microbit, the students will build on to the knowledge gained from Year 7 and 8 and program and code a Microbit using the programming language Blockly. Students can progress to using the language Python.

### ASSESSMENT

- Assignments
- Classwork







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## GIRL'S CODE

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 build upon the skills learnt in Year 8 Information Technology that relate to web-design making. To inspire an interest and development of virtual reality. To also develop a sense of curiosity, creativity and innovation of these digital worlds.

### CONTENT

Students will develop skills using applications such as Microsoft Office 365, MakeCode, Notepad++ and various programming languages. 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.

#### Web-design

Students continue to learn how to use and create webpages with Hypertext Markup Language (HTML) for webpage design and incorporate Cascading Style Sheets (CSS) and introduced to scripting languages such as JavaScript to enhance their webpages and to be displayed in a web browser.

#### VR (Virtual World)

What is VR?

- Students can explore their creativity by combining physical and digital elements
- Developing project management skills, collaborating with others and undertaking a specific role are all aspects of learning that students can demonstrate and develop
- Designing a solution to a pre-defined problem
- Experience of how the technology platform operates and can assist students in the design phase of the solution Assessment
- Complete digital quests
- Create virtual worlds
- Discuss the use and potential benefits of VR in the physical world in regards to elements such as sport broadcasts, medicine, advertisement.

#### ASSESSMENT

- Assignments
- Classwork





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## PC GAMING HARDWARE AND SOFTWARE DEVELOPMENT

Students will explore the technological evolution of computer hardware and software over the past 100 years. Through the study of computer systems, students will gain an understanding of system requirements and the relationship between computer hardware and software before designing and creating windows-based software in the form of a computer game.

### AIMS

To build upon the skills and knowledge learnt in Year 8 Information Technology with a focus on high-end computer hardware and software development using the problem-solving methodology.

### CONTENT

Students will gain practical skills and knowledge relating to computer hardware and develop skills using applications such as GameMaker to develop and code a windows-based computer game. Students will analyse, design, develop and evaluate their software solution to meet the needs of a potential client.

**Computer Hardware:** Students will learn about the core hardware components of computer systems and respond to the needs of potential clients by building personal computers that meet required specifications.

**Computer Game:** Students will build upon their knowledge gained from Year 7 and 8 by programming a windows-based 2D computer game using GameMaker. Students will use the problem-solving methodology to identify, design and develop this software solution.

### ASSESSMENT

- Two Assignments
- Classwork



## ADVERTISING IN PRINT

### AIMS

Students will be given the opportunity to fulfil an entire suite of print needs for a range of clients, from local businesses to celebrities. Students will learn how to design in response to a brief, including an understanding of expectations and constraints. Students will be provided with detailed, step-by-step guidance on how the design process flows from visualising their ideas, to printing the final design and presenting to the class. Students will learn how a multiple page document, such as a menu or magazine, is composed in terms of typography and image layout, photo editing and pre-press/ready for print.

This unit creates pathways for students interested in furthering their studies in VCD and VET Creative and Digital Media.

### CONTENT

- Visual Communication Design techniques (including, but not limited to drawing, painting, photography, print-making, and ICT based design) relevant to the appropriate media will be examined with the emphasis on developing practical skills.
- Digital technologies will be used to enhance folio work.
- Elements and Principles of Visual Communication and Design
- Page layout, typography, illustration

### ASSESSMENT

- Folio of completed works, documented in a Visual Diary
- Skills with a range of materials and techniques
- Analysis of design/advertising case studies
- Class participation
- Students will self-reflect on their design, process feedback to refine their work before it goes to print





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## DRONES AND AVIATION

### AIMS

Students develop an understanding of aerodynamics and the physics of flight. The unit also investigates drone technology, drone flight, and geospatial technology as used in modern life. They will look at the safety aspects and the moral responsibilities of being a drone pilot. Students will also discuss different ways that drones are used and create code to have the drone fly an automated mission to address a simulated real-life situation. The unit also explores human factors using known data that has led to a major disaster in the aviation industry, and what we can learn from the investigations so we can minimise the chances of these events occurring again.

### CONTENT

- Phonetic Alphabet
- Manual Flying
- BAK (Basic Aeronautical Knowledge)
- Map My School
- Manual Flying/Basic Coding
- Model Making Assessment Task

### ASSESSMENT

- Class Test
- Field Exercise
- Classroom Activity



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## FROM COMICS TO GRAPHIC NOVELS

### AIMS

The aim of this unit is for students to build creative writing, oral presentation and text response skills, including visual analysis, of texts that are not currently covered in the mainstream English curriculum but widely enjoyed by Year 9 students.

### CONTENT

Students can explore their creativity by combining visual and written styles of storytelling. Students will compare the history, similarities and differences between comics, anime, manga and graphic novels. As a class, we will spend time analysing both the visual and written elements of a graphic novel.

**IMPORTANT: Parental permission will be required for this unit so that students can review a text of their choice, regardless of the content.**

### ASSESSMENT

- First assessment: construct a narrative using both text and visual elements to create a short comic strip
- Second assessment: Oral presentation review of a comic, anime movie, manga series or graphic novel
- Third assessment: Text response essay on a graphic novel such as 'This One Summer', 'Persepolis' or similar





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## MONEY, WORLD OF WORK AND ME

### AIMS

The aim of the subject is to stimulate an interest and enthusiasm for financial literacy in our students, and make them more informed members of a modern economy.

### CONTENT

- Investments: property, shares, bank accounts, superannuation, crypto?
- Employment: tax file number, how to complete a tax return, PAYE, workers' rights, workplace laws, EBAs, resume writing, employment types, work futures (which skills will employers want in the future. Which jobs will disappear/ which will be in demand)
- Big financial decisions in life: buying a car, going on a holiday (travel insurance), renting property v buying, rental rights, avoiding scams, identify theft/ fraud.

### ASSESSMENT

- Case study 1: Investments and financial literacy for life
- Case Study 2: Teacher-led inquiry: Employment - types/ which industries are changing/ jobs that are disappearing and which will exist in future. Culminating in a report on a certain industry or Career.
- Case study 3: Student led inquiry - Big financial decisions - student lead inquiry on one/two of the following: buying a car, going on a holiday (travel insurance), renting property v buying, rental rights, avoiding scams, identify theft/ fraud, culminating in a report on research into a major purchase/ scam





## MUSIC COMPOSITION AND SONGWRITING

### AIMS

In this subject, students will take on the role of a composer, songwriter or music producer. They will opt into one of 3 streams:

- Song-writing
- Composition for Film, TV or Gaming
- Music Production and DJ-ing

They will explore different ways to compose and produce music for different purposes as well as explore their own musical ideas with a definite target audience in mind.

### CONTENT

Students will learn about the processes and fundamental musical concepts involved in composing different music for different contexts whether that be for a pop song, a soundtrack for a movie or video game or putting together collections of sounds for different purposes.

They will also have opportunities to collaborate with musicians active in the industry.

### ASSESSMENT

Students will engage with an open-ended composition task that will see them produce a composition folio after working through a series of scaffolded tasks to build their skills and knowledge in all things composition and music production. Students will then work towards a performance event where they will premiere their original works. They will collaborate and participate in all elements of the planning for this final event ranging from promotion, programming and advertising to running the event on the night.





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## POPULAR CULTURE IN THE 20TH CENTURY

### AIMS

The aim of this unit is to explore how social and cultural movements in the 20th Century were demonstrated through popular culture.

### CONTENT

This could include topics such as:

- Jazz movement in the roaring 20's
- War propaganda in film and cartoon during WW1 and WW2
- The Cold War (1950's) explored in film and television
- The Peace "Hippie" movement in the 1960s and 1970s in music, fashion, film

### ASSESSMENT

- Case Study #1
- Case Study #2 - Teacher-led inquiry
- Case Study #3 - Student-led inquiry







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## PERFORMING TO AN AUDIENCE & CONNECTING WITH COMMUNITY

### AIMS

This unit is all about performing for a specific audience in a variety of performance spaces. The students will connect with the community and what engages, impacts and informs these audiences. They will then work collaboratively to design, devise, produce and create a performance for that specific audience. They will be exploring and researching stagecraft areas including costumes, prop, make up, set, direction and sound. The students will be able to communicate with theatre practitioners and community members as well as participate in excursions/workshops to enhance their performance and design skills.

### CONTENT

- Theatre styles including Pantomime and travelling shows.
- Design elements of Drama
- Industry roles
- Interviews and research potential audiences
- Engaging in the production process (scripting, devising, researching, refining, rehearsing and performing)

### ASSESSMENT

- Students will have taken on a role (production role) that they have researched and designed work for the performance
- Final performance to an audience
- Teacher run workshops and exercises
- Create promotional material





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## SHAPING THE PLANET

### AIMS

The aim of this unit is to explore the natural forces that are shaping landforms and landscapes on earth. How are these forces impacting on people and places.

### CONTENT

- What are landforms and landscapes?
- Indigenous values for landscapes and landforms.
- Land form case studies.
- Plate tectonics.
- Landform case study/fieldwork focusing on Hanging Rock.
- Volcanoes- types, causes and impacts.
- Earthquakes – types, causes and impacts.

### ASSESSMENT

- Fieldwork component - Visit Hanging rock and complete Fieldwork Report
- Student led inquiry into a volcano or earthquake related natural disaster
- Short answer responses on topics



## VIRTUAL AND AUGMENTED REALITY

### AIMS

The aim of this subject is to inspire an interest and development of virtual and augmented reality. To also develop a sense of curiosity, creativity and innovation of these digital worlds.

### CONTENT

- What are differences and similarities between AR and VR?
- Students can explore their creativity by combining physical and digital elements
- Developing project management skills, collaborating with others and undertaking a specific role are all aspects of learning that students can demonstrate and develop
- Designing a solution to a pre-defined problem
- Experience of how the technology platform operates and can assist students in the design phase of the solution Assessment
- Presentation on the differences and similarities between AR and VR
- Complete digital quests
- Create virtual worlds
- Discuss the use and potential benefits of AR in the physical world in regards to elements such as sport broadcasts, medicine, advertisement.

### ASSESSMENT

- Presentation on the differences and similarities between AR and VR
- Complete digital quests
- Create a digital escape room
- Discuss the use and potential benefits of AR in the physical world in regards to elements such as sport broadcasts, medicine, advertisement.



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## 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. Students cannot change into another subject for the second semester.\*

### 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 the following topics: weather, eating out, life at home and travelling. Students are required to learn topic-related vocabulary and extend their understanding of major grammatical structures e.g. modal verbs, future tense, accusative and dative prepositions, coordinate and subordinate clauses, comparative and superlative forms. Some activities may involve 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.

\* In circumstances when a student wishes to move into another subject, approval must be granted by the Head of Languages and the Pathways Team.





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## 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. Students cannot change into another subject for the second semester.\*

### 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, e.g. daily routines, locations, schools, seasons and shopping. 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 opinions. They are also required to learn the significance of particles. Students learn to provide reasons for preferences using adjectives in role-plays and how to maintain conversations using fillers. Aspects of Japanese culture are also studied throughout each unit to further develop students' 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

\* In circumstances when a student wishes to move into another subject, approval must be granted by the Head of Languages and the Pathways Team.



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## ENGLISH (COMPULSORY STUDY AREA)

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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)  
INTRODUCTION TO ENGLISH LANGUAGE  
INTRODUCTION TO ENGLISH LITERATURE  
AUSTRALIAN VOICES



## ARTS AND TECHNOLOGY

ARTS AND TECHNOLOGY LEARNING AREA OVERVIEW  
CAFÉ CULTURE\*  
DESIGN INNOVATION\*  
FILM PRODUCTION\*  
FOOD STUDIES\*  
INTRODUCTION TO VCE MUSIC  
INTRODUCTION TO VCE THEATRE STUDIES\*  
MUSIC PERFORMANCE IN THE AUSTRALIAN MUSIC INDUSTRY  
MEDIA\*  
PERFORMING ARTS\*  
PRODUCT DESIGN TECHNOLOGY\*  
STUDIO ART\*  
THROUGH THE LENS\*  
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  
PHILOSOPHY: QUESTIONING OUR WORLD



## INFORMATION TECHNOLOGY

CYBERSECURITY  
INTRODUCTION TO COMPUTING  
INTRODUCTION TO SYSTEMS ENGINEERING



## 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 SPACE-SCIENCE  
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

Enrolment into EAL is based on department prerequisites, enrolment data and Teacher/Parent recommendation.

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## INTRODUCTION TO ENGLISH LANGUAGE

### BRIEF DESCRIPTION

This single semester course will provide students with an opportunity to study texts and undertake tasks similar to those in VCE English Language.

This subject will enhance students' understanding of English Language as the study of everyday communication, including social media and internet-based spoken and written texts.

### AREAS OF STUDY

- Word classes: including prepositions, pronouns and conjunctions
- Syntax: clause and sentence structure
- Active and passive voice
- Etymology (history and origins) of words
- How people change their language to achieve their purpose, suit the form they're using and their audience
- How to write an expository essay
- How Standard Australian English is constantly evolving

### TYPES OF ASSESSMENT

- Short answer test (grammar)
- Oral presentation analysing the conventions, construction and language choices of any text sourced from the internet
- Expository essay

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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

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## AUSTRALIAN VOICES

### **BRIEF DESCRIPTION**

This single semester course will provide students with an opportunity to reflect on their personal connection to the Australian landscape. Students will explore the impact of our country on Australian identity and culture.

### **AREAS OF STUDY**

We will be viewing and analysing a range of texts including artworks, films, songs and short stories.

### **TYPES OF ASSESSMENT**

- 1. A non-fiction narrative exploring the idea of what it means to be 'home'
- 2. A creative response to any of the texts introduced in this unit, accompanied by a Statement of Intention. The response form can be negotiated with the teacher eg. story, script, short film, song or poetry

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## 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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## CAFÉ CULTURE

### BRIEF DESCRIPTION

This subject aims for students to develop the skills to work in and run a sustainable café. This includes learning Barista skills and designing foods to serve in a café environment. Making connections with the industry outside of the school is a feature. This gives a direct pathway to VCE Food Studies and could lead to potential VET courses in the Hospitality field.

### CONTENT

This unit focuses on the practices used in running a sustainable café. Students learn barista skills and design food that is suitable for a café style menu. There is a strong focus on sustainable practices. Student must be available 8am starts one day a week and must commit to participating in the program.

### TYPES OF ASSESSMENT

- Practical Barista skills
- Design tasks
- Practical cooking skills

Note: Students will be offered the chance to attend a Barista course, this cost will be in addition to the subject fee.

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**COMPULSORY SUBJECT FEE**  
\$95





- PRODUCT DESIGN TECHNOLOGY  
- WOOD 1-2
- VISUAL COMMUNICATION AND  
DESIGN 1-2

## DESIGN INNOVATION

### BRIEF DESCRIPTION

This unit provides an opportunity for students to create appropriate design solutions and to personalise their response, based on their individual interests and other influences. These might include ethical, cultural, social and/or sustainability factors.

The overarching inquiry theme will change with each new intake of participants to provide a new and exciting focus for the direction of potential outcomes. This unit creates pathways for students interested in furthering their studies in both VCE Product Design, Art Making And Exhibiting and VCD.

### CONTENT

- Students will be guided by the art and design elements and principles in combination with the design thinking process to develop and generate solutions in response to a need.
- Decisions involving aesthetic choices will be arrived at through evaluation, reflection, justification and refinement.
- Students will use a range of technologies including graphical representational techniques to communicate ideas in 2- & 3-dimensional drawing, including graphic software, dependent on their chosen design.
- Students will participate in gallery and/or industry visits as on-site incursions, excursions and/or virtual experiences to enhance their classroom learning.

### TYPES OF ASSESSMENT

- Research & Investigation
- Analysis & Evaluation
- Visual Diary
- Production Folio

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**COMPULSORY SUBJECT FEE**  
\$60





## FILM PRODUCTION

### BRIEF DESCRIPTION

This unit aims to explore media through film. Students will look at the media production process within the professional film industry. They will investigate the Australian film and international industry. The aim of the unit is to allow for students to work collaboratively as a part of a production crew as well as learning transferrable skills for the workplace. This unit also provides students with an introduction to key terminology and ideas that are explored in VCE Media. They learn how to use a range of equipment and editing software. The students will have an opportunity to go on excursions centered around the media industry and incursions for filming.

### CONTENT

- Principles of photography
- Styles of photography
- Industry knowledge and practices
- Camera techniques
- Editing software
- Exhibition design

### TYPES OF ASSESSMENT

- Investigative project on industry roles
- Photography exercises
- Research portfolio on industry
- Exhibition design
- Promotional design

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**COMPULSORY SUBJECT FEE**  
\$60







## FOOD STUDIES

### BRIEF DESCRIPTION

In this unit of Food Technology, students will develop their skills and knowledge of Hygiene and Safety in the kitchen, with a focus on knife skills, 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 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

### CONTENT

- Hygiene and safety
- The design process
- Food preparation and presentation techniques including complex processes
- Sustainability
- Sustainability and its impact on food

### TYPES OF ASSESSMENT

- Practical Work
- Design Tasks
- Knife Skills
- Exam

### RECOMMENDED PREPARATION

Successful completion of Year 8 Food Technology unit.

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## INTRODUCTION TO VCE MUSIC

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### 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, should that be of interest to them. It gives the opportunity to compose and perform music, as well as to learn about a wide range of musical styles.

### AIMS

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 (Solo and Group)

### RECOMMENDED PREPARATION

- A prior passing grade in Year 9 Music.
- The ability to read music and play a specific instrument is recommended but not essential.





## INTRODUCTION TO VCE THEATRE STUDIES

### 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. Students will research, develop, design and perform a range of different theatre scripts and explore all aspects of the production process including production roles, acting, and rehearsing.

### CONTENT

- Development of improvisation and role play towards more polished performances
- Monologues
- Group devised productions
- Script and characterisation study / interpretation
- Reflection
- Whole class performance and play-making
- Exploration of all elements of the production process including planning, development and presentation

### TYPES OF 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.

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- Music 1-2
- VET CERTIFICATE III MUSIC  
INDUSTRY: PERFORMANCE

## MUSIC PERFORMANCE IN THE AUSTRALIAN MUSIC INDUSTRY

### BRIEF DESCRIPTION

This unit aims to music performance within the Australian Music Industry. Students will aim to develop, plan and present a range of performances over the semester which will incorporate a design process inclusive of art, media and musical elements. Students in this course will learn about the specifics of the Australian Music Industry, hands on skills and approaches to promoting and sharing music in the modern world. This course will provide students with a direct pathway to VCE VET Certificate III Music Industry: Performance.

### CONTENT

Throughout this unit, students will develop a specialised inquiry concept for their performance – this can take the shape of a particular style, genre or point in history. They will be required to collate materials, resources and promote and develop a web presence using social media and among other mediums and promotional techniques. Throughout this subject, students will engage with units around copyright law, Occupational Health and Safety (OH&S) and will participate in industry specific excursions that will inform the way in which they produce and manage two performances to Brentwood and wider community.

### TYPES OF ASSESSMENT

- Design Process: Assessment of the collation of materials, resources and promotion for the inquiry concept and relevant performances.
- Evidence based assessment: Completion of tasks and demonstration of skills relevant to units covered.
- Performance: Two performance-based opportunities, one will be at Brentwood Secondary College and another will be held at an external venue.

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## MEDIA

### BRIEF DESCRIPTION

Year 10 Media Studies is an introductory course that aims to develop students' critical thinking skills and understanding of the role of media in shaping our perceptions of the world. Through a combination of theoretical and practical work, students will explore key concepts such as media language, representation and audiences. They will learn how to analyze media texts such as films, television shows, advertisements, and print, and understand the techniques and conventions used to construct meaning. Through various projects and tasks, students will have the opportunity to create their own media products, developing skills in filming, photography and editing. Overall, Year 10 Media Studies provides students with a foundation for further study in media and related fields, and equips them with critical thinking and communication skills essential for navigating the increasingly complex media landscape.

### 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.
- Produce media products in various forms.

### OTHER REQUIREMENTS

- Students need a storage device - 8GB or larger
- Folio A4

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## 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 on 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 compulsory subject fee mentioned above.

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**COMPULSORY SUBJECT FEE**

\$120





# 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
- Analysing and evaluating

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**COMPULSORY SUBJECT FEE**  
\$60



## 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 Art Making And Exhibiting.

### 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.

### RECOMMENDED PREPARATION

A pass in any two Arts units at Year 9.





## THROUGH THE LENS

### BRIEF DESCRIPTION

The unit aims to allow students to explore storytelling through photography. The students will learn the principles and practices of photography using DSLR cameras. The students will learn to manipulate photographs, edit and look at analogue vs digital photography practices. The students will partake in a variety of exercises exploring the different styles of photography. There will be opportunities to visit photography galleries, talk to experts and research photographers as well as taking photographs in different environments. The final outcome will be an exhibition that the students design, promote and present.

### CONTENT

- Media themes, narrative and audience
- Film construction and techniques
- Story boards and elements
- Camera techniques
- Editing software
- Industry roles

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# VISUAL COMMUNICATION DESIGN

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**COMPULSORY SUBJECT FEE**  
\$60

### **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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# HEALTH AND PHYSICAL EDUCATION LEARNING AREA

## 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](http://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. IN PERSON: View the range and try on the garments at the following location:

PSW Waverley  
342-350 Springvale Road  
Glen Waverley VIC 3150  
(Behind Officeworks)  
Tel: (03) 9768 0335





# ENHANCED SPORT PERFORMANCE

### **BRIEF DESCRIPTION**

The theoretical areas of study in this unit include the:

- Sports coaching.
- Nutritional and physiological strategies to enhance sporting performance.
- Psychological strategies to enhance sporting performance.

### **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 sports / fitness industry (Coach, Nutrition, Sports Psychology, Athlete Welfare / wellbeing, etc).

### **TYPES OF ASSESSMENT**

- Practical Assessment.
- Written / Theory Assessment.
- Participation.

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# 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
- Risk taking behaviours
- Respectful relationships
- 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

INDICATIVE COST \$1,820



## 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

The Duke of Edinburgh's Award (Silver Level Certificate) requires a student to demonstrate an on-going commitment (approximately 1 hour per week, per section) in order to complete activities in three areas: Volunteering (Service), Skill, and Physical Recreation. In addition, students undertake two Adventurous journeys. Students are given opportunities throughout the year to achieve personal goals, develop confidence in public speaking whilst further developing their build interpersonal skills and leadership capacity.

### CONTENT

The Duke of Edinburgh's Award, an internationally recognised program, promotes personal development through the undertaking of two adventurous journeys (3 days and 2 nights, 4 days and 3 nights) and the participation in both school based and wider community volunteering projects. 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:

- learn a skill for 6-12 months. E.g., cooking, drawing, photography, a language.
- participate in a physical recreation endeavour for 6-12 months. E.g., running, a sport, cycling
- complete 6 months of community service involvement. All students participate in Brentwood Secondary College's Peer support program, Glen Waverley South Primary School mentoring program as well as an additional wider community-based activity.
- complete two adventurous journeys (3 days and 2 nights rafting trip, 4 days and 3 nights rafting trip) actively promoting the safety of self and others.
- complete the online record book for the Duke of Edinburgh's Award (Silver Level Certificate)
- complete an expression of intent to partake in all aspects of the program.

The theoretical areas of study in this unit include leadership, public speaking, indigenous culture, river knowledge and survival skills

### RECOMMENDED PREPARATION

It is recommended that students complete the Bronze Duke of Edinburgh Award prior to completing their Silver Duke of Edinburgh Award. If students haven't completed their Bronze Duke of Edinburgh Award, they must be 15 years old at the commencement of their Award.

### ASSESSMENT

- Individual, partner and team-based assessment
- Public speaking deliveries
- Preparation and participation in two Adventurous Journeys and completion of reflection activities
- Participation in and completion of a diverse range of class activities

**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:

- Body systems (musculoskeletal and cardiorespiratory).
- Fitness components and testing.
- Training Principles.
- Training Methods.

### AIMS

- Gain an understanding of the physical and performance requirements of various sports.
- Examine how the body systems work together to produce movement.
- Explore the principles and methods of training and performance.
- Use practical activities to underpin theoretical understanding.
- Gain an insight into VCE Physical Education.
- Explore possible careers in the fields of Sports Science or Physiotherapy/Exercise Physiology.

### TYPES OF ASSESSMENT

- Practical Assessment.
- Written Assessment.
- Participation.
- Collaboration.

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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)





## 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 Holocaust
- The role of women in 20th Century Australian society
- Movements for 'Rights and Freedoms' of Indigenous Australians in the 20th Century

### TYPES OF ASSESSMENT

- Source Analysis
- Historical Inquiry
- Extended Response
- Essay

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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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## PHILOSOPHY: QUESTIONING OUR WORLD

### BRIEF DESCRIPTION

Philosophy is a subject that explores the indefinite. From ancient philosophers to modern dilemmas philosophy explores reasoning, logic and knowledge to develop answers to the unanswerable. Is there a universal moral code? Do we truly have free will? What is truth?

Philosophical theory and historic events are combined in this subject to highlight pivotal moments in both history and philosophy that altered our society. Year 10 Philosophy focuses on students interpreting, understanding and analysing philosophical theories, case studies and scenarios. Students are also supported to critique and develop their own understanding of dilemmas pertaining to philosophy.

### AREAS OF STUDY

Beginning with a unit on ancient ethics and philosophic understandings on what it is to be moral, grounded in the Ancient Greek philosophers, students will craft and create their own personal understanding of ethics and develop an awareness of the implications of meta-ethics. After this introductory unit students will explore a range of philosophical topics building student confidence in philosophical reading, interpretations and using logic to justify reasoning. Culminating with a written philosophical essay students end this subject with an in depth exploration of a key philosophical question.

### TYPES OF ASSESSMENT

- Philosophic reasoning and justifications
- Extended writing on philosophical dilemmas
- Class tasks including short questions, extended responses and Socratic dialogues

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## CYBERSECURITY

### 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. Cybersecurity is the protection methods that users can apply to ensure their personal data and information remains private and secure. Students will then apply this knowledge to Spreadsheets and Database and what methods they can use to keep data secure.

### AIMS

Students will 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 will also learn the basics of Spreadsheet and Database creation and use.

Students produce the following:

- Learn basic cryptography codes and ciphers, their use throughout history and application in today's technological world
- Investigate and research different types of cybersecurity threats
- Create and store data in a database and spreadsheet
- Investigate and report on Cyber criminals and various modern-day issues

### TYPES OF ASSESSMENT

- Assignments
- Practical test
- Oral Presentation
- Projects

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



# INTRODUCTION TO COMPUTING

## BRIEF DESCRIPTION

Introduction to Computing is an introduction to the Year 11 VCE subject Applied Computing and has been designed for students to learn and use software packages and online programs in order to analyse and interpret data and raw information. Student will also learn and further develop their understanding of computer programming languages and coding, while also preparing them for VCE Computing.

## AIMS

Students learn how to programme and code their own and pre-defined software programs. They learn the importance of Algorithms and Pseudocode and how design elements play a crucial role in program development. Students will create their own databases and spreadsheet solutions to store relevant data, while also learning fundamental formulas, functions and data visualisation creation and interpretation

## TYPES OF ASSESSMENT

- Assignments
- Practical test
- Projects

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



# INTRODUCTION TO SYSTEMS ENGINEERING

## **BRIEF DESCRIPTION**

Systems engineering is a field of engineering and engineering management that focuses on how to design, integrate, and manage complex electronic systems. Students will learn the importance of systems thinking principles and how electronic components and computer programming combine to collectively perform a useful function.

## **AIMS**

Develop programming skills with a range of online programs and various processing units. Develop, construct the programming and logic skills in order to have robots perform and carry out a ranges of simple tasks. Students will further develop their critical thinking using the Systems Thinking Principles and Problem-Solving Method.

## **TYPES OF ASSESSMENT**

- Assignments
- Practical test
- Oral Presentation
- Projects

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## 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 and counts for 2 elective choices. Students cannot change into another subject for the second semester.\***

### 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 eg. reflexive verbs, perfect tense, modal verbs, prepositions, conjunctions, word order. Students will study the following topics: holidays and youth issues.

#### 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 roleplays 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. Students will study the following topics: extreme sports and the environment. At the end of the semester, students will sit the internationally accredited A1 German Language exam with the Goethe Institute. This corresponds to the first level (A1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages (CEFR).

### 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

\* In circumstances when a student wishes to move into another subject, approval must be granted by the Head of Languages and the Pathways Team.







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## 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 and counts for 2 elective choices. Students cannot change into another subject for the second semester.\***

### 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

\* In circumstances when a student wishes to move into another subject, approval must be granted by the Head of Languages and the Pathways Team.





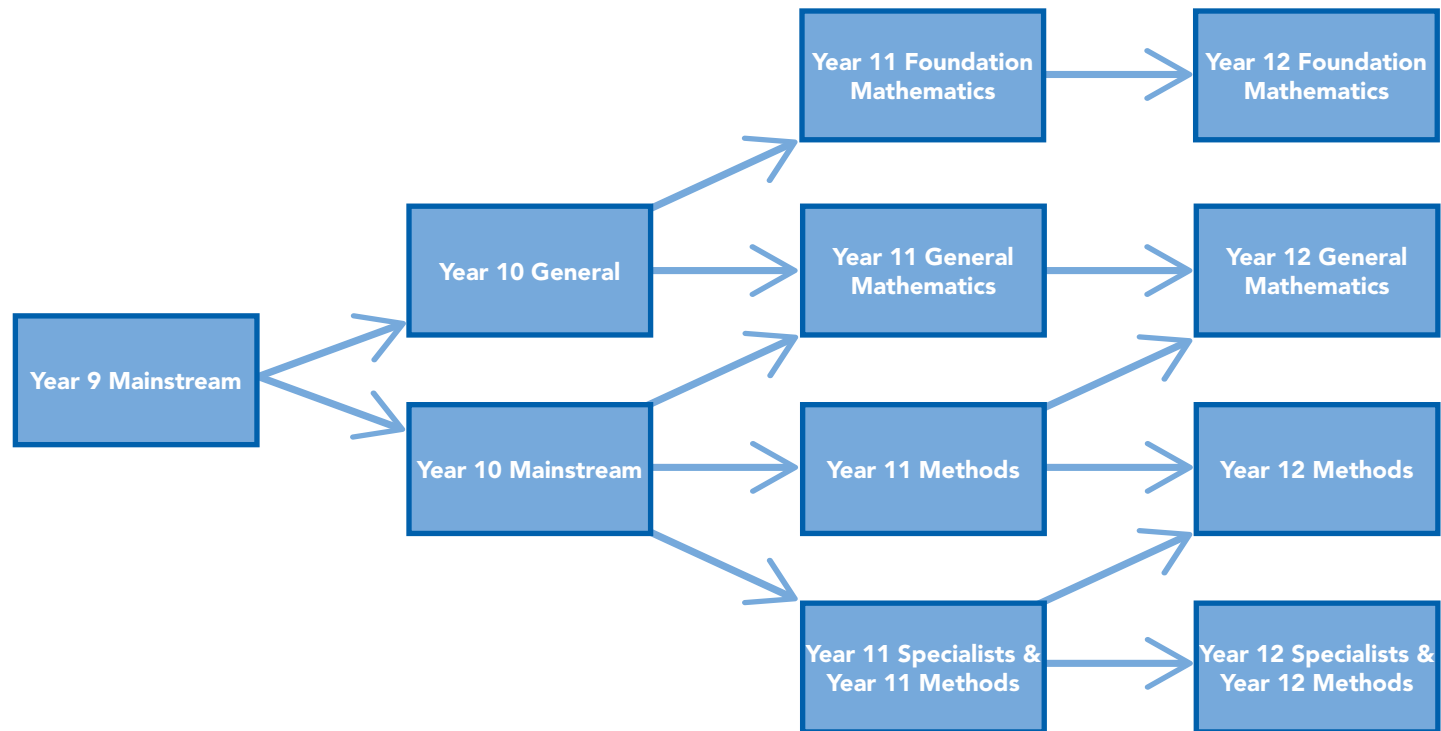
## MATHEMATICS LEARNING AREA

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
- GENERAL 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 General Maths result at the end of their pathway
- Is ideal for students who have found algebra in Year 9 challenging.
- Selection/Nomination Criteria
  - Satisfactory or above work habits over the last two years
  - Feedback from Teachers and House Leaders

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

### Semester 1

- Applications of Linear Equations and Graphs
- Measurement
- Statistics

### Semester 2

- Trigonometry
- Financial Maths
- Probability
- Bivariate data/Regression

## TYPES OF ASSESSMENT

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

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- GENERAL MATHEMATICS 1-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4

## MAINSTREAM MATHEMATICS

### BRIEF DESCRIPTION

Leads to studies in:

- General Mathematics (11 & 12)
- Mathematical Methods (11 & 12)
- Specialist Mathematics (11 & 12)
- A combination of these subjects is possible.
- This will be the default subject for the majority of students in Year 10
- Selection/Nomination Criteria
  - Strong ability in algebra
  - Feedback from Teachers and House Leaders

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

- Linear Relations
- Measurement
- Statistics
- Quadratic Equations

Semester 2

- Quadratic graphs
- Trigonometry
- Probability
- Non-linear Graphs

### TYPES OF ASSESSMENT

- Topic Tests
- Class Tasks
- Project or Application/Problem Solving Tasks
- Homework

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- GENERAL MATHEMATICS 1-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4



## ENRICHED MATHEMATICS

### BRIEF DESCRIPTION

Enrichment Maths in Year 10 is a yearlong subject offered to selected students as an alternative to Mainstream Mathematics (note: only students who have studied Yr 9 Enrichment Maths can select this as a subject. If there is room in the class, other students may be offered a place).

### 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, 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 Enriched Mathematics

### TYPES OF ASSESSMENT

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

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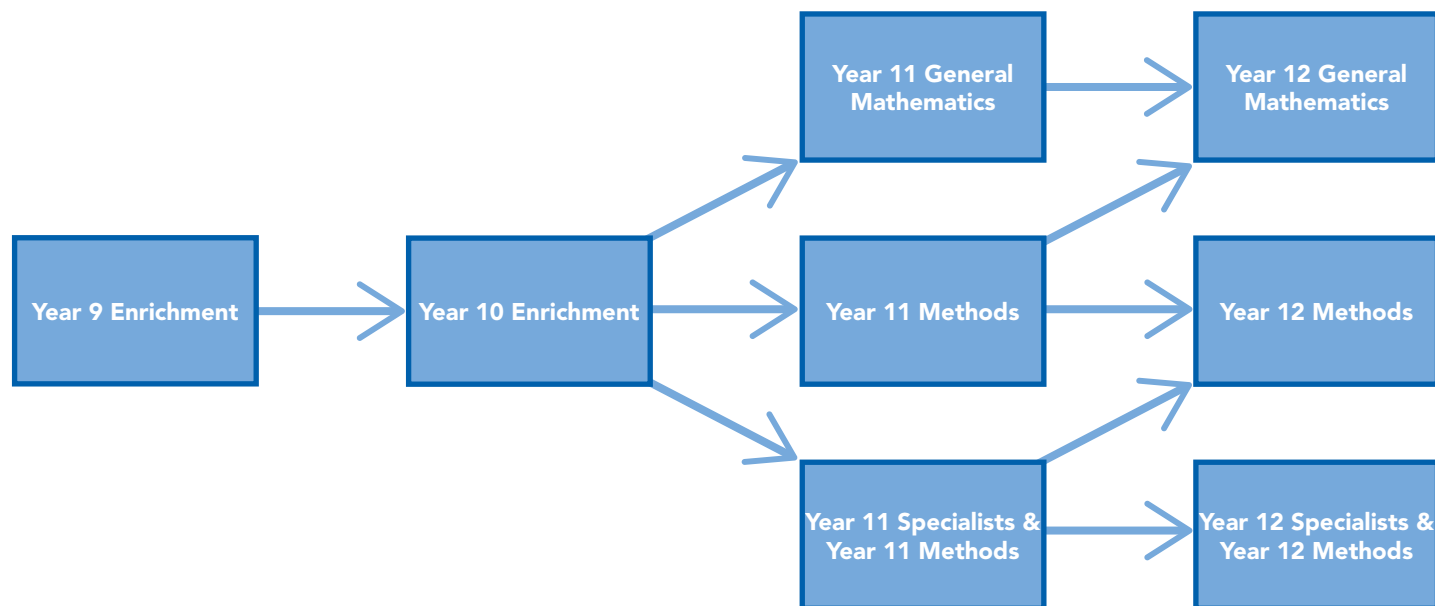




- GENERAL MATHEMATICS 1-4
- MATHEMATICAL METHODS 1-4
- SPECIALIST MATHEMATICS 1-4

## 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 General 3&4
- Continuing with Methods 3&4
- Taking up General 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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## 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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## BIOLOGY

### BRIEF DESCRIPTION

This unit is designed to help give Year 10 students a deeper understanding of microbiology, infectious diseases and the human immune system. Throughout these areas of study, students continue to develop their practical skills through range of microbiological practicals. Students will also explore various bioethical approaches and ethical concepts and how these can be used to identify, explore, and choose a position or course of action on the basis of reasoning and reflection.

### AREAS OF STUDY

- Microbiology: The Body at War
- Immunology: Defending the Body
- Bioethics

### TYPES OF ASSESSMENT

- Classwork tasks
- Experiments and activities
- End of topic tests
- Analysis and evaluation of a bioethical issue
- Semester Examination





- CHEMISTRY 1-2
- BIOLOGY 1-2

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## 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 SPACE-SCIENCE

### BRIEF DESCRIPTION

This subject expands on physics learnt in years 7 to 9 and introduces students to a range of study-areas to prepare them for VCE physics.

### AREAS OF STUDY

- The nature of electricity and the construction of basic circuits
- The effects of forces on the motion of objects
- Astronomy and astrophysics
- Atomic structure and radioactivity (Time Permitting)

### TYPES OF ASSESSMENT

- Tests
- Homework and Classwork
- Assignments
- Practical Reports
- Semester examination

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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. Areas of study include forensic psychology, abnormal psychology and research methods in psychology. Students investigate specific topics such as ethics, criminal profiling, mental illness, sleep and research methods.

### AREAS OF STUDY

- Research Methods
- Abnormal Psychology
- Forensic Psychology

### TYPES OF ASSESSMENT

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



- 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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**COMPULSORY SUBJECT FEE**  
\$TBA (APPROX \$2,000)

# 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 the Pathways Team.



# VCE SUBJECTS

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU



## ENGLISH (COMPULSORY STUDY AREA)

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



## ARTS AND TECHNOLOGY

ART MAKING AND EXHIBITING (FORMERLY STUDIO ARTS)\*\*  
FOOD STUDIES\*  
MEDIA\*\*  
MUSIC PERFORMANCE (UNIT 1+2)  
MUSIC CONTEMPORARY PERFORMANCE  
MUSIC REPERTOIRE PERFORMANCE  
PRODUCT DESIGN AND TECHNOLOGY - WOOD\*\*  
THEATRE STUDIES\*  
VISUAL COMMUNICATION AND DESIGN\*\*



## HEALTH AND PHYSICAL EDUCATION

GOLD DUKE OF EDINBURGH AWARD\*  
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  
FOUNDATION MATHEMATICS  
GENERAL 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 will make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text. Students will also demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

### ASSESSMENT

Possible assessment tasks in this unit may include:

- an analytical response to a set text
- a creative response to a set 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 English Booklist, including a dictionary. Students must submit all assessment tasks in order to achieve an 'S' for the Outcome.

### VCAA DESCRIPTION

- Area of Study 1  
Reading and exploring texts
- Area of Study 2  
Crafting Texts

## UNIT 2

In this unit students will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Additionally, students will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

### ASSESSMENT

Possible assessment tasks in this unit may include:

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

### OTHER REQUIREMENTS

Students must submit all assessment tasks in order to achieve an 'S' for the Outcome.

### VCAA DESCRIPTION

- Area of Study 1  
Reading and exploring texts
- Area of Study 2  
Exploring Argument

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

ENGLISH SUBJECT VIDEO  
ENGLISH VCAA STUDY DESIGN





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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

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



## ENGLISH (EAL) UNITS 1+2

### UNIT 1

On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in a text. They should also be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

#### ASSESSMENT

Possible assessment tasks in this unit may include:

- a personal response to a set text
- a note-form summary of key connections and ideas within the set text
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- a set of annotations on the student-created texts, identifying the qualities of effective writing.

#### 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 exploring texts  
Area of Study 2  
Crafting Texts

**Enrolment into EAL is based on department prerequisites, enrolment data and Teacher/Parent recommendation.**

### UNIT 2

On completion of this unit the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning. The student should also be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

#### ASSESSMENT

Possible assessment tasks in this unit may include:

- a detailed mind map of vocabulary, text structures, language features and ideas from the set text
- an analytical response to a set text
- a note-form summary of the key argument(s) and supporting arguments in persuasive text(s)
- an annotated visual text(s) that identifies the key persuasive techniques
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view 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 1 set text for Unit Two.

#### VCAA DESCRIPTION

Area of Study 1  
Reading and exploring texts  
Area of Study 2  
Exploring Arguments



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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

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

## ENGLISH (EAL) UNITS 3+4

### UNIT 3

On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. They should also be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

#### ASSESSMENT

- An analytical response to text in written form 30 marks
- Comprehensions of an audio/visual text through
  - short answer responses 20 marks
  - note form summaries
- A written text constructed in consideration of audience purpose and context 20 marks
- A written text constructed in consideration of audience purpose and context 20 marks
- A set of annotations reflecting on the writing process 10 marks

#### OTHER REQUIREMENTS

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

#### VCAA DESCRIPTION

Area of Study 1  
Reading and Responding to texts  
Area of Study 2  
Creating Texts

**Enrolment into EAL is based on department prerequisites, enrolment data and Teacher/Parent recommendation.**

### UNIT 4

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. They should also be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

#### ASSESSMENT

- An analytical response to text in written form 40 marks
- An analytical response to argument in written form 40 marks
- A point of view oral presentation 20 marks

#### OTHER REQUIREMENTS

School assessed course work (Units 3 and 4) contributes 50 per cent to the study score, the end of year exam contributes 50 per cent to the study score.

#### VCAA DESCRIPTION

Area of Study 1  
Reading and responding to texts  
Area of Study 2  
Analysing 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	
• Short Answer test	25%
• Essay	25%
Outcome 2	
• Case Study multimodal or oral presentation	50%

### 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	
• Analytical Commentary	50%
Outcome 2	
• Essay	50%

### OTHER REQUIREMENTS

Completion of Holiday Homework tasks

### VCAA DESCRIPTION

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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

ENGLISH LANGUAGE SUBJECT VIDEO  
ENGLISH LANGUAGE VCAA STUDY DESIGN



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



## LITERATURE UNITS 1+2

### UNIT 1

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. This unit also provides students with the opportunity to explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

#### ASSESSMENT

May include:

- a close analysis of one of more selected passages
- an essay (comparative or analytical)
- a debate
- reading journal entries
- an in-class seminar
- a creative response to a text(s) studied
- an oral or a written review
- a multimedia response.

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.

At least one assessment task in either Unit 1 or 2 must include the language modes of speaking and listening; the presentation mode is a school-based decision.

#### VCAA DESCRIPTION

Area of Study 1  
Reading Practices  
Area of Study 2  
Exploration of Literary movements and genres

### UNIT 2

In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text. Within that exploration, students consider stories about the Australian landscape and culture. Additionally, students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

#### ASSESSMENT

May include:

- an essay (comparative or analytical)
- a debate
- reading journal entries
- a close analysis of selected passages
- a creative response to a text(s) studied
- an in-class seminar
- an oral or a written review
- a multimedia response.

At least one assessment task in either Unit 1 or 2 must include the language modes of speaking and listening; the presentation mode is a school-based decision.

#### VCAA DESCRIPTION

Area of Study 1  
Voices of Country  
Area of Study 2  
The text in its context

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

LITERATURE SUBJECT VIDEO  
LITERATURE VCAA STUDY DESIGN



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



## LITERATURE UNITS 3+4

### UNIT 3

In this unit students explore different forms of texts and how these contribute to meaning. They reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. They first develop their own interpretations and then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of a set text.

#### ASSESSMENT

##### Outcome 1

- A written interpretation of a text, supported by close textual analysis, using a key passage (20 marks)
- An analysis of how textual form influences meaning (30 marks)

##### Outcome 2

- Part A: An initial interpretation of the text's views and values within its historical, social and cultural context
- Part B: A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.

#### VCAA DESCRIPTION

##### Area of Study 1

Adaptations and Transformations

##### Area of Study 2

Developing Interpretations

### UNIT 4

Within this unit students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They focus on close readings of language, style, concerns and the construction of texts to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

#### ASSESSMENT

##### Outcome 1

- Part A: A creative response to a text. (40 marks)
- Part B: A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text. (20 marks)

##### Outcome 2

- A close analysis of a text, supported by an examination of textual details, based on a selection of passages. (40 marks)

#### VCAA DESCRIPTION

##### Area of Study 1

Creative Responses to Texts

##### Area of Study 2

Close Analysis of Texts

### 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.

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

LITERATURE SUBJECT VIDEO  
LITERATURE VCAA STUDY DESIGN





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

# ART MAKING AND EXHIBITING UNITS 1+2 (FORMERLY STUDIO ARTS)

## UNIT 1

### EXPLORE, EXPAND AND INVESTIGATE

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

### ASSESSMENT

- Outcome 1 - Visual arts Journal
- Outcome 2 – Finished Artworks
- Outcome 3 – Information for an Exhibition

### OTHER REQUIREMENTS

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

### VCAA DESCRIPTION

Area of Study 1  
Explore - materials, techniques and art forms  
Area of Study 2  
Expand - make, present and reflect  
Area of Study 3  
Investigate – research and present

## UNIT 2

### UNDERSTAND, DEVELOP AND RESOLVE

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

### ASSESSMENT

- Outcome 1 - Thematic exhibition
- Outcome 2 – Experimental artworks and documentation
- Outcome 3 – Finished Artworks
- End of year examination

### OTHER REQUIREMENTS

- Use of Dean's Art Kit already purchased

### VCAA DESCRIPTION

Area of Study 1  
Understand – ideas, artworks and exhibition  
Area of Study 2  
Develop – theme, aesthetic qualities and style  
Area of Study 3  
Resolve – ideas, subject matter and style

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

ART MAKING VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE  
\$100







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

# ART MAKING AND EXHIBITING UNITS 3+4 (FORMERLY STUDIO ARTS)

## UNIT 3

### COLLECT, EXTEND AND CONNECT

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study.

### ASSESSMENT

- Outcome 1 - Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Outcome 2 - Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
- Outcome 3 - Research and plan an exhibition of the artworks of three artists.

### OTHER REQUIREMENTS

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

### VCAA DESCRIPTION

Area of Study 1  
Collect - inspirations, influences and images  
Area of Study 2  
Extend - make, critique and reflect  
Area of Study 3  
Connect - curate, design and purpose

## UNIT 4

### CONSOLIDATE, PRESENT AND CONSERVE

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions.

### ASSESSMENT

- Outcome 1 - Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
- Outcome 2 - Plan and display at least one finished artwork in a specific art form, and present a critique.
- Outcome 3 - Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

### OTHER REQUIREMENTS

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

### VCAA DESCRIPTION

Area of Study 1  
Consolidate - refine and resolve  
Area of Study 2  
Present- plan and critique  
Area of Study 3  
Conserve - present and care

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

ART MAKING VCAA STUDY DESIGN

COMPULSORY SUBJECT FEE  
\$100





- 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. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

#### ASSESSMENT

- Research task
- Practical Activities and Records

### 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 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 of interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health.

Practical activities enable students to demonstrate, observe and reflect on the use of ingredients indigenous to Australia. These activities also provide students with opportunities to extend and share their research into a selected cuisine brought by migrants to Australia.

#### ASSESSMENT

- Written test
- Practical Activities and Records

## UNIT 2

### AUSTRALIA'S FOOD SYSTEM

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management. Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship.

Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply. Through practical activities, students create new food products using design briefs, and apply commercial principles such as research, design and innovations, product testing, production, evaluation and marketing.

#### ASSESSMENT

- Design task
- Practical Activities and Records

### FOOD IN THE HOME

In this area of study students further explore food production, focusing on domestic and small-scale food production. They compare similar food 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. Students learn and apply food science terminology relating to physical and chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Through practical activities, students design and adapt 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

- Written Report
- Practical Activities and Records

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM 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

\$135





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

# FOOD STUDIES UNITS 3+4

## UNIT 3

### THE SCIENCE OF FOOD

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

#### ASSESSMENT

- Visual Annotated Report
- Practical Activities and Records

### FOOD CHOICES, HEALTH AND WELLBEING

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 choices, 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 politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

#### ASSESSMENT

- Media Analysis
- Practical Activities and Records

## UNIT 4

### NAVIGATING FOOD INFORMATION

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 reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

#### ASSESSMENT

- Case Study Analysis
- Practical Activities and Records

### ENVIRONMENT AND ETHICS

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, 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.

#### ASSESSMENT

- Written Report

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM 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

\$135





THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM 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

#### REPRESENTATIONS, MEDIA PRODUCTION 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
- 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

#### NARRATIVES ACROSS MEDIA FORMS AND THE INDUSTRY CHANGES

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
- End of Year 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



THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM 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 3+4

### UNIT 3

#### MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

In this unit students explore stories that circulate in society through a close analysis of a media narrative. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, 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 narrative using appropriate media language.

Students will begin the process of creating their own Media production in a form of their choosing. They will research develop and experiment with techniques to engage audiences and plan the execution of their production using appropriate documentation for that form. This requires students to undertake self-directed learning in order to complete this task over three 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  
Narratives and their Contexts  
Area of Study 2  
Research, Development and Experimentation  
Area of Study 3  
Pre-Production planning

### UNIT 4

#### MEDIA PRODUCTION, AGENCY AND CONTROL IN, AND OF THE MEDIA

In this unit students will complete their Media production that was undertaken in Unit 3. Students will manage the production phase and undertake appropriate post production processes and techniques as required by their chosen form. The agency and control area of study examines issues of 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.

#### 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  
VCE VM PROGRAM  
VET PROGRAM  
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MUSIC VCAA STUDY DESIGN



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

# MUSIC PERFORMANCE UNITS 1+2

## UNIT 1

### ORGANISATION OF MUSIC

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source.

### ASSESSMENT

- Outcome 1: Performance
- Outcome 2: Creating
- Outcome 3: Analysing and Responding

### 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  
Creating  
Area of Study 3  
Analysing and Responding

## UNIT 2

### EFFECT IN MUSIC

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source.

### ASSESSMENT

- Outcome 1: Performance
- Outcome 2: Creating
- Outcome 3: Analysing and Responding

### 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  
Creating  
Area of Study 3  
Analysing and Responding



- 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  
 VCE VM PROGRAM  
 VET PROGRAM  
 YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS  
 YEAR 10 SUBJECTS  
 VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MUSIC VCAA STUDY DESIGN



# MUSIC CONTEMPORARY PERFORMANCE UNITS 3+4 (NOT RUNNING IN 2024)

## UNIT 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

### 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  
 Analysing for Performance  
 Area of Study 3  
 Responding

## UNIT 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

### ASSESSMENT

• End-of -Year Performance Exam	50%
• School Assessed Coursework	30%
• Written and Aural Exam	20%

### 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  
 Analysing for Performance  
 Area of Study 3  
 Responding



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

# MUSIC REPERTOIRE PERFORMANCE UNITS 3+4 (NOT RUNNING IN 2024)

## UNIT 3

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

### 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  
Analysing for Performance  
Area of Study 3  
Responding

## UNIT 4

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

### ASSESSMENT

• End-of -Year Performance Exam	50%
• School Assessed Coursework	30%
• Written and Aural Exam	20%

### 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  
Analysing for Performance  
Area of Study 3  
Responding

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

SUBJECT RESOURCES

MUSIC VCAA STUDY DESIGN







THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM 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

\$150



- 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



- 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  
VCE VM 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

\$130





- 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  
VCE VM PROGRAM  
VET PROGRAM  
YEAR 9 STUDIES OVERVIEW

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

THEATRE STUDIES SUBJECT VIDEO  
THEATRE STUDIES VCAA STUDY DESIGN

### COMPULSORY SUBJECT FEE

\$120





- 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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

THEATRE STUDIES SUBJECT VIDEO  
THEATRE STUDIES VCAA STUDY DESIGN

### COMPULSORY SUBJECT FEE

\$120





- 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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

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 IN DESIGN PRACTICES

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

### ASSESSMENT

- Outcome 1 Professional Design Practice (SAC 1)
- Outcome 2 Design Analysis (SAC 2)
- Outcome 3 Design Process: Defining Problems and Developing 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
- Professional Design Practice
- Area of Study 2
- Design Analysis
- Area of Study 3
- Design Process: Defining Problems and Developing Ideas

## UNIT 4

### DELIVERING DESIGN SOLUTIONS

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

### ASSESSMENT

- Outcome 1 – Design Process: Refining and Resolving Design Concepts (SAT Folio)
- Outcome 2 – Presenting Design Solutions (SAT Folio)

- SAC – 20%
- SAT – 50%
- Exam – 30%

### 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
- Design Process: Refining and Resolving Design Concepts
- Area of Study 2
- Presenting Design Solutions

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

VISUAL COMMUNICATION DESIGN SUBJECT  
VIDEO  
VISUAL COMMUNICATION DESIGN VCAA  
STUDY DESIGN

### COMPULSORY SUBJECT FEE

\$100





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

# GOLD DUKE OF EDINBURGH AWARD

## BRIEF DESCRIPTION

The Duke of Edinburgh Gold Award requires students to take charge of their own learning and develop responsible behaviours both in and outside the classroom that assist them to be future ready. It has a large focus on civics and citizenship, event and camp management and planning and further developing leadership and organisational skills.

**Note this subject is 12 months in duration (18 months if a student hasn't completed their Silver Award). It will run over both Semester one and Semester two as an extracurricular activity. The class will be timetabled on a Period 0 once a week.**

## AIMS

The Duke of Edinburgh's Award (Gold Level Certificate) requires a student to demonstrate an on-going commitment (approximately 1 hour per week, per section) in order to complete activities in three areas: Volunteering (Service), Skill, and Physical Recreation. In addition, students undertake two Adventurous journeys and one Residential project. Students are given opportunities throughout the year to achieve personal goals, develop skills in event and camp management, planning and implementation as well as continue to develop their interpersonal and organisational skills.

## CONTENT

The Duke of Edinburgh's Award, an internationally recognised program, promotes personal development through the undertaking of two adventurous journeys (Option one – attend the Year 11 Central Australia camp or plan, organise and participate in two self-directed 4 days, 3-night camps) and the participation in both school based and wider community volunteering projects.

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

- learn a skill for 12 - 18 months. E.g., cooking, drawing, photography, a language.
- participate in a physical recreation endeavour for 12- 18 months. E.g., running, a sport, cycling
- complete 12 months of community service involvement.
- complete two adventurous journeys (Option one – attend the Year 11 Central Australia camp or plan, organise and participate in two self-directed 4 days, 3-night camps) actively promoting the safety of self and others.
- plan, organize and participate in a 5 day Residential project (Portsea holiday camp, Brentwood Secondary College Year 8 camp, Duke of Edinburgh Bronze and Silver camps, Community based camps)
- complete the online record book for Duke of Edinburgh's Award (Gold Level Certificate)
- complete an expression of intent to partake in all aspects of the program.

The theoretical areas of study in this unit include leadership, event management, camp planning and implementation and indigenous culture

## PREREQUISITE

In order for students to undertake the Gold Duke of Edinburgh Award, students must have either completed their Bronze and/or Silver Duke of Edinburgh Award. Students must be 16 at the commencement of the Award.

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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

**COMPULSORY SUBJECT FEE**

INDICATIVE COST \$830





- 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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

HEALTH AND HUMAN DEVELOPMENT  
SUBJECT VIDEO  
HEALTH AND HUMAN DEVELOPMENT  
VCAA STUDY DESIGN





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



# HEALTH AND HUMAN DEVELOPMENT UNITS 3+4

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

HEALTH AND HUMAN DEVELOPMENT  
SUBJECT VIDEO  
HEALTH AND HUMAN DEVELOPMENT  
VCAA STUDY DESIGN



## 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



- 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

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

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YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

PHYSICAL EDUCATION SUBJECT VIDEO  
PHYSICAL EDUCATION VCAA STUDY DESIGN



- 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

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

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YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

PHYSICAL EDUCATION SUBJECT VIDEO  
PHYSICAL EDUCATION VCAA STUDY DESIGN



- 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)
- Tests (including ICT)

### 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

THE VCE  
VCE ASSESSMENT  
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VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
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VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

ACCOUNTING SUBJECT VIDEO  
ACCOUNTING VCAA STUDY DESIGN



- 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

- Outcome 1 - 60%
- Outcome 2 - 40%
- 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

- Outcome 1 - 50%
- Outcome 2 - 50%
- 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  
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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  
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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 (NOT RUNNING IN 2024)

## 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

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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 2 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
- 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  
VCE EXAMINATIONS  
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### 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 VCE VM 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 people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

## RATIONALE

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect 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 as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

Career opportunities: Stockbroking, Insurance, Business Analysis, Banking and Finance, Journalism, Politics and Public Policy.

## UNIT 1

### ECONOMIC DECISION-MAKING

On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers, businesses, and the government in the economy, and analyse the factors that affect economic decision-making. The student should also be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets. Furthermore, they should be able to explain how behavioural economics complements traditional understandings of decision-making and analyse the effects of behavioural economics insights on consumers and other economic agents.

### ASSESSMENT

- SAC 1 – Thinking like an Economist
- SAC 2 – Decision making in markets
- SAC 3 – Behavioural Economics

## UNIT 2

### ECONOMIC ISSUES AND LIVING STANDARDS

On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures. Furthermore, the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

### ASSESSMENT

- SAC 1 – Economic Activity
- SAC 2 – Applied economic analysis of local, national and international 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 LIVING STANDARDS

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

### ASSESSMENT

Unit 3 contributes 25% to the study score

- Outcome 1 40%
- Outcome 2 30%
- Outcome 3 30%

### VCAA DESCRIPTION

Area of Study 1

An introduction to microeconomics: the market system, resource allocation and government intervention

Area of Study 2

Domestic macroeconomic goals

Area of Study 3

Australia and the international 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%
- Outcome 2 40%

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

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

#### HAZARDS AND DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. 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
- Fieldwork
- Research Task

#### VCAA DESCRIPTION

Area of Study 1  
Characteristics of hazards  
Area of Study 2  
Response to hazards and disaster

### UNIT 2

#### TOURISM ISSUES AND CHALLENGES

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
- Fieldwork
- Research Task

#### VCAA DESCRIPTION

Area of Study 1  
Characteristics of tourism  
Area of Study 2  
Impact of tourism

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

GEOGRAPHY SUBJECT VIDEO  
GEOGRAPHY VCAA STUDY DESIGN



- CLIMATOLOGIST
- TOWN PLANNER
- TRAVEL CONSULTANT
- CARTOGRAPHER
- EMERGENCY PLANNER
- TEACHER



## GEOGRAPHY UNITS 3+4

### UNIT 3

#### CHANGING THE LAND

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
- Unit 3 SAC 2- Test

#### VCAA DESCRIPTION

Area of Study 1  
Land use change  
Area of Study 2  
Land cover change

### UNIT 4

#### POPULATION TRENDS AND ISSUES

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to these changes in different parts of the world.

#### ASSESSMENT

- 50% Internal
- 50% Final Examination

#### Internal Score Breakdown

- Unit 4 SAC 1- Test
- Unit 4 SAC 2- Test

#### VCAA DESCRIPTION

Area of Study 1  
Population dynamics  
Area of Study 2  
Population issues and challenges

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

GEOGRAPHY SUBJECT VIDEO  
GEOGRAPHY VCAA STUDY DESIGN



- LAW
- EDUCATION
- CONSULTANCY
- PUBLIC SECTOR
- TOURISM
- PUBLISHING



# HISTORY: 20TH CENTURY UNITS 1+2

## UNIT 1

### TWENTIETH CENTURY HISTORY 1918 – 1939

Topics covered: Post-World War I, Treaty of Versailles, the League of Nations, the rise of Nazism, Fascism, Communism and the causes of World War II. Students also study the cultural expression of both America and Germany in the 1920s and 1930s (art, music, culture, architecture, and film). Additionally, this unit examines the exclusion of social groups such as African Americans and the horrors of the Holocaust.

#### ASSESSMENT

- Source analysis
- Historical inquiry
- Essay
- Extended response

#### VCAA DESCRIPTION

Area of Study 1  
Ideology and conflict  
Area of Study 2  
Social life and cultural expression

## UNIT 2

### TWENTIETH CENTURY HISTORY 1945 – 2000

Topics covered: The Cold War (USA & USSR) and the events within the long-standing political conflict, such as the Arms Race, Space Race, Berlin Wall, Cuban Missile Crisis, and the Vietnam War. Additionally, students examine the Civil Rights Movement in the USA and how this has shaped society today.

#### ASSESSMENT

- Source analysis
- Historical inquiry
- Essay
- Extended response
- End of year examination

#### VCAA DESCRIPTION

Area of Study 1  
Competing ideologies  
Area of Study 2  
Challenge and change

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

HISTORY SUBJECT VIDEO  
HISTORY VCAA STUDY DESIGN



- LAW
- EDUCATION
- CONSULTANCY
- PUBLIC SECTOR
- TOURISM
- PUBLISHING



# HISTORY: REVOLUTIONS UNITS 3+4

## UNIT 3

### THE AMERICAN REVOLUTION OF 1776

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
- The end of year exam contributes 50%

### 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

### THE RUSSIAN REVOLUTION OF OCTOBER 1917

This unit investigates the Russian Revolution. Students analyse the long-term and short-term causes of the revolution and how revolutionary outbreaks were directly or indirectly influenced by the social, political, economic and cultural conditions of the time. Students then analyse the challenges to the new regime, such as State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt. They also study the contribution of significant individuals that changed society including Lenin, Trotsky and others.

### ASSESSMENT

Assessment tasks include:

- Historical inquiry
- Analysis of primary sources
- Evaluation of historical interpretations
- Essay
- The end of year exam contributes 50%

### 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)

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM PROGRAM  
VET PROGRAM  
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VCE SUBJECTS

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
- The presumption of innocence SAC
- Civil liability SAC

### 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
- Remedies SAC
- Rights SAC
- Unit 2 Examination

### 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  
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





- 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
- VCE VM PROGRAM
- VET PROGRAM
- YEAR 9 STUDIES OVERVIEW

- YEAR 9 SUBJECTS
- YEAR 10 SUBJECTS
- VCE SUBJECTS

## 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
- Short-answer responses
- Written reflections
- Presentations (oral, multimedia)
- Dialogue (oral, written) VCAA Description

### 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 study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. The primary text will offer a positive argument or viewpoint rather than a critique.

### ASSESSMENT

- Essay
- Short-answer responses
- Tests
- Written reflections
- 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 3  
TPhilosophical Inquiry

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM PROGRAM  
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YEAR 10 SUBJECTS  
VCE SUBJECTS

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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

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

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM PROGRAM  
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VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

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

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

### SUBJECT RESOURCES

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

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

APPLIED COMPUTING SUBJECT VIDEO  
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. In addition, students explore a range of text types. 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 3 100%

#### 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.

In Term 4, students will sit the internationally accredited A2 German Language exam with the Goethe Institute. This corresponds to the second level (A2) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages (CEFR).

#### ASSESSMENT

- Outcome 1 + Outcome 2 + Outcome 3 75%
- External Goethe-Exam 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.

THE VCE

VCE ASSESSMENT

VCE BREACH OF RULES

VCE SPECIAL PROVISIONS

VCE EXAMINATIONS

VCE SUBJECT SELECTION PROCESS

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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 a 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

THE VCE

VCE ASSESSMENT

VCE BREACH OF RULES

VCE SPECIAL PROVISIONS

VCE EXAMINATIONS

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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      100%

### 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%
- End of Year 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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### SUBJECT RESOURCES

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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JAPANESE VCAA STUDY DESIGN





# STRUCTURE OF VCE MATHEMATICS AT BSC

The VCE Mathematics subjects offered at Brentwood are:

Year 11	Year 12
Foundation Mathematics 1 & 2	Foundation Mathematics 3 & 4
General Mathematics 1 & 2	General Mathematics 3 & 4
Mathematical Methods 1 & 2	Mathematical Methods 3 & 4
Specialist Mathematics 1 & 2	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 Foundation or General Mathematics in Year 11.

### FOUNDATION MATHEMATICS

The topics studied include Algebra and Number, Data analysis and Probability, Financial and consumer mathematics and Measurement. Students undertake a mathematical investigation as part of the assessment for this course.

### GENERAL MATHEMATICS

The topics studied include Data analysis, probability and statistics, Algebra and number, Functions, relations and graphs, Space and Measurement and Discrete mathematics. Year 11 General Mathematics serves as preparation for Units 3 + 4 General Mathematics. Units 3 + 4 General Mathematics may be studied as a stand-alone course, 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 General 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.



- TRADES
- SCIENCE
- NURSING
- BUSINESS



# FOUNDATION MATHEMATICS UNITS 1+2

## UNIT OUTLINE

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Please note: This subject cannot be studied alongside Mathematical Methods or Specialist Maths.

## ASSESSMENT

- Mathematical investigation
- Tests
- Assignments

## OTHER REQUIREMENTS

- Scientific calculator

## VCAA DESCRIPTION

- Area of Study 1: Algebra, number and structure
- Area of Study 2: Data analysis and statistics
- Area of Study 3: Financial and consumer mathematics
- Area of Study 4: Measurement

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FOUNDATION MATHEMATICS VCAA STUDY  
DESIGN



- TRADES
- SCIENCE
- NURSING
- BUSINESS



# FOUNDATION MATHEMATICS UNITS 3+4 (NOT RUNNING IN 2024)

## UNIT OUTLINE

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

Please note: This subject cannot be studied alongside Mathematical Methods or Specialist Maths.

## ASSESSMENT

- Unit 3 School-assessed Coursework (Mathematical Investigation x 2): 40%
- Unit 4 School-assessed Coursework (Mathematical Investigation): 20%
- Units 3 and 4 Examination: 40%

## OTHER REQUIREMENTS

- Scientific calculator

## VCAA DESCRIPTION

- Area of Study 1: Algebra, number and structure
- Area of Study 2: Data Analysis and Statistics
- Area of Study 3: Financial and consumer mathematics
- Area of Study 4: Space and measurement

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## SUBJECT RESOURCES

FOUNDATION MATHEMATICS VCAA STUDY DESIGN



- TRADES
- SCIENCE
- NURSING
- ACCOUNTING
- BUSINESS



# GENERAL MATHEMATICS UNITS 1+2

## UNIT OUTLINE

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

## ASSESSMENT

School assessed coursework may include:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- End of Unit Examination

## OTHER REQUIREMENTS

- Access to a Ti-Nspire CAS Calculator

## VCAA DESCRIPTION

### UNIT 1

- Area of Study 1: Data analysis (Univariate data)
- Area of Study 2: Algebra, number and structure (Recursion and financial modelling)
- Area of Study 3: Functions, relations and graphs (Linear graphs and models)
- Area of Study 4: Discrete mathematics (Matrices)

### UNIT 2

- Area of Study 1: Data analysis (Bivariate data)
- Area of Study 2: Discrete mathematics (Graphs and networks)
- Area of Study 3: Functions, relations and graphs (Variation)
- Area of Study 4: Space and measurement (Measurement and Trigonometry)

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## SUBJECT RESOURCES

GENERAL MATHEMATICS VCAA STUDY DESIGN



- TRADES
- SCIENCE
- NURSING
- ACCOUNTING
- BUSINESS



# GENERAL MATHEMATICS UNITS 3+4

## UNIT OUTLINE

General Mathematics Unit 3 and 4 focus on real-life application of mathematics. Unit 3 consists of Data analysis and Recursion and Financial modelling and Unit 4 consists of Matrices and Networks and decision mathematics.

In undertaking these units, students are expected to be able to demonstrate skills such as calculating values, constructing graphs, interpreting tables, use matrices and networks, use recurrence relations, and connect equations and graphs. They are also expected to apply their understanding of concepts to a range of contexts and use the Ti-Nspire CAS proficiently. Students should be familiar with relevant mental and by-hand approaches to estimation and computation.

## ASSESSMENT

- Unit 3 School-assessed Coursework (Application task and Modelling/Problem Solving task): 24%
- Unit 4 School-assessed Coursework (Application task and Modelling/Problem Solving task): 16%
- Units 3 and 4 Examination 1 (Multiple Choice): 30%
- Units 3 and 4 Examination 2 (Written Response): 30%

## OTHER REQUIREMENTS

- Access to a Ti-Nspire CAS Calculator

## VCAA DESCRIPTION

### UNIT 3

- Area of Study 1: Data analysis
- Area of Study 2: Recursion and financial modelling

### UNIT 4

- Area of Study 1: Matrices
- Area of Study 2: Networks and decision mathematics

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## SUBJECT RESOURCES

GENERAL MATHEMATICS VCAA STUDY DESIGN



- 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 and Probability. 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
- Semester Examination

## OTHER REQUIREMENTS

- Access to a Ti-Nspire CAS Calculator

## VCAA DESCRIPTION

- Area of Study 1: Functions and graphs (Quadratics, polynomials, hyperbola, truncus, square root, circular functions and exponential and logarithmic functions)
- Area of Study 2: Algebra (Quadratics and Polynomials)
- Area of Study 3: Calculus
- Area of Study 4: Probability and statistics

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## SUBJECT RESOURCES

MATHEMATICAL METHODS SUBJECT VIDEO  
MATHEMATICAL METHODS VCAA STUDY DESIGN





- ACTUARY
- INVESTMENT ANALYST
- MATHEMATICIAN
- TEACHER
- PROGRAMMER



# MATHEMATICAL METHODS (CAS) UNITS 3+4

## 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

- Unit 3 School-assessed Coursework (Application task): 20%
- Unit 4 School-assessed Coursework (Modelling and Problem-Solving task): 20%
- Units 3 and 4 Examination 1 (no calculator or reference material): 20%
- Units 3 and 4 Examination 2 (calculator and reference material allowed): 40%

## OTHER REQUIREMENTS

- Access to a Ti-Nspire CAS Calculator

## VCAA DESCRIPTION

- Area of Study 1: Functions and Graphs (power functions, exponential and logarithmic functions, circular functions)
- Area of Study 2: Algebra (exponential and logarithm laws, inverse functions, composite functions)
- Area of Study 3: Calculus
- Area of Study 4: Probability and Statistics

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## SUBJECT RESOURCES

MATHEMATICAL METHODS SUBJECT VIDEO  
MATHEMATICAL METHODS VCAA STUDY DESIGN



- ENGINEERING
- AERONAUTICS
- ROBOTICS
- ACTUARY



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### SUBJECT RESOURCES

SPECIALIST MATHEMATICS SUBJECT VIDEO  
SPECIALIST MATHEMATICS VCAA STUDY DESIGN

## 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
- Semester Examination

### OTHER REQUIREMENTS

- Access to a Ti-Nspire CAS Calculator
- Specialist Mathematics can only be studied alongside Units 1&2 Mathematical Methods

### VCAA DESCRIPTION

#### UNIT 1

- Area of Study 1: Algebra, number and structure (Proof and number, Graph theory, Logic and Algorithms)
- Area of Study 2: Discrete mathematics (Sequences and series, Combinatorics, Matrices)

#### UNIT 2

- Area of Study 1: Data analysis, probability and statistics (simulation, sampling and sampling distributions)
- Area of Study 2: Space and Measurement (Trigonometry, Transformations, Vectors in the plane)
- Area of Study 3: Algebra, number and structure (Complex numbers)
- Area of Study 4: Functions, relations and graphs



- ENGINEERING
- AERONAUTICS
- ROBOTICS
- ACTUARY



# SPECIALIST MATHEMATICS UNITS 3+4

## UNIT OUTLINE

These units involve studies in the following areas: Logic and proof, Complex Numbers, Rational functions and simple quotient functions, Curve sketching, Vectors, Vector and cartesian equations, Vector calculus, Differential and integral Calculus, Differential equations, Kinematics, Probability and Statistics.

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

- Unit 3 School-assessed Coursework (Application task): 20%
- Unit 4 School-assessed Coursework (Modelling and Problem-Solving task): 20%
- Units 3 and 4 Examination 1 (no calculator or reference material): 20%
- Units 3 and 4 Examination 2 (calculator and reference material allowed): 40%

## OTHER REQUIREMENTS

- Access to a Ti-Nspire CAS Calculator

## VCAA DESCRIPTION

- Area of Study 1: Discrete mathematics (Logic and proof)
- Area of Study 2: Functions, relations and graphs (rational functions, absolute value functions, reciprocal circular functions)
- Area of Study 3: Algebra, number and structure (Complex numbers)
- Area of Study 4: Calculus
- Area of Study 5: Space and measurement (Vectors)
- Area of Study 6: Data Analysis, Probability and Statistics

THE VCE

VCE ASSESSMENT

VCE BREACH OF RULES

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SPECIALIST MATHEMATICS SUBJECT VIDEO

SPECIALIST MATHEMATICS VCAA STUDY DESIGN



- MEDICINE
- BIOMEDICAL SCIENCE
- VET SCIENCE
- HEALTH SCIENCES
- EXERCISE SCIENCES



## BIOLOGY UNITS 1+2

### UNIT 1

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

#### ASSESSMENT

- Progressive topic tests
- Practical work
- Scientific posters
- Area of Study SAC's
- Classwork/Revision exercises

#### VCAA DESCRIPTION

Area of Study 1  
How do cells function?  
Area of Study 2  
How do plant and animal systems function?  
Area of Study 3  
How do scientific investigations develop understanding of how organisms regulate their functions?

### UNIT 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### ASSESSMENT

- Progressive topic tests
- Practical work
- Scientific posters
- Area of Study SAC's
- Classwork/Revision exercises

#### VCAA DESCRIPTION

Area of Study 1  
How is inheritance explained?  
Area of Study 2  
How do inherited adaptations impact on diversity?  
Area of Study 2  
How do humans use science to explore and communicate contemporary bioethical issues?

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

YEAR 9 SUBJECTS  
YEAR 10 SUBJECTS  
VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

BIOLOGY SUBJECT VIDEO  
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 relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

#### 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 the role of nucleic acids and proteins in maintaining life?

Area of Study 2

How are biochemical pathways regulated?

### UNIT 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence. A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

#### 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

How do organisms respond to pathogens?

Area of Study 2

How are species related over time

Area of Study 3

How is scientific inquiry used to investigate cellular processes and/or biological change?

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM PROGRAM  
VET PROGRAM  
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MAIN MENU

#### SUBJECT RESOURCES

BIOLOGY SUBJECT VIDEO  
BIOLOGY VCAA STUDY DESIGN



- BIOTECHNOLOGIST
- CHEMICAL ENGINEER
- FORENSIC SCIENTIST
- PHARMACOLOGIST
- TOXICOLOGIST



## CHEMISTRY UNITS 1+2

### UNIT 1

#### HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. Additionally, a student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

#### ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercise

#### VCAA DESCRIPTION

Area of Study 1  
How do the chemical structures of materials explain their properties and reactions?

Area of Study 2  
How are materials quantified and classified?

Area of Study 3  
How can chemical principles be applied to create a more sustainable future?

### UNIT 2

#### HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Additionally, a student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

#### 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 do chemicals interact with water?

Area of Study 2  
How are chemicals measured and analysed?

Area of Study 2  
How do quantitative scientific investigations develop our understanding of chemical reactions?

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM PROGRAM  
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MAIN MENU

#### SUBJECT RESOURCES

CHEMISTRY SUBJECT VIDEO  
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

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
VCE SUBJECT SELECTION PROCESS  
VCE VM PROGRAM  
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VCE SUBJECTS

MAIN MENU

#### SUBJECT RESOURCES

CHEMISTRY SUBJECT VIDEO  
CHEMISTRY VCAA STUDY DESIGN



- ZOO KEEPER
- GEOLOGIST
- ECOLOGIST
- CLIMATOLOGIST
- ENVIRONMENTALIST



# ENVIRONMENTAL SCIENCE UNITS 1+2

## UNIT 1

### EARTH'S SYSTEMS & SCIENTIFIC INVESTIGATION

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

### 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 are Earth's systems organised and connected?
- Area of Study 2  
How do Earth's systems change over time?
- Area of Study 3  
How do scientific investigations develop understanding of how Earth's systems support life?

## UNIT 2

### POLLUTION AND FOOD, WATER SECURITY

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### 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 we manage pollution to sustain Earth's systems?
- Area of Study 2  
How can we manage food and water security to sustain Earth's systems?
- Area of Study 2  
How do scientific endeavours contribute to minimising human impacts on Earth's systems?

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

ENVIRONMENTAL SCIENCE SUBJECT VIDEO  
ENVIRONMENTAL SCIENCE VCAA STUDY DESIGN





- ZOO KEEPER
- GEOLOGIST
- ECOLOGIST
- CLIMATOLOGIST
- ENVIRONMENTALIST



# ENVIRONMENTAL SCIENCE UNITS 3+4

## UNIT 3

### BIODIVERSITY AND SUSTAINABLE DEVELOPMENT

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts 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
  - Why is maintaining biodiversity worth a sustained effort?
- Area of Study 2
  - When is development sustainable?

## UNIT 4

### CLIMATE CHANGE AND ENERGY RESOURCES

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

### 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
  - How can we respond to climate change?
- Area of Study 2
  - What might be a more sustainable mix of energy sources?
- Area of Study 3
  - How is scientific inquiry used to investigate contemporary environmental challenges?

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

ENVIRONMENTAL SCIENCE SUBJECT VIDEO  
ENVIRONMENTAL SCIENCE VCAA STUDY DESIGN



- RESEARCH SCIENTIST
- ENGINEER
- IT CONSULTANT
- NEUROLOGIST
- SPORT SCIENCE



## PHYSICS UNITS 1+2

### UNIT 1

#### HOW IS ENERGY USED IN THE SOCIETY?

In this unit students, examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs

#### ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

#### VCAA DESCRIPTION

Area of Study 1  
How are light and heat explained?  
Area of Study 2  
How is energy from the nucleus utilised?  
Area of Study 3  
How can electricity be used to transfer energy?

### UNIT 2

#### HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

#### 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 is motion understood?  
Area of Study 2  
How does physics inform contemporary issues and applications in society?  
Area of Study 3  
How do physicists investigate questions?

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

#### SUBJECT RESOURCES

PHYSICS SUBJECT VIDEO  
PHYSICS VCAA STUDY DESIGN



- RESEARCH SCIENTIST
- ENGINEER
- IT CONSULTANT
- NEUROLOGIST
- SPORT SCIENCE



THE VCE  
VCE ASSESSMENT  
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MAIN MENU

### SUBJECT RESOURCES

PHYSICS SUBJECT VIDEO  
PHYSICS VCAA STUDY DESIGN

## 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 3  
Practical investigation



- PSYCHOLOGIST
- FORENSICS
- MARKETING
- HUMAN RESOURCES



# PSYCHOLOGY UNITS 1+2

## UNIT 1

In this Unit students explore how these factors influence different aspects of a person's psychological development, recognising that individuals are not fixed from birth but instead can grow and change psychologically across their lives.

Students consider the interactive influences of hereditary and environmental factors on a person's psychological development. They explore psychological development across the life span through the lens of emotional, cognitive and social development, including the consideration and evaluation of relevant models and theories.

Students explore concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised. They consider how normal cognitive variations within society can be illustrated through consideration of neurodiversity, investigating selected developmental differences. The role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development and the diagnosis and management of atypical behaviour is considered, and depending on interest and context, students may extend their understanding of atypical behaviour to explore the diagnosis and treatment of selected mental disorders.

### ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

### VCAA DESCRIPTION

- Area of Study 1  
What influences psychological development?
- Area of Study 2  
How are mental processes and behaviour influenced by the brain?
- Area of Study 3  
How does contemporary psychology conduct and validate psychological research?

## UNIT 2

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

### ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises
- Written Examination on Unit 1/2

### VCAA DESCRIPTION

- Area of Study 1  
How are people influenced to behave in particular ways?
- Area of Study 2  
What influences a person's perception of the world?
- Area of Study 2  
How do scientific investigations develop understanding of influences on perception and behaviour?

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

PSYCHOLOGY SUBJECT VIDEO  
PSYCHOLOGY VCAA STUDY DESIGN



- PSYCHOLOGIST
- FORENSICS
- MARKETING
- HUMAN RESOURCES



## PSYCHOLOGY UNITS 3+4

### UNIT 3

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster.

#### ASSESSMENT

- |   |     |
|---|-----|
| • School Assessed Coursework – Unit 3   | 20% |
| • School Assessed Coursework – Unit 4   | 30% |
| • End of Year VCAA External Examination | 50% |

#### 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 area of study students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty.

Students investigate the concept of mental wellbeing as a continuum, recognising that an individual's mental wellbeing is influenced by the interaction of internal and external factors and fluctuates over time. They recognise that for Aboriginal and Torres Strait Islander people mental wellbeing is one element of a multidimensional and holistic view of wellbeing.

Students apply a biopsychosocial approach to consider how biological, psychological and social factors are involved in the development and management of a specific phobia.

Students explore protective factors that contribute to an individual's mental wellbeing from a biopsychosocial perspective and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

#### ASSESSMENT

- |   |     |
|---|-----|
| • School Assessed Coursework – Unit 3   | 20% |
| • School Assessed Coursework – Unit 4   | 30% |
| • End of Year VCAA External Examination | 50% |

#### VCAA DESCRIPTION

- Area of Study 1  
How does sleep affect mental processes and behaviour?
- Area of Study 2  
What influences mental wellbeing?
- Area of Study 3  
How is scientific inquiry used to investigate mental processes and psychological functioning?

THE VCE  
VCE ASSESSMENT  
VCE BREACH OF RULES  
VCE SPECIAL PROVISIONS  
VCE EXAMINATIONS  
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#### SUBJECT RESOURCES

PSYCHOLOGY SUBJECT VIDEO  
PSYCHOLOGY VCAA STUDY DESIGN

