



37 Graf Road  
Somerville, Victoria, 3912

**Phone:**  
5973 1000

**Email**  
somerville.sc@education.vic.  
gov.au

**Website**  
[www.somervillesc.vic.edu.au](http://www.somervillesc.vic.edu.au)

# YEAR 10

## Course Selection Handbook

# 2026

*'Together we use our voice to challenge and  
grow a confident community.'*

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# Introduction

As your child moves through secondary school, their thoughts naturally turn to considering their options for their future career. As a parent and carer, you are well placed to offer support and advice as students begin to direct themselves towards their future goals.

This handbook is designed to assist students and parents/guardians in planning programs and pathways for the important senior years of secondary education.

The College ensures students receive course counselling and guidance, and, for parents/guardians, access to helpful information and resources to support your child through the crucial decision-making processes that lie ahead: from understanding what careers support is available, to where you and your teen can find further information.

The course counselling process provides guidance and support to meet the needs of students as individuals with the support of the staff of the college along the way. Academic and personal growth are both equally valued with the classroom focus on challenge, engagement, achievement and celebration of success.

We aim to support our students to:

- Find their career passion.
- Understand the labour trends in today's world.
- Consider the options available to them.
- Discover their next step.
- Where to go to find out more.

In Year 9 and 10, the timetable enables students to access a wide range of electives over a two-year period, however, students' selections will determine the subjects that are run in 2026. Subjects will only be offered where there are sufficient numbers to make up a class. Decisions about future pathways are a joint responsibility between the student, the parent and the school.

It is recommended that parents take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals.

We look forward to working with you through this process and establishing your child's courses for 2026.

**Sarah Burns, Principal**

## *Our Vision*

*"Together we use our voice to challenge and grow a confident community."*

## **Our Mission**

At Somerville Secondary College we aim to achieve our vision by:

1. Providing an inclusive, encouraging, caring, safe and secure learning environment
2. Developing responsible behaviours through clear expectations and high levels of consistency and accountability
3. Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement
4. Providing high quality co-curricular, sport, personal development and leadership programs
5. Actively promoting the development of positive and supportive relationships within the learning community

## **Our Values**

At Somerville Secondary College our vision and mission are underpinned by:

6. Integrity - acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions.
7. Respect – treating others with consideration and regard.
8. Responsibility – accepting personal accountability for behaviours, actions and consequences, including the constructive resolution of differences.

# Contacts for Course Selection

<b>Sarah Burns</b>	<b>College Principal</b>
<b>Katie Johnson</b>	<b>Assistant Principal – Wellbeing and Inclusion</b>
<b>Matt Mackenzie</b>	<b>Assistant Principal – Teaching and Learning</b>
<b>Charlie Travis</b>	<b>Assistant Principal - Facilities</b>
<b>Laura Herrington</b>	<b>Leading Teacher Teaching and Learning</b>
<b>Jacquelyn Kirk</b>	<b>Junior Sub School Leader Year 7 &amp; 8</b>
<b>Greg Kershaw</b>	<b>Assistant Sub School Leader Year 7</b>
<b>Josh Pratt</b>	<b>Assistant Sub School Leader Year 8</b>
<b>Graham Howgate</b>	<b>Middle Sub School Leader Year 9 &amp; 10</b>
<b>Claudia D’Cruz</b>	<b>Assistant Sub School Leader Year 9</b>
<b>Josh Granger</b>	<b>Assistant Sub School Leader – Year 10</b>
<b>David McGillivray</b>	<b>Senior Sub School Leader Year 10-12</b>
<b>Samantha Swift</b>	<b>Assistant Sub School Leader Year 10-12</b>
<b>Jess Ballingall</b>	<b>Leading Teacher VCE Vocational Major</b>
<b>Elise McNeil</b>	<b>Student Pathways/Careers Advisors</b>
<b>Matthew Mackinlay</b>	<b>Learning Specialist Numeracy</b>
<b>Marley Collins</b>	<b>Learning Specialist Literacy</b>
<b>Lauren Humphrey</b>	<b>Learning Specialist - Inclusion</b>

# For Your Diary Course Selection Timeline

Thursday 5 June	<p><b>COURSE INFORMATION EVENING, (for parents/guardians &amp; students).</b></p> <p><u>All Year levels 8-11</u></p> <p>Visit the Course displays from Information Session, Gymnasium</p> <p>5:00 pm - 5:45 pm 5:45 pm - 6:15 pm</p>
Wednesday 18 June	<p><b>COURSE SELECTION DAY</b> 12:00 pm – 6:30 pm</p> <p>Year 8-11 students and their parent/guardian. Individual interviews (booked via Compass Conferences) VET/SBAT subjects will be chosen*</p> <p><b><i>(Year 7 students are NOT required at school).</i></b></p>
Monday 21 July	Course selection closes for all students
Monday 1 September (week of)	Subject choices given to students.
Friday 19 September	Last day to make subject changes for 2026.
Monday 6 October	Booklist (Campion Books) distributed - <i>online orders and delivery options will be advised.</i>
Friday 7 November	Curriculum Contributions due for payment.
Monday 17 November	Headstart – Students commence their 2026 curriculum



# The Year 10 program

We aim to provide opportunities, so all students are continually challenged to perform at their best, are engaged in their work and encouraged to regularly attend classes.

Our commitment to you is to provide students with access to programs that suit their interests and are directed towards their future goals.

We endeavour to establish strong personal and respectful relationships with each student in our care. We aim to present enjoyable, relevant and rigorous teaching and learning programs that reflect the developmental stages of our students, as they move through their adolescent years into the Later Years Program.

## Improving academic and student engagement

Somerville Secondary College is committed to continuously improving the academic outcomes of all our students. For Year 10 it is an important stage in your learning to engage in your own learning to improve your academic success.

Student engagement levels are affected by many factors which include sense of ownership of their own learning program; the ability to make their own informed choices within that program; understand that the programs which they have chosen caters to their own individual interests and needs; to appreciate their own program choice will link to their future learning and life goals.

## Course Counselling

Students undergo multiple sessions of course counselling to familiarize themselves with the courses on offer and will receive support from our key staff to guide them through this process to design their program. Course counselling will also include:

- Information sent out via parent/student email on Compass.
- Student information sessions delivered by key staff.
- Online course selection tools.

## Course Selection Interviews

Compulsory course selection **interviews** will be held in lieu of formal classes as per timeline. The interview is designed to explore your future aspirations and pathway preference, as well as discussing your current academic achievement and locking in a course that is suited to you and enables you to work towards that aspiration or pathway. It is recommended that a parent/guardian participates in your interview.

Students are requested to complete their course selection preferences as per timeline. We will do our best to offer students their first choices, however this is not always possible, so students will also need to preference additional courses within their selections.

# Careers and Pathways



Somerville Secondary College has a comprehensive Careers and Pathways curriculum which is distributed across all year levels and follow the Victorian Careers Curriculum Framework.

## Useful Links

The Victorian Skills Gateway - Developed by the Victorian Department of Education and Training (DET), the Victorian Skills Gateway is a one-stop-shop of Victorian vocational education and training.

Searches can be performed on occupations, course, training providers, video and written case studies. The website is also viewable via a smartphone interface. Courses listed on the Victorian Skills Gateway website are either qualifications regulated under the Australian Qualifications Framework (AQF) or short training programs comprising units of competency from regulated qualifications:

<https://www.skills.vic.gov.au/s/>

Occupation and Industry Profiles	Careers and labour market research information site: <a href="https://www.jobsandskills.gov.au/data/occupation-and-industry-profiles">https://www.jobsandskills.gov.au/data/occupation-and-industry-profiles</a>
Defence Forces	<a href="#">Australian Defence Force Academy - ADF Careers</a>
Police Careers	<a href="#">Apply to be a police officer   Victoria Police</a>
My Future	<a href="#">myfuture - Australia's National Career Information Service   myfuture</a>
Career Bulls Eye	<a href="#">Career bullseyes   myfuture</a>
SSC Careers Website	<a href="https://www.somervillesccareers.com/">https://www.somervillesccareers.com/</a>

# Career education in Year 10: I Plan

Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions.

Students investigate national and global economic, social, technological and environment changes on the type and availability of work and examine the trends that may impact on their chosen career pathway. They focus on the need to be flexible and the importance of networks to create and make opportunities. In their career action plan students identify their preferred future pathway and explore a range of scenarios that will provide optional pathways. Students will also complete a week of Work Experience during Term 2, attend University Campus visits to Monash University, and a FMPLLEN Careers and Pathways Expo in Term 4. As in previous years students will also revisit their Career Action Plans with the new information they have gained.

Over the course of the schooling journey, the students at Somerville Secondary College are well prepared and armed with a wealth of knowledge to be able to navigate the next two years of their education and to make well informed decisions about their future

## How to use this Guide

1. Read all sections of this book carefully, especially the section for your 2026-year level.
2. Use the examples of a student timetable.
3. Look ahead to VCE, VCE-Vocational Major, VET and SBAT pathways to ensure your course aligns with what you may already have planned.
4. Make sure that your choices will support your future pathway and aspirations.
5. Write down any questions you may have so you can either email or contact a teacher at school to ask.
6. Speak to the Key Contacts listed as they will be able to best answer your queries.

## Parents and Guardian

- Research indicates that parents and guardians are the biggest factors affecting how well students want to do at school.
- All students need the active encouragement and support of parents and guardians.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education.
- We seek and welcome parents and guardians into a partnership. Together we will assist students to set goals and work towards developing their potential.
- We look for your full support in implementing our college's policies.

## Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning so that you give yourself the best opportunity to be happy with your choices in the long run.

It's your decision. Study choice is your personal decision and requires you to think carefully about what you are good at, what you are interested in and which studies will help you reach your goals.

It's a good idea to speak to other people about their experiences and what they think you are good at, but the decisions you make should be yours.

## How to choose

- When choosing subjects think about what interests you and what you are good at.
- Stuck? Consider a broad program. This is the best pathway to take if you have no idea what you would like to do once you finish school. Pick subjects across the areas you are interested in and are good at.
- Consider an accelerated pathway. Would you like to start a VCE Subject in Year 10 or perhaps start a VET course?
- Don't choose studies if you don't like them or aren't good at them. Not making informed decisions and ending up having to settle for what's available. Be an active participant in Course Counselling. It is all about YOU.
- Students are requested to complete their course selection preferences as per timeline
- We will do our best to offer students their first choices, however this is not possible, so students will need to preference additional courses within their selections.

## Your Year 10 Course

In Year 10 the Core Subjects are English, Mathematics, Humanities, Science and Physical Education/Health. The students must choose the following courses:

- Core English
- Core Maths or Core Advanced Maths
- Core Science or 2 Humanities Electives or Both
- Core health + 1 PE Elective (1 Semester each)

## Minimum requirements across other areas

- 2 Humanities Electives
- May Choose VET or VCE but not both
- Only 1 VCE subject may be chosen

NOTE: If students choose LOTE, then it must be across both semesters.

## Whole year level pastoral care focus

The Year 10 Pastoral Care focuses on developing independence in the individual learner. Goal setting, learning styles and improved organisational skills help students to become independent learners, which incorporates the development of Individual Pathways Plan. These plans embrace planning for the future, resume writing, how to apply for a job, covering letters, interviews as well as Occupational Health & Safety topics.

- Students need to participate in a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These activities can help students to:
- Develop employability skills.
- Explore possible career options.
- Understand employer's expectations.
- Increase their self-understanding, maturity, independence and self-confidence.

## Work Experience

A core component of the College's Career Education Program is Work Experience. **Students at Year 10 are required to undertake a 1-week Work Experience Placement.** This placement is planned to take place in May 2026 (dates will be advised) and forms a key assessment task for the program at Year 10. Students who do not complete a placement may not meet the assessment requirements for Year 10.

## How do students get a work experience placement?

As part of their Careers Education, students in Years 9 and 10 spend class time examining their potential career paths, the world of work- and work-related skills which include how to secure a work experience placement. It is a critical part of the learning process that the student works to secure their own placement. This will require contacting potential employers either by phone, mail or in person to negotiate a placement.

Students are advised to start this process as soon as possible to ensure the placement is confirmed. Whilst parent assistance is encouraged, the opportunity for learning is lessened when parents undertake work experience organization for their child. Support to obtain a placement will be given at school by Pastoral Care teachers, Form Teachers and the Careers Teacher **but the school will not organise a placement for your child.**

## What do I need to do before I start a placement?

It is a legal requirement that students have a completed Work Experience Arrangement Form (Ministerial Order No. 382). This is a legal document and **MUST** be signed by the host employer, the student and the parent or guardian.

Students must also meet the DET Occupational Health and Safety requirements before commencing their placement.

This requires that they undertake training and assessment using the Safe@Work Program.

Students will complete the General Module during Term One and will then need to complete the Industry Specific Module prior to commencing placement.

Students undertake the Industry Specific Module relevant to the occupational area being explored during placement.

# PROMOTION TO SENIOR PATHWAYS

## Year 11 & 12

- Victorian Certificate of Education (VCE)
- VCE Vocational Major
- VCE Victorian Pathway Certificate

Throughout Year 10, students are required to demonstrate their commitment and ability to manage the rigors of study for the VCE senior pathway level.

- **VCE Vocational Major, (No ATAR)**
- **VCE Victorian Pathway Certificate (No ATAR)**
- **VCE - Victorian Certificate of Education (ATAR gained)**

To be deemed eligible for these Senior Pathway options in 2026 the requirements for Year 10 Graduation at Somerville Secondary College are the following:

- Attendance 85% or above during Year 10.
- Demonstrated commitment to studies at Year 10.
- Completion of work experience unless considered exempt.
- Demonstrated capability to meet submission deadlines.
- Attained individualised and appropriate level/outcomes (growth) in four subjects each semester at Year 10, inclusive of Mathematics and English. (Accelerated subjects at Year 11 level and/or VET also contribute to these requirements).

Students who have satisfactorily undertaken studies and met the requirements above, as indicated by their teachers' feedback and Semester 1&2 reports, will graduate Year 10 and will be eligible for a Senior Pathway at Somerville Secondary College.

Students who do not meet the above criteria will be at risk of not being eligible for a Senior Pathway until these requirements have been met.

**This may result in some students being required to repeat Year 10.**

In these cases, consultations between student, parents, student managers and the principal will occur. In all cases, decisions will be based on the demonstrated commitment of the student to their studies and ability of the student to demonstrate the capabilities and requirements of a Senior Pathway.

## Year 10 Attendance

Regular attendance at the Year 10 level is an important indicator of future attendance commitment for Senior Pathways. It is also an indicator of student acquisition of knowledge and skill development which dependent on student/teacher interaction. Regular attendance also supports requirements of authentication of work, as many assessment tasks are required to be undertaken in class. Work completed at home may not be able to be verified as a student's own work if the teacher has not verified drafts in class. Whilst each case will be assessed on its merits, Year 10 students whose attendance falls below 85%, or have not demonstrated the other eligibility requirements will be required to attend an interview with a panel which may include principal, coordinator, and parent.

Outcomes may include:

Repeating Year 10 to demonstrate the ability to meet the requirements of a Senior Pathway.

Making up attendance time after school or on the weekend.

Pursuing an alternative pathway external to Somerville Secondary College.

# Promotion to Senior Pathways

## Prerequisites

Year 10 students are required to meet the individualised specific learning requirements in a *minimum* of four subjects each semester. English and Maths must comprise two of these.

## VCE Completion

Students need to successfully complete a minimum of sixteen units of study over two years (Year 11 and Year 12) to achieve their VCE certificate. This generally occurs over two years. Therefore, a student must successfully complete a minimum of eight Units (Units 1 and 2) in Year 11 to be able to attempt a full Year 12 consisting of ten Units (Units 3 and 4). Students with less than eight units may be asked to repeat all or some of Year 11.

No student will be enrolled in VCE Unit 3 English unless they have successfully completed either Unit 1 English or Unit 2 English.' Students will, however, be permitted to combine Units 1 and 2 studies and Units 3 and 4 studies in their second year when necessary. Students need to understand that in this case they will not be able to complete their VCE in two years.

## VCE Vocational Major

The Vocational Major is a vocational 2-year applied VCE program. Students are required to gain a minimum of 16 units over 2 years that will enable transitions into apprenticeships, traineeships, further education and training and university (via a non-ATAR pathway). This is an integrated program at Somerville Secondary College and the satisfactory completion requirements are the same as the standard VCE, that is 16 units.

# Year 10 Accelerated and Additional Learning Opportunities

Somerville Secondary College encourages all students to enrol in a **VCE** subject or a **Vocational Education and Training (VET)** course as part of their Year 10 program: refer to the **VCE and VET** sections of this Handbook.

## Advanced English

In Advanced English, students will undertake a rigorous study of reading, writing, speaking and listening. The subject aligns with the Year 10 English curriculum, whilst providing opportunities for extension and a deeper analysis of the set texts, as well as an increased focus on the precision of expository writing and rich in-class discussion. Students will be given the opportunity to challenge themselves with supplementary materials and theories in order to best prepare them for success in VCE English Units 1 to 4.

## Advanced Maths

In Year 10 Advanced Mathematics, students complete an in-depth study of the three strands of the Mathematics curriculum: Number & Algebra, Measurement & Geometry, and Statistics & Probability.

Advanced Mathematics places particular emphasis on developing high order mathematical reasoning skills in students. Students explore Indices, Ratio, Measurement, Probability, Graphs, Trigonometry, and Statistics. They apply Mathematics in each area and engage in classroom activities that strengthen conceptual understanding and develop logical reasoning.

Entrance into Advanced Mathematics is based on student results, as well as teacher recommendations.

# Language

In view of changing global opportunities, it is strongly recommended that students continue with their Indonesian studies. We have a responsibility to ensure our students are Asia literate in their cultural understandings and language skills. Like Australia, many countries across the globe are making major investments in Asia, and knowledge and skills of this region are vital to international understandings.

## Language studies:

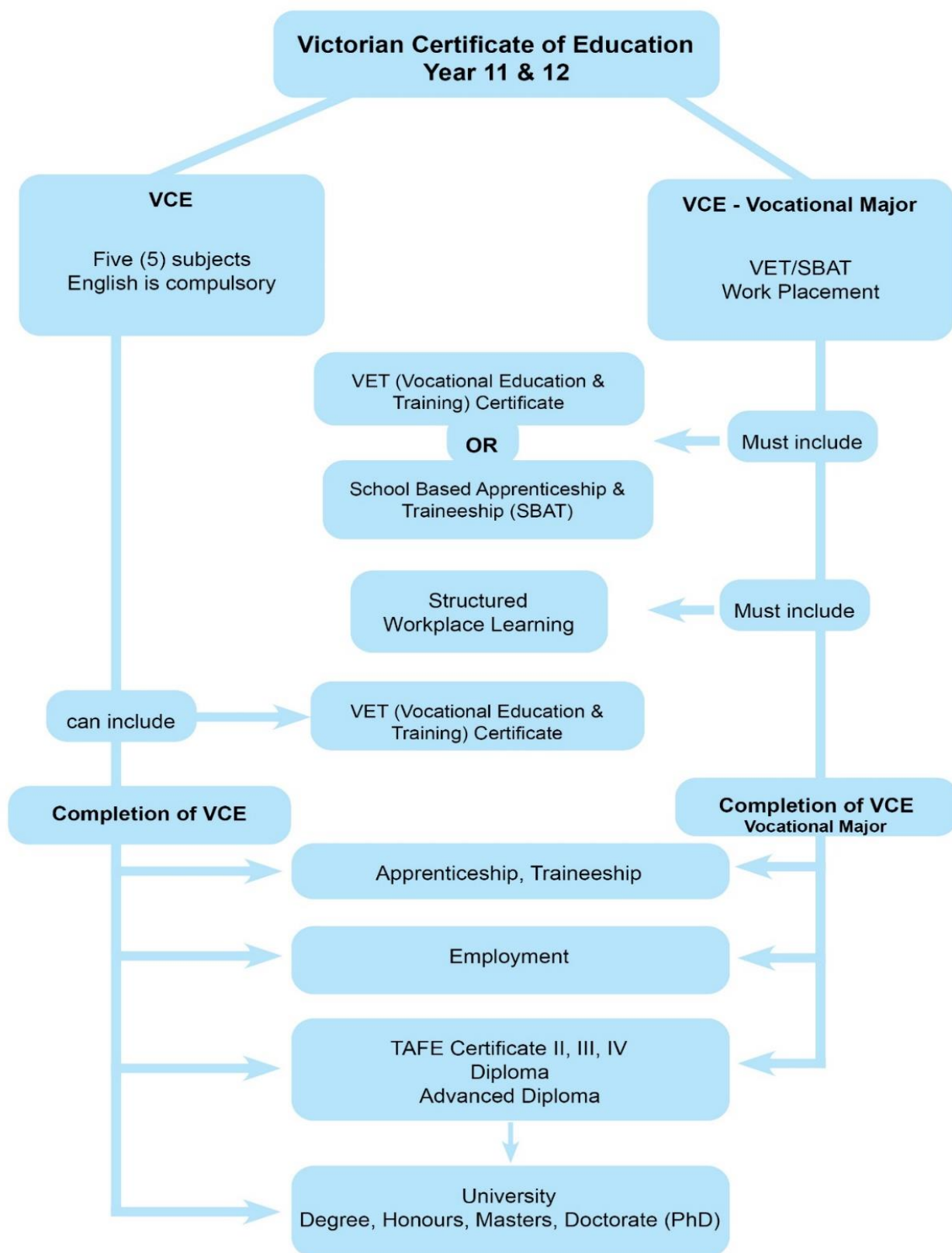
- Develop deeper knowledge and understanding about Asia and regional cultures.
- Develop language skills, knowledge and fluency.
- Focus on reading, writing, listening and speaking.
- Promote social cohesion, boost economic cooperation and address global issues.

## What a year 10 Course could look like

If language continued								
Semester 1	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
	English	Maths	Core Science or Humanities elective	HPE	LOTE	Elective any area	Elective any area	Elective any area
Semester 2	English	Maths	Core Science or Humanities elective	PE Elective	LOTE	Elective any area	Elective any area	Elective any area
Three reserve Electives need to be chosen as back up								

If no language continued								
Semester 1	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
	English	Maths	Core Science or Humanities elective	HPE	Elective any area	Elective any area	Elective any area	Elective any area
Semester 2	English	Maths	Core Science or Humanities elective	PE Elective	Elective any area	Elective any area	Elective any area	Elective any area
Three reserve Electives need to be chosen as back up								





# PATHWAYS

Core	Year 10	Victorian Certificate of Education – Year 11 & 12		Notes
		VCE – ATAR	VCE – Vocational Major	
<b>English</b>	Core English or Advanced English	English 1-4 (Compulsory)	Literacy (Compulsory)	English or its equivalent is compulsory.
<b>Mathematics</b>	Core Maths or Core Advanced Maths	<u>Highly Recommended</u> General Maths Maths Methods	Numeracy (Compulsory)	Mathematics/Numeracy is highly recommended at least until the end of Year 11.
<b>Science</b>	Over 12 months	Refer VCE Unit Descriptions	Work Related Skills and Personal Development strand are compulsory	VCE Vocational Major - relevant VET (External) study) is compulsory under the Industry Specific strand.  Work Placement is compulsory.
<b>Health &amp; Physical Education (HPE)</b>	Core Science <b>OR</b> 2 x Humanities electives			
<b>Minimum requirements across other areas</b>	May choose VET or VCE but not both. Only 1 VCE subject may be chosen			

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
Art, Music, Design & Technology	Computer-Aided Design & Manufacture (CAD/CAM) Digital Art Digital Photography Digital/Composition Music Music Performance Digital Technologies Electronic Products Product Design STEAM Visual Art 2D/3D Visual Communication Design	English or equivalent VCE Vocational Major Art – Making and Exhibition Music Product & Design Technology	General Mathematics Maths Methods VET Dance VET Fashion Design VET Information Technology (Games Creation) VET Interactive Digital Media VET Music Industry VET Residential Drafting	Arts Management Arts Media Dance Fine Arts Theatre & Drama 3D Animation Industrial Design	Acting Theatre work Dancer, Dance Instructor Teaching Graphic Artist / Designer Photographer Music Industry Industrial Designer
Commerce & Business Administration	Build a Business Money Talks Profit 4 Me!	Business Management English VCE Vocational Major General Mathematics Legal Studies	Psychology VET Business Administration VET Games Creation VET Retail Operations VET Tourism & Events	Business Studies Commerce Hotel Management Office Management Retail Management	Advertising Administration Business Marketing Management Personal Assistant Sales / Retail

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
English, Language & Humanities	Indonesian Around the World in 80 Days Build a Business Debating Caring for our Coasts Current Affairs Fascinating Fieldwork Land the Right Job Literacy Improvement Literature Law and Order Money Talks 'They Called Australia Home 21 <sup>st</sup> Century Tyrants WW1 History WW2 History – Europe WW2 History – The Pacific Walt Disney Pictures Presents	English History Legal Studies Business Management Geography VCE Vocational Major	VET Acting VET Business/ Admin VET Community Services VET Tourism History Legal Studies Psychology Indonesian VCE Arts based subjects. VCE Mathematics & Science-based subjects	Education Teaching Arts Performing Arts/Film/TV Drama/Theatre Law Arts Humanities Social Sciences Professional Writing Public Relations Geography	Teaching Journalism Film/TV writer Writer – Policy/ Technical/Web Publishing Politics Creative Arts Government / Public Service Journalist Librarian Legal Worker Researcher Teacher
Science & Engineering	Animalia Computer-aided Design & Manufacture. Construction Cosmetic Science Digital Technologies Electronic Products Environmental & Marine Science Introduction to VCE Sciences Forensic Science Product Design Psychology Physics for Life Space Science STEAM	Biology Chemistry English General Mathematics Mathematical Methods Physics Psychology Geography VCE Vocational Major- Numeracy	Health & Human Development VET Computer IT Support VET Engineering VET Integrated Technology VET Laboratory Skills	Teaching Civil, Electrical & Mechanical Engineering Environmental Science Medicine Pharmacy Veterinary Science	Allied Health Doctor / Dentist Engineer Nursing Psychologist Scientist

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
Health & Sports Sciences	Active for Life Body Balance Dance Discovery Café Culture Cosmetic Science Create, Make & Bake Food Education and Sustainability Training (FEAST) Food Around the World Food for the Health and Fitness Industry Football Games Forensic Science Gym and Fitness Training Invasion Sports Environmental and Marine Science Net and Court Sports Nutrition and Health Promotion Outdoor Recreation Psychology Sports Coaching Sport Coaching Sports Performance & Science Striking and Fielding Stop and Pivot (Netball) Track and field Umpiring and Officiating Outdoor Recreation VCE Outdoor & Environmental Studies Water Sports	English VCE Vocational Major -Literacy Health & Human Development General Mathematics VCE Vocational Major - Numeracy Outdoor & Environmental Studies Physical Education Food Studies	Biology Chemistry Physics Psychology VET Health Services Health & Human Development	Nutrition Teaching Sports Management & Administration Human Movement Teaching Allied Health Nursing	Personal Trainer Sports Trainer Exercise Physiologist Health Professional Nurse
Trade & Manufacturing	Indonesian Build a Business Café Culture Create, Make and Bake Current Affairs Digital Technologies Computer-aided Design & Manufacture. Construction Digital Technologies Electronic Products Food Education and Sustainability Training (FEAST) Food Around the World Food for the Health and Fitness Industry Product Design Profit 4 Me! STEAM	English VCE Vocational Major - Literacy General Mathematics VCE Vocational Major - Numeracy Business Management Legal Studies	VET Automotive VET Building & Construction VET Electrical VET Furniture Making VET Hair & Beauty VET Horticulture VET Hospitality VET Plumbing	Apprenticeship / Traineeship Credit available into relevant TAFE courses.	Building Carpentry Hair & Beauty Hospitality

# SUBJECT COSTS 2026

## Curriculum contributions

Somerville Secondary College, like all government schools, ensures students have access to the items, activities, and services to fulfil standard curriculum requirements. This includes instructional curriculum materials and equipment required for theory-based learning activities across learning areas and may include items such as: poster/coloured paper, food, chemicals, and materials to conduct practical activities/learning tasks which support the program.

## Extra-curricular items and activities

### User pays

- User-pays contributions may be requested for additional curriculum instructional materials, items and activities that enhance or broaden the schooling experience of students that are above and beyond what the school provides to deliver the curriculum. This may include student materials for practical aspects of the course which students will own/consume/for home use.
- These items are provided on a user-pays system. Unfortunately, students will be unable to access these extra-curricular items and activities if these contributions are unpaid.
- Many electives attract extra-curricular, user-pays contributions for materials, activities, camps and/or excursions over and above the standard curriculum which should be considered in selecting subjects for next year.
- Where student elective/subject choices incur a cost for extra-curricular items and activities- which are those items, activities or services that are essential to support student learning of the standard curriculum - payments are requested to be made within the reasonable timeframe indicated by the college.

- To support families in planning for these contributions, the College offers payment options via credit card and Centrepay (Centrelink).
- Payments can also be made via Compass Pay.
- Please contact the office if you require further information on payment options and plans.

### Other family support includes:

- The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year.
- State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more. Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

### Department of Education and School Council Financial Policy Documents can be found on the school website:

- Department of Education (DET) Parent Payments (one page overview).
- Department of Education (DET) Parent Payment Policy.
- Year level Curriculum Contributions.
- Further information about school costs and parent payment contributions:
- Department of Education:  
<https://www.vic.gov.au/school-costs-and-fees>
- Somerville Secondary College website:  
<https://www.somervillesc.vic.edu.au/child-safety/college-document>

# Curriculum contributions costing

Curriculum Item	Breakdown of Costs	Curriculum Contribution	Extra-Curricular Items	Total
<b>Sporting Opportunities</b>	All students are encouraged to attend our sporting opportunities as a participant or to support their house. Novelty events are included as an option for participation.	-	\$40.00	<b>\$40.00</b>
<b>Affiliations</b>	School Sport Victoria Affiliation fee.	-	20.00	<b>\$20.00</b>
<b>Online Subscriptions</b>	Compass Access (\$15), Library Systems (\$5), IT Security & Support (\$80)	-	\$100.00	<b>\$100.00</b>
<b>Printing and Photocopying</b>	Printing and photocopying of worksheets and learning materials.	-	\$110.00	<b>\$110.00</b>
<b>Somerville Curriculum Enhancement</b>	Supports the College purchasing equipment & items that enhance the programs offered at the college.	-	\$120.00	<b>\$120.00</b>
<b>First Aid Equipment</b>	Donations to support the purchase of first aid equipment and supplies for students	-	\$20.00	<b>\$20.00</b>
<b>Enhanced Wellbeing Support</b>	Support the delivery of wellbeing programs for all students	-	\$20.00	<b>\$20.00</b>
<b>State School Relief</b>	State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more.	-	\$20.00	<b>\$20.00</b>
<b>Library Fund</b>	Contribution to support book purchases & other equipment that sustain the library as a valuable resource.	-	\$20.00	<b>\$20.00</b>
<b>Building and Grounds Fund</b>	Contribution to support renovations, upgrades, and maintenance of school infrastructure.	-	\$40.00	<b>\$40.00</b>
<b>Education Perfect</b>	Education Perfect is an online teaching and learning toolkit providing additional resources used in Indonesian.	\$26.00	\$26.00	<b>Paid via COMPASS</b>

# Elective Costs Breakdown

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Art	Digital Art 9/10	Exams & shared materials incl. paint, pencils, etc. (\$20.00) Maintenance Equipment (\$10.00) Materials for take-home projects (\$20.00)	\$30.00	\$20.00	\$50.00		
Art	Digital Photography 9/10	Exams & shared materials incl. paint, pencils, etc. (\$20.00) Photography maintenance Equipment (\$10.00) SD Cards and other digital storage (\$20.00) Materials for take-home projects (\$20.00)	\$50.00	\$20.00	\$70.00		
Art	Visual Art 2D 9/10	exam, butcher, white, and coloured poster paper for activities (\$15.00), Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00), Paints and sculptural materials (\$40), Materials for take-home projects (\$20.00)	\$80.00	\$20.00	\$100.00		
Art	Visual Art 3D 9/10	exam, butcher, white, and coloured poster paper for activities (\$15.00), Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00) Paints and sculptural materials (\$80)	\$120.00	\$20.00	\$140.00		
Art	Vis Com Design Yr9/10	exam, butcher, white, and coloured poster paper for activities (\$15.00), Materials for take-home projects (\$20.00), Shared materials incl. paint, pencils, etc. (\$15.00), Maintenance Equipment (\$10.00)	\$40.00	\$20.00	\$60.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Music	Digital/Composition Music Yr9/10	Exam, butcher, white, and coloured poster paper for activities (\$10.00), General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00), Music-making software – Cubase (\$25.00)	\$20.00	\$25.00	\$45.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
Music	Music Performance 9/10	Exam, butcher, white, and coloured poster paper for activities (\$10.00), General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00), Music-making software – Cubase (\$25.00) and Studio Headphones (\$25.00)	\$20.00	\$50.00	\$70.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
Core English	English Yr9	Basic class materials to run the program. (\$20) White, exam, butcher, coloured and poster paper, post it notes for activities and booklets	\$20.00	\$0.00	\$20.00		
Core English	English Yr10	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		
English	Advanced English 9/10	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		
English	Land the Right Job 9/10	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets, Additional post it notes if needed	\$20.00	\$0.00	\$20.00		
English	Literacy Improvement 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		



Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
English	Literature 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		
English	Walt Disney Pictures Presents 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, coloured and poster paper for activities and booklets.	\$20.00	\$0.00	\$20.00		
English	Debating 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, coloured and poster paper for activities and booklets.	\$20.00	\$0.00	\$20.00		
	Core Health 9/10	Basic class materials to run the program. (\$10), E.g. colour poster paper, butchers' paper, Maintenance of Equipment (\$10)	\$20.00		\$20.00	Health Incursions	\$50.00
HPE	Active for Life 9/10	Basic class materials to run the program. (\$10), E.g. coloured, poster and butcher's paper. Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$90) Examples: Golf, Pilates/Yoga, Croquet, Lawn Bowls and Swimming	\$90.00
HPE	Umpiring and Officiating 9/10	Basic class materials to run the program. (\$10), E.g. coloured, poster and butcher's paper. Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$120) Examples: Introductory Course, Fitness Training/classes, Umpire Coaching	\$120.00

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
HPE	Body Balance 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$160) Examples: Yoga, Pilate, Tai Chi , meditation relaxation& mindfulness	\$160.00
HPE	Net & Court Sports 9/10	Basic class materials to run the program. (\$10) Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities Examples: Tennis, Indoor Cricket, Squash	\$120.00
HPE	Football Games 9/10	Basic class Materials to run the program. e.g. colour poster paper, butchers paper (\$10) Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$90) Examples: AFL incursion, Gaelic football incursion, Touch Rugby incursion and Fitness class	\$90.00
HPE	Gym & Fitness Training Yr9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$160) Boxing incursion, Spin class, Pilates/Yoga, Fitness	\$160.00
HPE	Nutrition and Health Promotion 9/10	Basic class Materials to run the program. e.g. colour poster paper, butchers paper (\$10)	\$10.00	\$0.00	\$10.00		
HPE	Outdoor Recreations 9/10	Basic class materials to run the program (\$10) Maintenance of Equipment (\$10). Activities and excursions to be confirmed on Compass. May include Day Trips include Snorkelling, Mountain Bike Ride, Surfing, Surf Kayaking, Laser Tag and High Ropes/Rock Climbing	\$20.00	\$365.00	\$385.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
HPE	Sport Coaching 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities primary school clinics, Fitness class, Gravity Zone and Tennis	\$120.00
HPE	Sports Performance & Science 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10).	\$10.00	\$0.00	\$10.00	Activities (\$90) Examples: Monash Uni Sports Science Lab, Circuit training class, Fitness class	\$90.00
HPE	Striking and Field Sports 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities examples: Tennis Coaching sessions X-Golf excursion Rec Centre Activities	\$120.00
HPE	Stop and Pivot 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$140) Examples: Netball Coaching sessions Rec Centre Activities	\$140.00
HPE	Invasion Games 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$120)	\$120.00
HPE	Track & Field 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$90)	\$90.00
HPE	Water Sports 9/10	Basic class materials to run the program. e.g. coloured, poster, and butchers paper (\$10).	\$10.00	\$0.00	\$10.00	Activities (\$320)	\$320.00

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
HPE	Dance Discovery 9/10	Basic class materials to run the program. (\$10)	\$10.00	\$0.00	\$10.00	Activities (\$80) Dance incursion, Pilates classes, Meditation	\$80.00
Hums	Around the World in 80 Days Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	Build A Business Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	Caring for our Coasts 9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, post it notes, tracing and graph paper for activities and presentations. Booklets x 2 (\$2) Fieldwork Booklet (\$2)	\$14.00	\$0.00	\$14.00		
Hums	Current Affairs Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, post it notes, index cards for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	People, Place and Planet 9/10	Basic class materials to run the program (\$10), e.g. white, exam, butchers, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2) Fieldwork Booklet (\$2)	\$14.00	\$0.00	\$14.00		
Hums	21st Century Tyrants 9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, graph and tracing paper, post it notes for activities. Materials for the Genius Hour project. Booklet x 1 (\$2).	\$12.00	\$0.00	\$12.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Hums	WW1 History Yr9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	WW2 History - Europe Yr9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, index cards, post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	WW2 History - The Pacific Yr9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, index cards, post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	They Called Australia Home Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	Law and Order Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	Money Talks	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	Rights and Freedom (History)	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Lang	Indonesian Yr10	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards	\$10.00	\$0.00	\$10.00		
Lang	Indonesian Yr9	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards	\$10.00	\$0.00	\$10.00		
Math	Maths Yr9	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Maths Yr10	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Advanced Maths Yr9	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Advanced Maths Yr10	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Profit 4 Me	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$15.00	\$0.00	\$15.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Science	Science Yr9	Class materials required for learning activities. (\$5) E.g. Coloured Paper, Project Paper, Graph Paper. Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$20) Hygiene (\$5.00) e.g. Soap, Disinfectant, gloves and aprons.	\$30.00	\$0.00	\$30.00		
Science	Science Yr10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$20) Hygiene (\$5.00) e.g. Soap, disinfectant, gloves and aprons.	\$30.00	\$0.00	\$30.00		
Science	Animalia Yr9/10	Basic class materials for the theoretical aspects of the course. (\$5), Practical materials (\$20)	\$25.00	\$0.00	\$25.00		
Science	Cosmetic Science Yr9/10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$25) Additional Resources to create soaps, perfumes and oils (\$20)	\$25.00	\$20.00	\$45.00		
Science	Forensic Science Yr9/10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$25)	\$30.00	\$0.00	\$30.00		
Science	Environmental & Marine Science Yr9/10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks, including dissections. (\$25)	\$30.00	\$0.00	\$30.00		
Science	Psychology Yr9/10	Class materials: Various papers (E.g. project paper, graph paper) and supplies required for learning activities. (\$15) Practical Activities: Materials to conduct practical learning tasks. (\$15)	\$30.00	\$0.00	\$30.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Science	Space Science 9/10	Basic class materials for the theoretical aspects of the course. (\$15) Practical materials (\$15)	\$30.00	\$0.00	\$30.00		
Science	Physics for Life 9/10	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments; e.g. Chemicals (\$15.00)	\$20.00	\$0.00	\$20.00		
Science	Introduction to VCE Sciences 9/10	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$25.00)	\$30.00	\$0.00	\$30.00		
Tech	Computer Aided Design & Manufacture Yr9/10	Copying (\$5, CAD software (\$5), Design equipment and resources (\$5) and Resources including laser cut and 3D printing materials such as PLA, plywood and acrylic. This will also include lighting components for a specific project. (\$80)	\$15.00	\$80.00	\$95.00		
Tech	Construction Yr9/10	Repair to equipment (\$5), Cleaning equipment and products (\$7.5), Design equipment and resources (\$7.55) and Resources including timbers and prototyping materials. Students will use these to manufacture products (\$120)	\$20.00	\$120.00	\$140.00		
Tech	Digital Technologies 9/10	copying (\$5) and Design equipment and resources (\$15) Resources for prototyping (\$10)	\$20.00	\$10.00	\$30.00		
Tech	Electronic Products Yr9/10	copying (\$5, repair to equipment (\$5), CAD software (\$5), Cleaning equipment and products (\$2), Design equipment and resources (\$5) and Resources including wood, metal, plastics and electronic componentry. The finished products will be brought home. (\$120)	\$22.00	\$120.00	\$142.00		
Tech	Product Design Yr9/10	repair to equipment (\$5), CAD software (\$5), Cleaning equipment and products (\$2), Design equipment and resources (\$10) and Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products (\$120)	\$22.00	\$120.00	\$142.00		



Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Tech	STEAM Yr9/10	copying (\$5), repair to equip (\$5), CAD software (\$5), Cleaning equip and products (\$2), Design equip &resources (\$5) materials for manufacturing and prototyping. will also include mechanical & electronic components. Students will use these materials and components to create mechanical and electronic (\$140)	\$22.00	\$140.00	\$162.00		
Tech	Cafe Culture Yr9/10	Ingredients for demonstrations Tasting ingredients, Materials for plating activities relating to garnishing and decorating food Recipe cards, Poster paper, Food packaging, Coffee making materials for experimentation/ practice - \$20 Ingredients for weekly practical activities (average \$5.50 per activity) and Presentation materials for CAT food items - \$125	\$20.00	\$125.00	\$145.00	FareShare Melbourne Myki card Completion of the accredited food handlers' course Barista Course	\$295.00
Tech	Create, Make & Bake Yr9/10	Ingredients for demonstration Materials for focussed tasks e.g. sugar paste modelling, piping skills, Recipe cards, Poser paper Food packaging materials \$20 Ingredients for weekly practical activities (average of \$5.50 per activity), Cake boards and associated packaging materials for main cake items - \$125	\$20.00	\$125.00	\$145.00	Cake decorator incursion with the owner of creative cakes in Somerville	\$10.00
Tech	Food Around the World Yr9/10	Ingredients for demonstrations: Tasting ingredients (health claim products/ comparison tasks) Recipe cards, Poster paper, Food packaging - \$20 and Ingredients for weekly practical activities (average \$5.50 per activity), Presentation materials for CAT food items - \$125	\$20.00	\$125.00	\$145.00		
Tech	Food Education and Sustainability Training (FEAST) 9/10	Ingredients for demonstration: Recipe cards, Poster paper, Food packaging materials, Kitchen Garden resources - \$20 and Ingredients for weekly practical activities (average of \$5.50 per activity) -\$125	\$20.00	\$125.00	\$145.00		
Tech	Food for the Health & Fitness Industry Yr9/10	Ingredients for demonstrations: Tasting ingredients (health claim products/ comparison tasks), Recipe cards, Poster paper, Food packaging Ingredients for weekly practical activities (average \$5.50 per activity) Presentation materials for CAT food items - \$125	\$20.00	\$125.00	\$145.00		

# VCE Unit Cost Breakdown

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Business Management Units 1 & 2	Student booklets, and printed learning materials (\$10) VCE Business Management practice assessment tasks and exams (\$20)	\$10.00	\$20.00	\$30.00		
Business Management Units 3 & 4	Student booklets, and printed learning materials (\$10) VCE Business Management practice assessment tasks and exams (\$20)	\$10.00	\$20.00	\$30.00		
Legal Studies Units 1 & 2	Student booklets, and printed learning materials (\$10) VCE practice assessment tasks and exams (\$20)	\$10.00	\$20.00	\$30.00	Possible incursions from Monash Street Talk - FREE Monash Law School Model UN – FREE Possible excursion to Supreme and County Courts - Cost of Myki to the city	
Legal Studies Units 3 & 4	Student booklets, and printed learning materials (\$10) VCE practice assessment tasks and exams (\$20)	\$10.00	\$20.00	\$30.00	Possible incursions from Monash Street Talk - FREE Monash Law School Model UN – FREE Possible excursion to Supreme and County Courts - Cost of Myki to the city	

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
<b>Modern History Unit 1 &amp; 2</b>	Student booklets, and printed learning materials (\$10) VCE assessment tasks and exams (\$20)	\$10.00	\$20.00	\$30.00		
<b>Geography Units 1 &amp; 2</b>	Student booklets, and printed learning materials (\$10) VCE assessment tasks and exams (\$20)	\$10.00	\$20.00	\$30.00	Possible fieldwork excursions, but as this is a new subject offered there are no details at this stage.	
<b>VCE Systems Engineering Unit 1 &amp; 2</b>	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$140.00/unit (\$280) brought home throughout the course.	\$17.00	\$280.00	\$297.00		
<b>VCE Systems Engineering Unit 3 &amp; 4</b>	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$140.00/unit (\$280) brought home throughout the course.	\$17.00	\$280.00	\$297.00		
<b>Product Design &amp; Tech Units 1 &amp; 2</b>	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$110.00/unit (\$220) brought home throughout the course.	\$17.00	\$220.00	\$237.00	VCE Top Designs (Melbourne Museum) and Melbourne industry/university (\$40)	\$40.00

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
<b>Product Design &amp; Tech Units 3 &amp; 4</b>	Repair to equipment (\$5) CAD software (\$5) Cleaning equipment and products (\$2) Design equipment and resources (\$5) Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products. \$110.00/unit (\$220) brought home throughout the course.	\$17.00	\$220.00	\$237.00	VCE Top Designs (Melbourne Museum) and Melbourne industry/university (\$40)	\$40.00
<b>Music VCE 1 - 4</b>	exam, butcher, white, and coloured poster paper for activities (\$10.00) General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00) Music-making software – Cubase (\$25.00) + Exam Revision (\$25)	\$20.00	\$50.00	\$70.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
<b>Music Contemporary Performance Unit 3/4</b>	exam, butcher, white, and coloured poster paper for activities (\$10.00) General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00) Exam Revision Materials (\$25)	\$20.00	\$25.00	\$45.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
<b>English Units 1 &amp; 2</b>	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets Practice Exam papers and response Guides (\$30)	\$20.00	\$30.00	\$50.00		

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
English Units 3 & 4	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets and Practice Exam papers and response Guides (\$30)	\$20.00	\$30.00	\$25.00		
Health & HD Units 1 & 2	Printing and Class stationary- pens/pencils/poster paper (\$10) Revision SAC/Exams (\$25)	\$10.00	\$25.00	\$35.00		
Health & HD Units 3 & 4	Printing and Class stationary- pens/pencils/poster paper (\$10) Revision SAC/Exams (\$25)	\$10.00	\$25.00	\$35.00		
Physical Education Units 1 & 2	Printing and Class stationary- pens/pencils/poster paper (\$10) Revision SAC/Exams (\$25)	\$10.00	\$25.00	\$35.00		
Physical Education Units 3 & 4	Printing and Class stationary- pens/pencils/poster paper (\$10) Revision SAC/Exams (\$25)	\$10.00	\$25.00	\$35.00		
Outdoor Environmental Studies (Units 1&2 (Yr 10)	Printing and Class stationary- pens/pencils/poster paper (\$10) Revision SAC/Exams (\$25)	\$10.00	\$25.00	\$835.00	\$800	\$800
General Math Units 1 & 2	Materials required for learning activities: Coloured papers (A4 and A3, Poster papers, Graph papers, post it notes for collaborative work, printed trial exam papers \$10 and Practice Exam Papers (\$25)	\$20.00	\$25.00	\$45.00		
General Math Units 3 & 4	Materials required for learning activities: Coloured papers (A4 and A3, Poster papers, Graph papers, post it notes for collaborative work, printed trial exam papers \$10 and Practice Exam Papers (\$25)	\$20.00	\$25.00	\$45.00		
Math Methods Units 1 & 2	Materials required for learning activities: Coloured papers (A4 and A3, Poster papers, Graph papers, post it notes for collaborative work, printed trial exam papers \$10 and Practice Exam Papers (\$25)	\$20.00	\$25.00	\$45.00		

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
<b>Math Methods Units 3 &amp; 4</b>	Materials required for learning activities: Coloured papers (A4 and A3, Poster papers, Graph papers, post it notes for collaborative work, printed trial exam papers \$10 and Practice Exam Papers (\$25)	\$20.00	\$25.00	\$45.00		
<b>Physics Units 1 &amp; 2</b>	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$15.00) VCE practice examinations and SACs (\$25.00)	\$20.00	\$25.00	\$45.00		
<b>Physics Units 3 &amp; 4</b>	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$15.00) VCE practice examinations and SACs (\$25.00)	\$20.00	\$25.00	\$45.00		
<b>Psychology Units 1 &amp; 2</b>	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for sensory experiments (\$10.00) VCE practice examinations and SACs (\$25.00)	\$15.00	\$25.00	\$40.00		
<b>Psychology Units 3 &amp; 4</b>	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for sensory experiments (\$5) VCE practice examinations and SACs (\$25.00)	\$10.00	\$25.00	\$35.00		
<b>Biology Units 1 &amp; 2</b>	Stationary, exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$45.00) VCE practice examinations and SACs (\$25.00)	\$50.00	\$25.00	\$75.00		
<b>Biology Units 3 &amp; 4</b>	Stationary, exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$35.00) VCE practice examinations and SACs (\$25.00)	\$40.00	\$25.00	\$65.00		

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Chemistry Units 1 & 2	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$40.00) VCE practice examinations and SACs (\$25.00)	\$45.00	\$25.00	\$70.00		
Chemistry Units 3 & 4	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$40.00) VCE practice examinations and SACs (\$25.00)	\$45.00	\$25.00	\$70.00		
Art making and Exhibiting Units 1 & 2	exam, butcher, white, and coloured poster paper for activities (\$15.00) Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00) Paints and sculptural materials (\$80) Materials for take-home projects (\$80.00)	\$120.00	\$80.00	\$200.00	Exhibition/Gallery (Exhibition visits required by curriculum) (\$50.00)	\$50.00
Art making and Exhibiting Units 3 & 4	exam, butcher, white, and coloured poster paper for activities (\$15.00) Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00) Paints and sculptural materials (\$80) Materials for take-home projects (\$80.00)	\$120.00	\$80.00	\$200.00	Exhibition/Gallery (Exhibition visits required by curriculum) (\$50.00)	\$50.00
Visual Communication Unit 1 & 2	exam, butcher, white, and coloured poster paper for activities (\$15.00) Shared materials incl. stationary, etc. (\$15.00), Maintenance Equipment (\$10.00) Materials for take-home projects (\$80.00)	\$40.00	\$80.00	\$120.00	Exhibition/Gallery (Exhibition visits required by curriculum) (\$50.00)	\$50.00

Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
<b>Food Studies Unit 1 &amp; 2</b>	Ingredients for demonstrations Recipe cards, Poster paper, Printing, Food science consumables e.g. pH paper/ universal indicator, ballons, Materials for planting activities related to the content in Unit 1 outcome 1 and 2 - \$20 Ingredients for weekly cooking classes making a variety of dishes using a variety of complex processes (1 pract per week @ \$8) and Food for other practical activities including sensory analysis, product analysis, scientific experiments as required in the VCE study - \$180	\$20.00	\$180.00	\$200.00	Online textbook (Food studies online) \$35 Yakult factory tour Dandenong studying food processing and manufacturing. \$20 Sky Farm Melbourne \$20 + Myki card Mabu Mabu restaurant Fed Square Indigenous links to Unit1 \$50 + Myki card	\$125.00
<b>Food Studies Unit 3 &amp; 4</b>	Ingredients for demonstrations Recipe cards, Poster paper, Printing, Practice SACs and exams - \$20 and Ingredients for weekly cooking classes making a variety of dishes using a variety of complex processes (1 pract per week @ \$8) Food for other practical activities including sensory analysis, product analysis, scientific experiments as required in the VCE study - : \$180	\$20.00	\$180.00	\$200.00	Online text book (Food studies online) (\$35) and Local Supermarkets no cost	\$35.00
<b>Indonesian Studies Units 1 - 4</b>	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$10 Exam Revision Materials \$25	\$10.00	\$25.00	\$35.00		



Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
<b>Vocational Major - Literacy Unit 1&amp;2</b>	Basic class materials to run the program. E.g. coloured poster paper and painting materials: \$20	\$20.00	\$0.00	\$20.00	End of Year excursion (\$50)	\$50.00
<b>Vocational Major - Numeracy Unit 1 &amp; 2</b>	Basic class materials to run the program. E.g. coloured poster paper (\$20) and cooking class materials: \$50	\$20.00	\$50.00	\$70.00	Top Fun Shack (\$30) Lawn Bowls (\$5)	\$3.00
<b>Vocational Major -PDS Unit 1&amp;2</b>	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$20	\$20.00	\$0.00	\$20.00	Cable Park (\$50) Wheelchair Basketball (\$20) Somerville Recreation Centre (\$20)	\$90.00
<b>Vocational Major - WRS Unit 1 &amp; 2</b>	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$10 Food Handlers (\$85)	\$10.00	\$85.00	\$95.00	Funky Farm (\$15) First Aid Course (\$125) - optional	\$140.00
<b>Vocational Major - Literacy Unit 3&amp; 4</b>	Basic class materials to run the program. E.g. coloured poster paper, materials for painting: \$20	\$20.00	\$0.00	\$20.00	End of Year excursion (\$50)	\$50.00
<b>Vocational Major – Numeracy Unit 3 &amp; 4</b>	Basic class materials to run the program. E.g. coloured poster paper (\$20), materials for cooking class: \$50	\$20.00	\$50.00	\$70.00	Top Fun Shack (\$30) Lawn Bowls (\$5)	\$35.00
<b>Vocational Major – PDS Unit 3 &amp; 4</b>	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards: \$10 Locked in Escape Room (\$50)	\$10.00	\$50.00	\$60.00	Cable Park (\$50) General Public (\$35) Somerville Recreation Centre (\$20)	\$105.00
<b>Vocational Major - WRS Unit 3 &amp; 4</b>	Basic class materials to run the program. RSA Course (\$110)	\$10.00	\$110.00	\$120.00	Barista Course (\$120) - optional	\$120.00

# COMPULSORY SUBJECT - YEAR 10

## MATHS CORE

Maths	Year 9	Year 10	Year 11	Year 12
	CORE: Maths	CORE: Maths	Units 1 & 2 General Maths Units 1 & 2 Math Methods VCE Vocational Major	Units 3 & 4 General Maths Units 3 & 4 Math Methods VCE Vocational Major
	CORE: Advanced Maths	CORE: Advanced Maths		
	ELECTIVE: Profit 4 Me!			

### Year 10 Maths - Course Description

Mathematics in Year 10 helps prepare students for senior pathways in VCE, as well as the post-schooling world. Students learn about Financial Mathematics, Geometry & Trigonometry, Probability, Statistics, Measurement and Linear Relationships. Appropriate use of technology to solve application problems is emphasised throughout the course. Students considering including Mathematics in their VCE course are expected to own a CAS calculator.

## Profit 4 Me

Featured Learning Area	Mathematics
Additional Learning Areas	Economics
Learning Capabilities Developed	Critical/Creative Thinking and Personal and Social

### Profit 4 Me – Course Description

This course could be a practical course, which will require students to use their reasoning and critical abilities to complement their use of Mathematical skills. This elective will equip students with the necessary mathematical, critical, creative, and personal skills to be successful in business and the world at large. It also involves the study of mathematics of the wholesaler and the manufacturer. The topics might include a review of whole numbers, common fractions, decimals, and a study of percentages.

Students will have the opportunity to explore pay slips, looking at the differences between salaries and wages, cheques, savings, and business accounts. They will gain knowledge on how taxes are applied and how it can have an impact on salaries/wages and businesses.

When setting up business ventures, students will have the chance to look at various types of insurances, discounts and ways in which wholesalers and manufacturers purchase and price goods.

### Profit 4 Me – Course Assessment

Common ASSESSMENT TASK	DESCRIPTION
It is all about the profit! (Project)	Students will have a choice to look at the existing local small businesses and decide on one business that they would like to have an in-depth study. Students will look at how these small businesses run and how they make and at least maintain their profit margin.
'If I had a million dollars...' (Project)	Students will have a chance to be an entrepreneur, and they will need to create a new business with the one million dollars that they own. They need to create a business plan, hire labour, acquire resources and financing, and provide leadership and management for the business.

### Profit 4 Me - Potential Pathways

General Math, General Math – Accounting, Business Management -VCE-Vocational Major

**Elective costs - refer to pages 21 -32**

# COMPULSORY SUBJECT - YEAR 10

## ENGLISH CORE

### Year 10 English - Course Description

This subject prepares students for several pathways in later years, whether students select VCE English or VCE – Vocational Major Literacy in Year 11. Students will complete the same themes and text studies across Year 10 classes, with the emphasis on building the organisational and expressive skills of students in a range of writing tasks.

Reading skills of a high order are developed through learning critical reading strategies, while students run class discussions and presentations increase students' speaking confidence and teamwork skills. Film study, thematic studies and set novels and plays, will provide students in Year 10 English with classic and modern texts that will develop their critical thinking and analytical skills. The subject fee includes the printing of detailed Unit booklets. Students will need to pay separately for excursions or incursions

In Advanced English, students will undertake a rigorous study of reading, writing, speaking and listening. The subject aligns with the Year 10 English curriculum, whilst providing opportunities for extension and a deeper analysis of the set texts, as well as an increased focus on the precision of expository writing and rich in-class discussion. Students will be given the opportunity to challenge themselves with supplementary materials and theories in order to best prepare them for success in VCE English Units 1 to 4.

English	Year 9	Year 10	Year 11	Year 12
	CORE: English	CORE: English		
	CORE: Advanced English	CORE: Advanced English		
	ELECTIVES		Units 1 & 2 English VCE Vocational Major	Units 3 & 4 English VCE Vocational Major
	Debating			
	Land the Right Job			
	Literacy Improvement			
	Literature			
	Walt Disney Pictures Presents....			

<b>Featured Learning Area</b>	<b>English</b>
<b>Additional Learning Areas</b>	<b>History</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Debating - Course Description

This subject is for anyone who likes to play the Devil's Advocate. Do you like to stir the pot? Do you like arguing the opposing the point of view? This might be the subject for you. This class will consider a range of age old and contemporary issues and choose the juiciest ones to explore in depth through debating, both informally and formally.

Think topics like:

- Should immunisation be compulsory for everyone?
- Should we no longer have the Olympic Games because they are too expensive and is anyone really interested?
- Gun laws: should all countries in the world adopt the same gun laws as Australia to avoid shootings and massacres?
- Should Australia become a republic with a new flag and anthem?

You will also have input to debate the topics that interest you.

This subject will utilise and develop skills such as speaking, debating, researching and analytical skills. Basically, you'll never lose an argument with mum or dad again!

## Debating - Course Assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Team Debate</b>	Students will work in small teams to debate a topic. Students will have the chance to take a stand on an issue and argue the merits in a moderated debate.
<b>2. News Segment</b>	Students will become the lead journalists on a hot topic and present a video of a news segment from one of these contentious issues.
<b>3. Semester Exam</b>	An examination of all topics studied for the semester.

## Debating - Potential Pathways

English, Literature, Media, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Land the Right Job

<b>Featured Learning Area</b>	<b>English</b>
<b>Additional Learning Areas</b>	<b>The Arts (Media)</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Land the Right Job - Course Description

Are you looking for a part time job and don't know where to begin? This course could be just what you need. This subject will give you the skills and confidence to pursue and gain part time work.

The study will include:

Researching different jobs and how to apply e.g., McDonalds, Bunnings, local supermarkets, chemists etc.

- How to search for job vacancies
- Writing cover letters
- Writing resumes
- Developing interview skills
- Undertaking mock job interviews.
- Visiting workplaces and meeting employers.

## Land the Right Job - Course Assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Maintaining a work portfolio</b>	Students will complete small reflections and written activities in preparation for applying for a job.
<b>Maintaining a work visit diary</b>	Students will complete a structured diary entry about workplace visits.
<b>Semester Exam</b>	An examination of all topics studied for the semester.

## Land the Right Job - Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Literacy Improvement

<b>Featured Learning Area</b>	<b>English</b>
<b>Additional Learning Areas</b>	<b>The Arts (Media)</b>
<b>Learning Capabilities Developed</b>	<b>Creative and Critical Thinking</b>

## Literacy Improvement - course description

This subject will support you to develop and accelerate your literacy skills before you move into senior school.

This subject is designed for students who would like to improve their reading, writing and spelling skills. Students who participated in R.E.P. (Reading Enrichment Program) may be suited to this elective.

Students will also be supported with the literacy demands from their other subjects.

## literacy improvement - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
1. Reading Comprehension	Students will produce a small portfolio of annotations and summaries to demonstrate their reading comprehension skills.
2. Writing for Life	Students will plan, draft, edit and publish a text of their choice for a real-world purpose (such as a resume, letter or blog).
3. Semester Exam	An examination of all topics studied for the semester.

## Literacy Improvement - Potential VCE/VM Pathways

English – Media – Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>English</b>
<b>Additional Learning Areas</b>	<b>The Arts (Media)</b>
<b>Learning Capabilities Developed</b>	<b>Creative and Critical Thinking</b>

## Literature - course description

This subject will provide students with a strong foundation for VCE English and future literary studies. Students will consider the way texts represent experiences and consider these in the light of their own understanding and life experiences.

A range of challenging and rich texts will be studied in this course including poetry, film, novels and short stories.

This course will support you to think creatively and analytically and strengthen your communication skills and ability to present a sound interpretation of classical and contemporary literature.

## Literature - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Analytical Response	An analytical response to a text.
2. Creative Response	A creative response to a text.
3. Semester Exam	An examination of all topics studied for the semester.

## Literature - Potential VCE/VCAL Pathways

English – Literature - English Language – Media

***Elective costs - refer to pages 21 -32***

# Walt Disney Pictures Presents

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Critical/Creative Thinking

## Walt Disney Pictures Presents - course description

Remember all your favourites while growing up? *The Lion King*, *Beauty and the Beast*, Pixar, Marvel, Star Wars?

Disney's got them all now so you can't say you haven't seen at least one of their movies.

But why are all these stories so happy? What if you found out that Ariel is supposed to die, or that Elsa kidnaps children?

In this unit you will watch a range of Disney films, find out where they came from and discover what it means to 'Disney-fy' a story, no matter how dark and gloomy it might be.

You will learn and understand why so many stories have been changed in this way, and then you will be given a chance to *Disney-fy* or darken well known stories through your own writing.

## Walt Disney Pictures Presents - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Analytical Essay	This task requires students to write an essay about a particular Disney movie, analysing the changes between the original story and the film version, and explaining why these changes were made.
Creative Writing	Students will write their own short story that changes the genre, and modifies the story, of either a Disney film or an original fairy-tale.
Semester Exam	An examination of all topics studied for the semester.

## Walt Disney Pictures Presents - Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***



Humanities	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Around the World in 80 Days		Units 1 & 2 Legal Studies Units 1 & 2 Business Management Units 1 & 2 20 <sup>th</sup> Century History Unit 1 & 2 Geography VCE Vocational Major	Units 3 & 4 Legal Studies Units 3 & 4 Business Management Units 3 & 4 History Revolutions VCE Vocational Major
	Build a Business			
	Caring for our Coasts			
	Current Affairs			
	Law and Order			
	Money Talks			
	People, Place and Planet			
	Rights and Freedoms			
	They Called Australia Home			
	21st Century Tyrants			
	WW1 History			
	WW2 History – Europe			
	WW2 History - The Pacific			

# Around the World in 80 Days

<b>Featured Learning Area</b>	<b>Humanities – Geography</b>
<b>Additional Learning Areas</b>	<b>Humanities – History, Civics, Economics, Science</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Around the World in 80 Days - course description

Are you ready for travel and adventure? Then sign up now for this virtual backpacking experience - around the world in 80 days - featuring Africa, Central Asia, South Asia, and the Pacific Islands.

Your first stop is West Africa, where erratic weather, low rainfall, flooding and poor harvests have created a food crisis faced by more than 18 million people. Here you will volunteer for Oxfam to support an emergency relief effort. While in this role you will meet environmental scientists who teach you about biomes and food shortages in the region.

Next, you visit the megacities of China. Your tour guide, Bolin, is a student who studies human geography at Zhejiang University. He is keen to discuss the complexity of interconnectivity in these crowded locations.

The speed relaxes upon arrival in South Asia where you are introduced to wellness tourism. Here you meet a social start-up guru who teaches you about the problems of tourism in “paradise” and the phenomenon of eco-tourism.

Your final experience is in the picturesque Pacific Islands where you observe the shocking impact of global warming. This life changing expedition will expand your social consciousness and your understanding of the world.

## Around the World in 80 Days - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Newspaper Article</b>	Students become journalists and write a newspaper article on how land is being managed in Africa.
<b>Mapping and Data Analysis</b>	Students then complete a task where they map and analysis the data from a Chinese megacity.
<b>Poster</b>	Students lastly prepare a poster project on initiatives that aim to improve wellbeing in an overseas country.
<b>Examination</b>	An examination of studied topics.

## Around the World in 80 Days - Potential Pathways

History, Geography, Politics, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Humanities – Economics, Civics &amp; Citizenship</b>
<b>Additional Learning Areas</b>	<b>English, Maths</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Build a Business - course description

Have you ever wanted to open your own business? Start a side hustle? Make some money on the side in a non-traditional job? Then join us in Humanities and learn how you can build your own successful business!

This subject aims to help all students develop their enterprise skills and then practically apply them to a business idea. Students will begin by learning some business basics, such as the wide variety of self-employment options that exist in modern Australia and then focus their attention on how to build a successful business plan. The course will also cover how to effectively market and manage a business once it is running, which includes looking at required financial skills.

This subject is idea for students who want to one day run their own businesses, set up as a contractor, or be self-employed. It also helps students to develop skills for VCE – Vocational Major or VCE Business Management.

## Build a Business - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Business Report</b>	Students will research and report on one feature of modern-day businesses, as discussed with their teacher.
<b>2. Business Plan</b>	Students will develop a business plan that aligns with their own future self-employment ideas. The plan will cover the business details, financials, legal issues, and the setting of SMART goals.
<b>3. Enterprise Activity or Presentation</b>	Students are to collaboratively plan and deliver an enterprise activity that meets a business objective.
<b>4. Exam</b>	An examination of studied topics.

## Build a Business - Potential VCE Pathways

Business Management, Economic, Accounting, VCE-Vocational Major

*Elective costs - refer to pages 21 -32*

# Caring for Our Coasts

<b>Featured Learning Area</b>	<b>Humanities - Geography</b>
<b>Additional Learning Areas</b>	<b>Humanities – History, Civics, Economics, Science</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Caring for Our Coasts - course description

Somerville sits between three important coastal environments – a bay, the open ocean, and wetlands.

In this subject, students will have the chance to learn about all three coastal landscapes, investigate them as unique eco-systems, and visit them on fieldtrips.

Before, during and after these fieldtrips, students will collect, record and interpret relevant data about our coasts.

This will include an investigation of the ways in which important coasts are changing over time or are under threat, as well as an exploration of how these landscapes can be managed and protected for the future use of both humans and animals alike.

## Caring for Our Coasts - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Coastal Management Report</b>	Students will investigate coastal management strategies and write a report on how to manage the Peninsula's valuable coastal sites.
<b>2. Data Collection and Presentation</b>	Students will choose from a range of topics we have covered in class and prepare a presentation about it to educate our community members and raise awareness of the issue.
<b>3. Semester Exam</b>	An examination of all topics studied for the semester.

## Caring for Our Coasts - Potential VCE Pathways

Geography, Biology

*Elective costs - refer to pages 21 -32*

# Current Affairs

<b>Featured Learning Area</b>	<b>Humanities – History, Civics and Citizenship</b>
<b>Additional Learning Areas</b>	<b>Humanities – Economics Media</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Current Affairs - course description

Every year, there are events which change the world but do not make it into the curriculum. In 2022 already, Russia has invaded Ukraine, the price of petrol has doubled, food shortages and the cost of living are becoming problems, floods devastated NSW/QLD, and there is both a federal and state election coming up!

2026 is also likely to be eventful, and when important things happen, you will learn about and discuss them in the classroom. The content for each week will respond to recent events from the media, to help students understand more about the world around them.

The curriculum will therefore be flexible, and students will help to decide what topics to focus on in their classes. However, the focus will primarily be on issues and events that will play an important role in rewriting history at the global, national, or local level. It is expected that this will cover a range of geo-political and social issues for all the Humanities strands – History, Civics and Citizenship, Geography, and Economics.

## Current Affairs - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Creating a News Report</b>	Students will pick one significant historical world event and create a news report in a form of their own choice.
<b>2. Media Portfolio</b>	Students will maintain a regular portfolio of media articles relating to world events, which they will annotate and respond to.
<b>3. Semester Exam</b>	An examination of all topics studied for the semester.

## Current Affairs - Potential Pathways

History, Politics, Legal Studies, Economics, VCE-Vocational Major

*Elective costs - refer to pages 21 -32*

<b>Featured Learning Area</b>	<b>Humanities - Civics &amp; Citizenship</b>
<b>Additional Learning Areas</b>	<b>Humanities – History Other – Media</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Law and Order - course description

Have you ever wondered how the justice system really works in Victoria?

Do you want to understand how laws are made, why some crimes receive harsher sentences than others, or what happens inside a courtroom?

Law and Order is a subject that explores the legal system in Victoria, focusing on both criminal and civil law, and the ways in which justice is achieved.

This subject begins with an investigation into crime and justice in Victoria, looking at crime trends, sentencing, rehabilitation, and recidivism. You will examine how the law responds to crime and whether common perceptions about crime rates and punishment align with reality.

You'll take a deeper look at the legal system in action, using real case studies to understand how laws are applied, challenged, and changed over time. You'll learn about the differences between criminal and civil law, how disputes are resolved, and the impact of legal decisions on individuals and the wider community.

## Law and Order - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Research Report</b>	Students will investigate crime trends in Victoria, evaluating the effectiveness of the legal system in responding to crime.
<b>Case Analysis and Reflection</b>	Students will analyse a real criminal or civil case from Victoria, examining how the law was applied and its impact on individuals and the community.
<b>Exam</b>	An examination of all topics studied for the semester.

## Law and Order - Potential VCE/VM Pathways:

Legal Studies, Politics, History, VCE – Vocational Major

***Elective costs - refer to pages 21 -32***

# Money Talks

<b>Featured Learning Area</b>	<b>Humanities – Economics and Business</b>
<b>Additional Learning Areas</b>	<b>Humanities – Civics and Citizenship</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## Money Talks - course description

Money makes the world go round, but do you know how it really works?

Money Talks will help you understand and take control of your financial future. From how governments manage the economy to how businesses compete for your money, this course breaks down the financial systems that impact you every day.

You'll explore how economic policies affect jobs and the cost of living, how to make smart financial decisions about saving, investing, and superannuation, and how to protect yourself from financial risks like scams. We'll also dive into business strategies, marketing, and workplace dynamics to see what drives success in a competitive economy.

Through real-world case studies, simulations, and practical projects, Money Talks will give you essential economic and financial literacy skills to make informed decisions about money, work, and the world around you—setting you up for success in life beyond school.

## Money Talks - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Financial Survival Challenge</b>	Students manage a simulated budget, making decisions on savings, superannuation, insurance, and unexpected expenses while justifying their financial choices.
<b>Investing for the Future</b>	Students research and compare different investment options to create a financial plan for long-term wealth growth.
<b>Exam</b>	An examination of all topics studied for the semester.

## Money Talks - Potential VCE/VM Pathways

Business Management, Economic, Accounting, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# People, Place and Planet

<b>Featured Learning Area</b>	<b>Humanities – Geography</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking/Enterprise</b>

## People, Place and Planet - course description

Geography helps students understand the world around them by exploring the connections between people, places, and environments. It focuses on real-world issues such as climate change, environmental management and sustainable development. Students learn how natural and human processes shape our world, and how we can respond to challenges in positive and informed ways.

This subject aims to provide all students with a theoretical as well as practical approach to the study of Geography, as students will initially develop their knowledge of essential geographical concepts and skills, to then apply these concepts and skills in the development of their own practical geographical inquiry of our local wetlands.

Students will develop skills in the areas of critical thinking and problem-solving, map reading and data interpretation, fieldwork and research, and communication of their findings through presentations and visual data.

Geography is ideal for students who are curious about the world, passionate about the environment, or interested in global issues. It builds valuable skills for VCE Humanities subjects and supports careers in areas like environmental science, urban planning, travel, international aid, sustainability, and more.

## People, Place and Planet - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>#1. Geographical Concepts and Skills</b>	Students demonstrate their understanding of geographical concepts and skills through creating different types of maps, examining case studies of geographical inquiries of the Australian landscape, and applying practical skills such as measurement of scale.
<b>#2. Geographical Inquiry of Wetlands</b>	Students will develop and plan their own geographical inquiry of Yumarrala Wetlands, making observations, collecting and evaluating data, and communicating their conclusions.

## People, Place and Planet -Potential VCE/VM Pathways

Geography Biology

***Elective costs - refer to pages 21 -32***



# Rights & Freedoms

Featured Learning Area	Humanities - History
Additional Learning Areas	Civics & Citizenship
Learning Capabilities Developed	Critical/Creative Thinking, Ethical Capability

## Rights & Freedoms - course description

From civil rights marches to modern activism, the fight for justice has shaped the world we live in today. In this subject, you'll explore the struggles and successes of those who have fought for freedom, equality, and human rights.

From the US Civil Rights Movement to Aboriginal and Torres Strait Islander land rights in Australia, you'll uncover how people have challenged unfair laws and systems—and how their actions continue to impact us today.

You'll also explore key activists—from Martin Luther King Jr. and Eddie Mabo to Greta Thunberg and Malala Yousafzai—who have shaped history through protest, leadership, and resilience.

We'll break down the tactics used by movements over time, from civil disobedience and direct action to legal battles and social media campaigns.

You'll investigate how movements like Black Lives Matter, Raise the Age, and Extinction Rebellion have used global connectivity to amplify their impact.

Get ready to think critically, debate big issues, and discover the power of protest.

## Rights & Freedoms - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Comparative Case Study	Students will research and create a comparative case study examining the fight for Aboriginal and Torres Strait Islander rights in Australia, and the fight for recognition or rights in one another country.
Campaign Analysis	Students will analyse a modern protest movement and evaluate its impact.
Semester exam	An examination of all topics studied for the semester.

## Rights & Freedoms Potential VCE/VM Pathways

History, Legal Studies, Politics, Business Management, Economics, Accounting and VCE- Vocational Major

***Elective costs - refer to pages 21 -32***

# They Called Australia Home

<b>Featured Learning Area</b>	<b>Humanities – History</b>
<b>Additional Learning Areas</b>	<b>Humanities – Geography, Civics, Economics</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## They Called Australia Home - course description

This unit explores the lives of people who have lived on the Australian continent throughout history, from pre-1700s Aboriginal nations to the formation of a formal sovereign Australia in 1901.

Students will study Aboriginal culture, identity and beliefs and examine the impacts of European colonisation on indigenous peoples when they first arrived in Australia.

The course then explores the development of the individual colonies during the 1800s, with a particular focus on the how the gold rushes in Ballarat and Bendigo fuelled the development of Victoria and made Marvellous Melbourne the economic and political centre of the country.

Lastly, students will also look at the key events and ideas from Sovereign Hill onwards, which all contributed to the federation of the colonies into the united country of Australia in 1901, where the people of the colonies became Australians.

## They Called Australia Home - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Creative Comparative Task</b>	Students create a project in which they tell the story of Australia's colonisation from the perspective of a First Australian and a convict.
<b>Research Project</b>	Students complete a research project related to Victoria's gold rushes and the events at Sovereign Hill.
<b>Analytical Essay</b>	Students write an analytical essay on the process of Federation.
<b>1. Examination</b>	An examination of studied topics.

## They Called Australia Home - Potential Pathways

History, Australian History, Politics, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# 21st Century Tyrants

<b>Featured Learning Area</b>	<b>Humanities - History</b>
<b>Additional Learning Areas</b>	<b>Humanities – Civics and Citizenship, Economics, Geography</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## 21st Century Tyrants - course description

History isn't just something that happened in the past. Sure, the 20th century was full of interesting and important historical events which have shaped our world, but history has also been made in your lifetime. History is still being made!

The main element of 21st century politics that will be examined in this subject is that of leadership. Over time, the absolutist rule of monarchs has given way to increasingly democratic and free societies, but even in 2026, there are a number of leaders around the world who hold king-like powers and privileges over their people.

So how did they come to power? The first step is to explore how tyrants can put themselves in charge via military force, birthright, or careful manipulation of democratic processes and popular movements. The next step is to examine how dictators use a range of tools to maintain their political and legal power, even in a world which is increasingly connected and empowered by social media. The old propaganda posters of WWI may no longer be effective, but the old techniques of manipulating people's perceptions are still in effect, and often effective. So, students will examine how both dictators and their people try to operate in a modern technological world, as well as the techniques that outside agencies and nations often use to undermine dictators without resorting to open warfare.

## 21st Century Tyrants - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Dictators and Tyrants Investigation Project</b>	Students will investigate and explore the conditions and personalities that lead to tyranny and dictatorships, through a case study.
<b>Propaganda Poster/ Presentation</b>	Students will choose one dictatorship of the 21st century and research the ways in which both the leader and their people utilise social media.
<b>Examination</b>	An examination of studied topics.

## 21st Century Tyrants -Potential Pathways

20<sup>th</sup> Century History, Australian History, Politics, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# World War I History

<b>Featured Learning Area</b>	<b>Humanities, History</b>
<b>Additional Learning Areas</b>	<b>Humanities – Geography, Civics</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## World War I History - course description

In this elective, students will look at the first major conflict involving Australia and the world in the 20th Century. Students will look at the events, ideologies and people that impacted on society because of the 'war to end all wars': World War I.

Students will study the ANZACS and their legends, as well as research how the use of new weaponry and trench warfare changed the way in which battles were fought. Students will also look at the ways in which this conflict impacted on the lives of people living during that time and the continuing impact of this conflict on the modern world over the following century, including its influence on our own lives.

This unit includes an excursion to the Shrine of Remembrance.

## World War I History - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Analytical Essay</b>	An analytical essay about the causes of WWI.
<b>Trench Diorama</b>	A hands-on activity to create a diorama of trench warfare in WWI, with a research report.
<b>Examination</b>	An examination covering studied topics.

## World War I History - Potential Pathways

History, 20<sup>th</sup> Century History, Politics, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# World War II History – Europe

<b>Featured Learning Area</b>	<b>Humanities – History</b>
<b>Additional Learning Areas</b>	<b>Humanities – Geography, Civics</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## World War II History – Europe – course description

This elective is designed to follow on from the WWI elective in Year 9, as it begins with an investigation of how the events at the end of “The Great War” lay the groundwork for the rise of the Nazi Party and the beginning of the second world war of the 20th Century.

Students will study how the ideologies and actions of the Nazi Party allowed Hitler to rise to power and learn more about the awful atrocities that happened as part of the Holocaust.

There will also be a focus on the significant battles of World War II, from the German invasion of Poland and Russia to D-Day and the Battle of Berlin and the collapse of Nazi Germany.

The ways in which these conflicts impacted on the lives of the people who lived during this time is also examined, and students will also look at how the end of this war split Europe in half and therefore lay the groundwork for the Cold War battle of ideologies between the US and the USSR.

This unit also includes an excursion to the Jewish Holocaust Centre.

## World War II History – Europe - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Inter Wars Test</b>	A short answer and visual analysis test about the events of the Interwar Years of 1918-1939, the rise of the Nazis, and the failure of appeasement.
<b>2. Battles of WWII</b>	A multimedia mapping project on the major battles of WWII.
<b>3. Holocaust Essay</b>	An essay on the causes and impacts of the Holocaust.
<b>4. Examination</b>	An examination of studied topics.

## World War II History – Europe - Potential Pathways

20<sup>th</sup> Century History, Politics, VCE-Vocational Major

**Elective costs - refer to pages 21 -32**

# World War II History – The Pacific

<b>Featured Learning Area</b>	<b>Humanities – History</b>
<b>Additional Learning Areas</b>	<b>Humanities – Geography, Civics</b>
<b>Learning Capabilities Developed</b>	<b>Critical/Creative Thinking</b>

## World War II History – The Pacific - course description

This elective is designed to follow on from the other WWII elective in Year 10 – WWII Europe, although it is not necessary to have studied the other one as well.

Parallels will be drawn between the rise of the Nazis and Imperial Japan during the 1930s, as well as the war crimes of both: of the Holocaust in Germany, and Imperial Japan's treatment of Asian civilians and British-Australian POWs.

Students will learn about the Japanese invasion of Asia, including the Fall of Singapore, and the disastrous impact this had on Australian efforts to protect the continent from Japanese war efforts.

This will lead into an examination of the Bombing of Darwin and Broome, as well as Pearl Harbour and the first air-sea battles in world history, as the US and Australia attempted to push the Japanese back. After studying the efforts at Kokoda in saving Australia from further attack, the course will then look at how the war ended with atomic bombs, before finishing with a study of how the end of the war in the Pacific led to the end of Asian colonisation and the start of the Cold War related conflicts the region later suffered from.

## World War II History – The Pacific - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. War Crimes Project</b>	A written or visual report on the war crimes committed by the Japanese in China, Korea, Thailand, Malaysia, and Singapore.
<b>2. Battles of WWII</b>	A multimedia mapping project on the main battles of WWII in the Pacific.
<b>3. Kokoda Essay</b>	An essay on the events at Kokoda, and how this one battle protected Australia.
<b>4. Examination</b>	An examination of studied topics.

## World War II History – The Pacific - Potential Pathways

20<sup>th</sup> Century History, Australian History, Politics, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

Science	Year 9	Year 10	Year 11	Year 12
	CORE: Science	CORE: Science		
	ELECTIVES			
	Animalia			
	Cosmetic Science			
	Environmental and Marine Science			
	Forensic Science			
	Introduction to VCE Sciences			
	Physics for Life			
	Psychology			
	Space Science			

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Animalia - course description

The animal kingdom is the largest of all the 5 different areas of living things. Students will learn about the range of animals within this kingdom from sponges to flatworms and from jellyfish to giraffes.

Students will learn about animal adaptations and the characteristics which make that animal special and help it to survive.

Student interest and choice of topics plays a large selection as to the focus of learning within this subject. Topics to choose from include Animal behaviour; Reproduction; Breeding programs; Habitat Conservation; Animal Conservation. An excursion to Melbourne Zoo, Moonlight Sanctuary is part of this subject but not included in subject fee.

## Animalia - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Animal Adaptations</b>	Students will complete an assessment task on animal adaptations and how they enable the success of the animal.
<b>Student Report</b>	Students will investigate and produce a report on the chosen topic to study within the course.

## Animalia - Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***



<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Cosmetic Science - course description

Students will develop their understanding of the key chemical ingredients in both make-up and skincare products.

They will explore the interaction between atoms in chemical reactions that give rise to chemical products used within this industry.

Students will develop their understanding of the structure of skin and the health effects of different products such as sunscreen.

Students will investigate not only the chemical nature of cosmetics but also the ethical concerns of 'clean beauty' and animal testing; the use of ethically sourced material and the safe production of biochemicals in the beauty and healthcare industry.

## Cosmetic Science - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Portfolio of Practical Reports</b>	Students will conduct practical experiments and produce a written report.
<b>Ethics Research Investigation</b>	Students will research an ethical concern in the cosmetics industry of their choice. Students will report on their findings and formulate recommendations for the industry moving forward.

## Cosmetic Science Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Environmental & Marine Science - course description

Environmental science encompasses a variety of sciences, including Physics, Chemistry and Biology.

In this course, students will explore the fundamental principles of environmental science and how they can be applied to the everyday world.

This course will cover topics such as the Earth's ecosystems, biodiversity, climate change, pollution, and sustainable development. Students will learn how human activities have impacted the environment and what can be done to mitigate negative effects. The course will also introduce students to various environmental technologies and innovations that are being developed to address these issues.

In the marine component students explore what makes up a marine environment and the diversity of life which exists within it. Students examine the roles and interactions of both plants and animals within various aquatic environments in maintaining a healthy and sustainable ecosystem. Students explore the global environmental issues, such as climate change and pollution, and explore the role humans have in the preservation of aquatic systems for generations to come.

Part of this elective will involve conducting field research of the local area around Somerville Secondary College.

## Environmental & Marine Science - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Case study</b>	Students will analyse a scientific study conducted and look at what the results mean in the context of what we have learnt in class.
<b>Practical Investigation Task</b>	Students will conduct a practical investigation and produce a scientific report.

## Environmental & Marine Science - Potential Pathways

VCE Biology – Environmental Science

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	<b>Application of Science to Criminal and Civil Laws</b>
<b>Learning Capabilities Developed</b>	<b>Critical and creative thinking</b>

## Forensic Science - course description

Forensic Science is the application of science to solve crimes. Forensic Scientists collect and analyse evidence from a crime scene that will allow the police to determine exactly what happened and who probably committed the crime.

This elective aims to introduce students to the skills and knowledge of how forensic investigations work. You will explore the topics of Crime scene protocol, Fingerprint identification, Evidence Analysis (hair and fibre), Blood, DNA analysis.

You will learn step by step how to make observations and how to collect, record and analyse data to draw conclusions and to answer the ultimate question.....who did it?

## Forensic Science - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Topic Test</b>	A test on crime scene protocols and contact traces.
<b>Practical report</b>	A practical task and report on DNA extraction.
<b>Practical report</b>	A practical task and report on blood splatter
<b>Exam</b>	

## Forensic Science - Potential Pathways

VCE Biology, VCE Chemistry – VCE Physics, VCE Psychology, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Introduction to VCE Sciences

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	<b>VCE – General skills and capabilities, Mathematics</b>
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Introduction to VCE Sciences - course description

This subject is for Year 10 students looking to undertake a VCE Science program and or Year 9 students looking to accelerate in Year 10.

Students in this class will get a brief overview of how the Biology, Chemistry and Physics programs run in VCE and learn skills that can be transferred across all VCE programs.

Students will learn how to read through the study design, use different command terms (explain, identify etc.) and will be able to undertake their own Extended Practical Investigation based on a topic of their choosing.

Another key skill students will have by the end of the program is the ability to analyse data in different contexts and explore the limitations of practical work.

## Introduction to VCE Sciences - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Data Analysis task</b>	Students will be given or create their own data, represent it graphically, analyse it in relation to scientific ideas and discuss the limitations and sources of error.
<b>Extended Practical Investigation</b>	Students will be given the opportunity to investigate a scientific concept of their choice through practical work. This will include planning, conducting and analysing results.

## Introduction to VCE Sciences - Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	<b>Mathematics, PE</b>
<b>Learning Capabilities Developed</b>	

## Physics for Life - course description

This subject is for any student interested in how the world around them works. We will break down the mechanics of movement looking at the forces involved in day-to-day activities including sports.

Students will look at how changes in variables like mass, speed and material can drastically change the way things move and interact with each other.

Sample activities for this course include analysing cars and how they work and what happens in collisions; looking at how much force it requires to hit a home run and how to get the perfect curve on their 3pt shot to ensure they score a basket.

Students will also gain a greater understanding of other physics concepts like how light and sounds works along with electricity.

## Physics for Life - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Data Analysis of physics in sport</b>	Students will analyse a current topic in sport and look at a how a specific change has altered the mechanics in a sport. (For example, using aluminium instead of wood in baseball, using less padding in combat sports)
<b>Collision science</b>	Students will investigate what happens in collisions using the collision trolleys to gain an understanding about concepts like conservation of momentum, newtons laws and energy. These ideas will be applied to safety in motor vehicles.

## Physics for Life - Potential Pathways

Physics, Technology, PE, Mathematics, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	<b>Anatomy and Physiology</b>
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Psychology - course description

This subject explores the work of psychologists and psychological scientists.

Students will examine the history of psychology and how the discipline has developed across time into a science.

Students will explore mental health and investigate a range of mental health disorders, including personality and neurocognitive disorders, and the effects these have on an individual's biological, psychological, and social functioning.

## Psychology - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Introduction to Psychology Test</b>	Students will complete a test comprising of multiple choice and short answer questions to demonstrate their understanding of the history of psychology throughout time into a scientific study.
<b>Mental Health Media Presentation</b>	Students will investigate a mental health disorder of their choosing and present this to the class in the form of a multimedia presentation.
<b>Laboratory Report</b>	Students will design and conduct a psychological experiment. Students will present their results in the form of a psychological laboratory report.

## Psychology - Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Space Science - course description

Space science is a fantastic course for those who are interested in exploring the vast and fascinating world of space. In this course, students will dive into the mysteries of the universe, learning about our solar system, celestial objects, the Big Bang, and the technologies that have allowed us to explore space.

Throughout this course, students will develop their scientific literacy and critical thinking skills by exploring complex scientific concepts and theories. They will engage in hands-on activities and projects that encourage experimentation and exploration, and they will learn to analyse and interpret data, making connections between theory and real-world observations.

On completion of this subject, students will have a solid foundation in the principles and theories of space science, and will have developed the skills and knowledge needed to explore this fascinating field in more depth. They will gain a deeper appreciation for the wonders of the universe, and the role that science and technology play in our understanding of the world around us.

This elective may also include an excursion to the planetarium.

## Space Science - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Research task</b>	Students will research and produce a report on the chosen topic to study within the course.
<b>Practical Investigation Task</b>	Students will conduct a practical investigation and produce a scientific report

## Space Science - Potential VCE Pathways

Physics

***Elective costs - refer to pages 21 -32***

Indonesian	Year 9	Year 10	Year 11	Year 12
	Indonesian	Indonesian	Units 1 & 2 Indonesian	Units 3 & 4 Indonesian

## YEAR 10 Indonesian

Featured Learning Area	Languages
Additional Learning Areas	
Learning Capabilities Developed	

### Year 10 Indonesian – course description

Indonesian at Year 10 is a year-long subject that aims to build fluency and enjoyment in language learning. It will prepare students for a future that is increasingly multi-cultural, multi-lingual and global, through the study of the language and culture of our closest neighbour. Topics studied are highly personalised and are chosen to suit the language ability and interests of students in the class. These topics could include a film study, learning about city and village life, ceremonies and celebrations, daily conversation, music, Indonesian history and story-telling. Throughout the year, students will continue to develop their written and spoken Indonesian skills to communicate about personal interests and relationships, routines and experiences, and about broader social issues and lifestyles with increasing fluency and sophistication. They will respond to and create texts to give facts, tell stories, ask and answer questions and give opinions. They will communicate with Indonesian-speakers in person or online, develop stronger grammar skills and explore aspects of culture, tradition and modern life. As Year 10 language students, they will be invited join an overseas trip to Indonesia which is offered every two years, and will be able to take part in incursions and excursions that become available during the year. Year 10 students are encouraged to continue their language learning journey to VCE to take advantage of the benefits this can provide them as a young adult.

### Year 10 Indonesian – course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Writing task	Personal writing
2. Test	Listening and Reading Skills
4. Speaking task	Oral Presentation
5. Writing task	Imaginative writing

### Year 10 Indonesian – Potential Pathways:

VCE Indonesian

*Elective costs - refer to pages 21 -32*



Art	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Digital Art		Units 1 & 2 Art - Making and Exhibition Units 1 & 2 Visual Communication Units 1 & 2 Music VCE Vocational Major	Units 3 & 4 Art - Making and Exhibition VCE Vocational Major
	Digital Music/Composition			
	Digital Photography			
	Music Performance			
	Visual Art – 2D			
		Visual Art – 3 D		
	Visual Communication Design			

## Digital Art

<b>Featured Learning Area</b>	The Arts
<b>Additional Learning Areas</b>	Digital Technologies
<b>Learning Capabilities Developed</b>	Critical and Creative Thinking

### Digital Art - course description

In Digital Art, students are involved in the development and production of digital artworks using a range of software including Adobe Photoshop, Adobe Express, pixlr.com and pixilart.com. Students also experiment with a range of hardware including Canon digital SLR cameras and Wacom Pen Tablets. Students analyse key artists and their artworks to help inspire and inform their own personal creative practice, creating artworks in response to a series of skill building creative briefs. Students create and manage personal blogs for the publication of their work, and experiment with printing techniques to realise their work in the physical form.

### Digital Art - course assessment

Assessment	Description
Elements of Art series	Digital prints
Pop Art	Digital Art
Animated Gif	Animation app

### Digital Art - Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Arts - Music</b>
<b>Additional Learning Areas</b>	<b>Technologies – Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Personal/Social, Critical/Creative Thinking</b>

## Digital Music/Composition - course description

Have you wondered why pop songs all sound so similar?

Or how songwriters manage to keep coming up with new lyrics?

Well, here's your chance to find out and write your own music!

In this course, you will explore a range of musical genres from pop to blues, to rap, to classical, and even themes from movies, tv shows and video games. Find out how music and emotion are connected and why some songs make you smile, and others make you cry.

After your exploration, you will get to choose a genre that really resonates with you and start to write your own music.

If you play an instrument, then you will learn how to play your song on your instrument. If not, then you'll learn how to use digital technologies to bring your creation to life. This course will bring to light the fundamentals of music theory and show that the more you know, the more creative you can be.

## Digital Music/Composition - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Oral Presentation</b>	Investigation into a particular musical genre, how it evokes emotion and its contribution to the music industry.
<b>Music Presentation</b>	Submission of a song as a performance, mp3 and/or hard copy notation.
<b>Semester Exam</b>	An examination of all topics studied for the semester.

## Digital Music/Composition - Potential Pathways

VCE Music Performance - VCE Music Style and Composition - VET Music Industry – VCE Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Digital Photography - course description

In Digital Photography, students explore the medium of photography and develop a range of creative and technical skills using a Canon digital SLR camera and Adobe Lightroom.

Students develop their ability to control a camera in a creative manner, thus allowing them to embrace photography as a tool to communicate their ideas and emotions.

Students gain inspiration from key artists and their artworks, exploring how others embrace photography as an artistic medium. Students create and manage personal blogs for the publication of their work, and experiment with printing techniques to realise their work in the physical form.

## Digital Photography - course assessment

<b>Assessment</b>	<b>Description</b>
<b>Camera parts and functions</b>	CAT
<b>Photography Folio</b>	Challenges - CAT
<b>Exam</b>	Photography knowledge of prac and theory

## Digital Photography - Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology
- VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Music Performance

Featured Learning Area	Arts - Music
Additional Learning Areas	
Learning Capabilities Developed	Personal/Social, Critical/Creative Thinking

## Music Performance - course description

Do you sing, play an instrument, or dream of performing on stage?

Music Performance is your opportunity to take your skills to the next level — whether you're a soloist or love performing in a group. In this course, you'll work on developing your musical technique, stage presence, and confidence as a performer, while exploring the excitement of both solo and ensemble music.

You'll begin by choosing your instrument — vocals, guitar, piano, drums, woodwinds, brass, or strings — and selecting songs or genres that inspire you. Whether you're already taking instrumental lessons or just starting out, you'll work on mastering your chosen pieces, gaining a deeper understanding of how to express music through your individual style.

If you're drawn to group performance, you'll collaborate with others to form a band or ensemble, learning how to rehearse effectively and perform as a cohesive unit. You'll also explore stagecraft — how to set up a performance space and engage an audience.

By the end of the semester, you'll take part in a live performance, showcasing everything you've learned. Whether you're performing solo or in a group, this course will help you grow as a musician and performer, ready to shine on any stage.

## Music Performance - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Folio	A physical and digital folio of accumulated investigation into chosen songs over the course of the semester.
Performance Exam	Performance on a chosen instrument in a group or as a solo artist.
Semester Exam	An examination of all music theory topics studied for the semester.

## Music Performance - Potential Pathways

VCE Music - VCE-Vocational Major

*Elective costs - refer to pages 21 -32*

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Visual Art – 2D - course description

Students learn to develop their own creative ideas, extend their ability in using a range of artistic materials and techniques relevant to 2D concepts and learn to resolve their work prior to starting a final piece.

They learn about the art elements and principles, and how they can be used for visual impact. Students learn about artists and use art movements as inspiration for their own work.

This is a practical art subject which covers a range of art techniques and processes and allows for personal artistic development.

## Visual Art – 2D - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Printmaking</b>	Students explore a range of printmaking processes to complete a series of prints.
<b>Painting / Drawing</b>	Students develop ideas in their visual diaries to resolve their use of materials and techniques and aesthetic qualities to complete a series of artworks.
<b>Analysis</b>	Students learn about a range of artists and art movements. They learn how to analyse artworks based on subject matter, materials and techniques, aesthetic qualities, and the meaning of works.
<b>Exam</b>	An examination of all topics studied for the semester

## Visual Art – 2D - Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Visual Art – 3D

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Visual Art – 3D - course description

Students learn to develop their own creative ideas, extend their ability in using a range of artistic materials and techniques relevant to 3D concepts and learn to resolve their work prior to starting a final piece.

They learn about the art elements and principles, and how they can be used for visual impact. Students learn about artists and use art movements as inspiration for their own work.

This is a practical art subject which covers a range of art techniques and processes and allows for personal artistic development.

## Visual Art – 3D - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical Assessment</b>	Students develop ideas in their visual diaries to resolve their use of materials and techniques and aesthetic qualities to complete a series of artworks.
<b>Analysis</b>	Students learn about a range of artists and art movements. They learn how to analyse artworks based on subject matter, materials and techniques, aesthetic qualities, and the meaning of works.
<b>Exam</b>	An examination of all topics studied for the semester

## Visual Art – 3D - Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Visual Communication Design - course description

Do you love drawing and designing?

Visual Communication Design is the subject for you! VCD is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design).

The content and form of these communications are explored, along with the materials and methods that students use to produce their work.

Drawing plays a significant role in this subject, wherein students are required to employ a range of 2D and 3D drawing conventions to represent their ideas.

## Visual Communication Design - course assessment

<b>Assessment</b>	<b>Description</b>
<b>Environmental Design</b>	Students explore drawing conventions for the development of a house design solution
<b>Communication Design</b>	Students explore the communicative potential of type and image for the development and production of a music album cover.
<b>Industrial Design</b>	Students explore materials and drawing conventions for the development of an industrial design solution that makes the world a better place
<b>Exam</b>	An examination of all topics studied for the semester

## Visual Communication Design - Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# TECHNOLOGY

Technology	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Computer Aided Design and Manufacture		Units 1 & 2 Product Design and Technology Units 1 & 2 Food Studies VCE Vocational Major	Units 3 & 4 Product Design and Technology Units 3 & 4 Food Studies VCE Vocational Major
	Construction			
	Digital Technologies			
	Electronic Products			
	Product Design			
	STEAM			
	Café Culture			
	Create, Make and Bake			
	FEAST			
	Food Around the World			
	Food for the Health and Fitness Industry			



# Computer Aided Design & Manufacture

<b>Featured Learning Area</b>	<b>Technologies – Design and Technologies</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.</b>

## Computer Aided Design & Manufacture - course description

The use of effective Computer Aided Design and Manufacture techniques are increasingly becoming a crucial element in assisting Australian industry to develop an edge over its competitors. In this elective, students will develop an understanding of how CAD/CAM technologies are used within industry and how they can use these techniques within school to create solutions that solve real design problems.

Students will learn how to write and react to client-based design briefs, investigate design problems and offer innovative product solutions to meet client needs through the development of a design folio.

They will manufacture their solutions using Computer Aided Product Prototyping and Computer Aided Design and Manufacture techniques. Students will consider the impacts of technological change and how new technologies may contribute to a sustainable future.

## Computer Aided Design & Manufacture - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. CAD Skill Building</b>	Manufactured Outcomes
<b>2. CAD/CAM Product</b>	Design Folio and Manufactured Outcome

## Computer Aided Design & Manufacture - Potential Pathways

VCE Product Design and Technology

VCE Systems Engineering

VCE Vocational Major

***Elective costs - refer to pages 21 -32***

# Construction

<b>Featured Learning</b>	<b>Design and Technologies</b>
<b>Additional Learning Areas</b>	<b>Arts/Engineering principles and systems</b>
<b>Learning Capabilities developed</b>	<b>Critical and creative thinking and planning. Developing, refining and evaluating design solutions and production capabilities.</b>

## Construction - course description

This elective is designed to give students the experience of understanding and following drawn plans to manufacture products and artefacts to given specifications using a range of hand and machine workshop tools. Skills that are covered include:

- how to read plan drawings
- how to understand measurement and scale in working drawings
- how to measure and mark out a range of materials from given drawings
- how to plan ahead when making given product
- how to use hand tools and machine tools safely
- how to manipulate a range of materials including wood, metals and plastics
- safe workshop procedure and understanding of Safe Work Method Statements
- basic computer aided design skills to create dimensioned drawings

## Construction - course description

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. CAT 1 – Manufactured product and OH&amp;S procedures</b>	Accurately manufacture a simple product from given drawings and demonstrate safe workshop practices. Includes OH&S procedures and understanding working drawings.
<b>2. CAT 2 – Manufactured product</b>	Accurately manufacture a complex product from given drawings and demonstrate safe workshop practices. Includes SWMS documentation.

## Construction - Potential Pathways

VCE-Vocational Major, VET Building & Construction, Vocational pathways.

***Elective costs - refer to pages 21 -32***

# Digital Technologies

<b>Featured Learning Area</b>	<b>Digital Technologies</b>
<b>Additional Learning Areas</b>	<b>Design Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Data representation, computational thinking, design and programming, digital systems, interactions with and impact of digital systems.</b>

## Digital Technologies - course description

The use of digital technology skills within our society is expanding at an ever-increasing rate. This elective gives students the opportunity to develop a range of digital technology skills using coding, electronic game design and website/app design.

Students develop their coding skills by developing an electronic game design whilst learning how to write Python code. They will design and create a basic website and app and create a media campaign to highlight the ethical issues associated with the web-based digital world.

Students will learn how to organise data and convert this data into visual graphic forms using Excel spreadsheets and relate this to practical, relevant scenarios. Throughout the elective, students will develop knowledge about different digital systems and networks, related hardware and software, and explore the use of computational thinking.

## Digital Technologies - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Coding Portfolio</b>	Students build and present a digital portfolio containing written code and robotics tasks
<b>Digital Data Portfolio</b>	Students create a digital data and network/systems portfolio including Excel work

## Digital Technologies - Potential Pathways

VCE Product Design and Technology, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Electronic Products

<b>Featured Learning</b>	<b>Design and Technologies</b>
<b>Additional Learning Areas</b>	<b>Engineering principles and systems</b>
<b>Learning Capabilities developed</b>	<b>Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.</b>

## Electronic Products - course description

This elective is designed to expand student knowledge of electronic theory, coding and robotics.

Students will learn through a practical based course how to build circuits, develop code to control electronic components and use sensors to interrupt the surrounding environment.

A range of electronic componentry will be studied and different circuit types investigated to gain an understanding of how electronics and circuit design can be used in products that students have designed. Students follow Design Briefs, both given and created by them, and use the Design Process to investigate, design, manufacture and evaluate their own designed products. The use of Computer Aided Design and Manufacture as part of the Design Process is encouraged. Creativity, problem solving and critical thinking are the key!

This course is an excellent foundation course leading onto VCE Systems Engineering and VCE Product Design studying key issues such as ethical design and sustainability.

## Electronic Products - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Introduction to Arduino and Robotics</b>	Students will learn to build and code a series of circuits through problem solving activities that will conclude with the building and controlling of their own robotic arm.
<b>Designing and Manufacturing an Electronic System</b>	Building an electronic system to fulfill a need. The creation of a small design folio that demonstrates the use of the design process to investigate, design, manufacture and evaluate an electronic system.

## Electronic Products - Potential Pathways

VCE Product Design & Technology Units 1-4 – VCE Vocational Major, VET Building & Construction

***Elective costs - refer to pages 21 -32***

<b>Featured Learning</b>	<b>Design and Technologies</b>
<b>Additional Learning Areas</b>	<b>Arts/Engineering principles and systems</b>
<b>Learning Capabilities developed</b>	<b>Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.</b>

## Product Design - course description

This elective is designed to give students the experience of developing practical design and manufacture skills working with metal, wood, and plastics to make functioning products. The course includes opportunities to use both hand and computer - based drawing skills and computer aided manufacturing processes such as 3D printing and laser cutting.

Students will follow the Design Process to design, create and manufacture their own solutions to different design problems. Students will choose their own design challenges that will allow them to become familiar with a range of materials, tools and equipment used to fabricate, join, shape and finish the materials into functioning products. The safe use of tools and machines within a workshop environment is covered including safe work practices.

Products made in previous classes have included surfboard racks, bedside tables, lighting, storage units, display units and gaming stands, amongst many other items.

## Product Design - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Product 1 – Manufactured product</b>	Manufacture of a product using wood, metals or plastic. Document safe workshop practices and materials properties and their uses.
<b>Product 2 – Manufactured Product with a Design Portfolio</b>	Working like a professional designer, use the Design Process to research, design, then manufacture and evaluate a product of your choice.

## Product Design - Potential Pathways

VCE Product Design & Technology, VET Building & Construction - VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Design and Technologies</b>
<b>Additional Learning Areas</b>	<b>Arts, Engineering, Mathematics, Science</b>
<b>Learning Capabilities Developed</b>	<b>Critical and creative thinking and planning. Developing, refining and evaluating solutions. Scientific and mathematic principles, prototyping capabilities.</b>

## STEAM - course description

STEAM (Science, Technology, Engineering, Art and Technology education). STEAM education engages students in real-world, problem-based, inquiry learning. In the next decade, it is predicted that 75% of all jobs will require STEAM skills. Through this elective, students learn what STEAM skills are and how to use these skills to solve different challenges set for them and created by them. Students will learn to integrate these skills to help them prepare for future pathways and experience how these skills will help them work in a 21st Century world. Central to this elective will be the development of:

- Critical and Creative Thinking
- Communication
- Collaboration and Teamwork
- Personal and Social Skills
- Information Technology
- Understanding of STEM careers

Students will undertake a range of hands-on problem-solving activities across the fields of;

- Science and Digital Technologies
- Systems Engineering
- Coding, Robotics and Mathematics
- Creative Problem Solving
- Computer Aided Design and 3D printing
- Build links with local industry and enterprise

## STEAM – course assessment

Common Assessment Tasks	Description
<b>STEAM Challenge 1</b>	Designing and manufacturing a mechanical system to solve a practical challenge. A practical outcome and report.
<b>STEAM Challenge 2</b>	Design and manufacture a robotic system which can be coded to complete a series of practical challenges

## STEAM - Potential Pathways:

VCE Product Design and Technology, VCE-Vocational Major, vocational pathways

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Technology/ Business</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Café Culture - course description

Café Culture explores the importance of coffee in society and investigates what makes a good café experience. Students will learn about the history of cafés and the rise of café culture in society, and employment pathways within this sector of the food industry. Students will develop their skills and knowledge in working hygienically and safely in the kitchen. They will produce different styles of food and drinks ranging from a slice, breakfast/lunch dishes, smoothies, and hot drinks. They will learn about developing a menu and consider how a café meets the specific dietary needs of its customers.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage).

The development of safe food handling skills, the properties of ingredients and processes in recipes.

Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

Breakfast in style – Design and prepare and dress to impress, a gourmet breakfast dish.

I can't eat that! – Adapt a recipe to cater for a food allergy.

Shake it up! – Design a healthy on the go takeaway smoothie for a health-conscious customer

Wasted – Design a recipe to avoid food waste when ingredients are over ordered.

## Café Culture - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief and use a design strategy to create their own recipe design.
<b>Investigation activity</b>	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored in the course.

## Café Culture - Potential Pathways

Food Studies, Business Management, VET Hospitality, Geography, Environmental Studies, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Create, Make and Bake

<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Technology</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Create, Make and Bake - course description

In create, make, and bake, students gain an understanding of the functional properties of ingredients and the specific processes involved in creating sweet and savoury baked goods, such as pastry, breads, and cake. Many of these are technical, and precision is key to a high-quality outcome. They will learn a variety of finishing techniques to create professional looking outcomes with originality and flair. Using design, students will have the freedom to demonstrate their imagination and creative talents.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage).

The development of safe food handling skills, the properties of ingredients and processes in recipes.

Understanding issues relating to economic, environmental and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

One of my 5 a day! – The trend of using vegetables in sweet baked goods.

Bake off! – How would you go with a technical challenge?

Cupcake challenge – Apply your skills to decorate cupcakes to a specified theme.

Showstopper challenge – show off your skills with a jaw dropping, gravity defying cake.

## Create, Make and Bake - course assessment

<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief and use a design strategy to create their own original recipe idea following the design process.
<b>Investigation activity</b>	Students will investigate and present a written/poster/ presentation piece related to a food issue explored in the course.

## Create, Make and Bake - Potential Pathways

Food Studies- Science, VET Hospitality, English, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***



<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Technology</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## FEAST - course description

The **FEAST Cooking Program** empowers students to develop essential cooking skills while promoting healthy eating, food waste prevention, and sustainability. Through creative food preparation, students learn to design nutritious meals, minimise food waste, and understand the vital role they play in protecting the planet. The program enhances food preparation techniques, fosters a deeper understanding of nutrition, and encourages students to make informed, eco-friendly food choices. By integrating these concepts into school communities, FEAST helps students become confident, mindful eaters and advocates for a sustainable future.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage)

The development of safe food handling skills, the properties of ingredients and processes in recipes

Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenged might include:

Meals on a tight budget – Design a meal to cost less than \$3 a portion.

Store cupboard challenge – Creating meals from what is in the cupboard/ fridge.

Make me trendy – Reinvent a classic dish to fit a current food trend.

Event cooking – Develop a recipe to meet a theme e.g., Valentine.

## FEAST - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a baked item using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief and use a design strategy to create their own recipe design.
<b>Investigation activity</b>	Students will investigate and present a written/poster/ presentation piece related to a food issue explored in the course.

## FEAST Potential Pathways

Food studies, English, Media, Health & Human Development, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Food Around the World

<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Technology/ Geography</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Food Around the World - course description

In Food Around the World, students will learn about different food cultures. This is a wonderful way for students to get to know and accept others and celebrate the cultural diversity of Australia. We will explore ways to prepare and cook delicious foods using the equipment and processes that are unique to different regions around the world such as Europe, Africa, the Americas, and Asia. All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage)

The development of safe food handling skills, the properties of ingredients and processes in recipes

Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

Same but different – Investigate how recipes using staple ingredients such as rice/ bread/ potatoes are used in different places around the world and the environmental issues relate to the globalisation of food.

Spice trail challenge – Use spices flavour a dish (e.g. burger/parma) to reflect the cuisine of a country of your choice.

Fusion food – Merge recipes from different cultures together to make your own original recipe idea.

## Food Around the World - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a dish using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief to create their own recipe idea following the design process
<b>Investigation activity</b>	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored during the course

## Food Around the World Potential Pathways

Food Studies, Geography, History, VET Agricultural studies, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Health and Human Development/ PE</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Food for Health & Fitness Industry - course description

Food for health and fitness focuses on the links between healthy eating and adolescent needs. Student will gain a greater understanding of the role of nutrients in the body and how to eat to optimise health. Students will learn how to read labels and food claims to make informed food choices. They will develop a deeper awareness of the impact food has on the consumer today as well as the influence of clever and sometimes misleading marketing on our food choices. All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage)
- The development of safe food handling skills, the properties of ingredients and processes in recipes
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

- Rethink your drink – Investigate the sugar/ sweetener/ caffeine content of popular drinks which claim to be healthy or assist with fitness. Design and market a healthier alternative.
- A meal to suit my needs – Design, shop and cook for a meal to meet the specific dietary needs of teenagers.
- Make me healthy! Use dietary recommendations to make popular foods (e.g. fast foods) healthier.

## Food for Health & Fitness Industry - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a dish using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief to create their own recipe idea following the design process
<b>Investigation activity</b>	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored in the course

## Food for Health & Fitness Industry - Potential Pathways

Food Studies, Health & Human Development, PE, Media, English, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# HEALTH & PHYSICAL EDUCATION (HPE)

Health & PE	Year 9	Year 10	Year 11	Year 12
	CORE: Health			
	ELECTIVES			
	Active for Life		Units 1 & 2 Physical Education	Units 3 & 4 Physical Education
	Body Balance			
	Dance Discovery		Units 1 & 2 Health and Human Development	Units 3 & 4 Health and Human Development
	Football Games			
	Gym and Fitness Training		Units 3 & 4 Outdoor and Environmental Studies	VCE Vocational Major
	Invasion Sports		VCE Vocational Major	
	Net and Court Sports			
	Nutrition and Health Promotion			
	Outdoor Recreation			
	Sports Coaching			
	Sports Performance and Science			
	Striking and Fielding			
	Stop & Pivot (Netball)			
	Track & Field			
	Umpiring and Officiating			
	Water Sports			

<b>Featured Learning Area</b>	<b>Health and Physical Education</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## CORE Health - course description

This theory based subject exposes students to a broad range of health and well-being topics in which students further develop their knowledge, skills and understanding of the dimensions of health. Topics focus on building students' resilience using a harm minimisation approach and cover respectful relationships.

The key focus of the unit is to plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.

The focus areas to be addressed in Level 9 and 10 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- healthy relationships and sexuality
- safety

## CORE Health - course assessment

<b>COMMON ASSESSMENT TASKS</b>	<b>DESCRIPTION</b>
<b>#1. Adolescent Health Articles Report</b>	Students choose three articles to investigate and report on relating to adolescent health.
<b>#2. Infographics Assessment</b>	Students will be assessed on their ability to interpret and analyse a variety of health-related infographics, including statistical, informational, process and comparison.
<b>Exam</b>	Students will be assessed on their knowledge and understanding of topics such as nutrition, mental health, first aid, harm minimisation and respectful relationships.

## CORE Health - Potential Pathways

Physical Education, Health and Human Development, Outdoor Education, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Active for Life - course description

Students will be introduced to a variety of life-long sports and activities in the community such as lawn bowls, croquet, tennis, golf, swimming.

Students will learn new skills and new sports and activities to allow them to be active and have fun!

Students will be encouraged to plan and organise school community events to actively increase participation and awareness of non-traditional activities and sports.

## Active for Life - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Run a community activity</b>	Students will prepare and run an activity for members of the local community.
<b>Infographic</b>	Students will develop an infographic poster/pamphlet promoting one of the leisure activities available in the local region.
<b>Diary</b>	Students will complete an activity diary detailing the activities conducted, the mental, physical, social and emotional benefits associated. (VCE HPE links)

## Active for Life - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VCE Outdoor and Environmental Studies (OES), VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Body Balance - course description

Do you want to relax your body and mind? Then Body Balance is your elective. This subject will combine yoga, Pilates, tai chi, meditation, relaxation techniques and mindfulness. You will leave every lesson calm, relaxed and re-energized.

Students will participate in a range of mind and body activities at school and via incursions and excursions to local sporting facilities. This subject will focus on all dimensions of health – physical, spiritual, emotional, social, and mental.

## Body Balance - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Body Balance Technique Analysis</b>	Students will choose a technique to research, analyse and report their findings in a practical session, including a sample hands-on session.
<b>Mindfulness Session</b>	Students will work in small groups to create, plan, and present a mindfulness session for the class.
<b>Theory exam</b>	Exam will be based on the sporting activities we participate in through the semester.

## Body Balance - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Dance Discovery - course description

In Dance, students explore and participate in the elements of dance, skills, techniques and processes through the practices of choreography, performances and appreciation. They will have the opportunity to explore a range of dance styles such as hip/hop, contemporary, ballet and jazz.

Students will use a variety of stimuli and experiences to create dances and develop skills to respond to dance through evaluating their own and others dance pieces. A highlight of the semester is the choreographing and performing of their own group dance. Throughout the unit students will participate in workshops/ performances that will further develop their dance appreciation. This subject also contains a theory component including researching famous dance troupes and crews, the elements of dance, and dance culture.

No dance experience?

No problem! Our class welcomes students of all skill levels, from beginners to seasoned performers. Through supportive instruction and a positive learning environment, you'll build confidence, develop technique, and discover the joy of movement.

## Dance Discovery - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Dance Crew Research</b>	Students will delve into the fascinating realm of dance crews, researching iconic groups and their signature styles. From the gravity-defying moves of breakdance crews to the synchronized precision of contemporary dance troupes, we'll explore the history, techniques, and influences behind these dynamic collectives.
<b>Whole Group Practical</b>	As a class, we'll collaborate to create two unforgettable dance pieces. From brainstorming concepts to refining choreography, every step of the creative process will be a thrilling adventure
<b>Small Group Practical</b>	In small groups, students will have the opportunity to bring their own visions to life, choreographing original dance routines that showcase their unique styles and perspectives. Whether you're drawn to hip-hop, contemporary, jazz, or something entirely different, this is your chance to shine!

## Dance Discovery - Potential Pathways

VCE Dance, VCE Physical, VCE Health & Human Development, Vocational Major

***Elective costs - refer to pages 21 -32***



<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Football Games - course description

Do you love playing AFL and soccer? Football Games will focus on AFL, soccer, Gaelic football, touch football and rugby.

Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising school lunchtime competitions and will be encouraged to compete in interschool sporting competitions, including AFL and soccer.

Students will also be taught the key rules and be able to assist in refereeing/umpiring games in class.

## Football Games - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Organise a warm-up and skill drill</b>	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
<b>Refereeing/Umpire practical</b>	Students will research their choice of football sport and have a clear understanding of rules and strategies to demonstrate in a class game.
<b>Theory exam</b>	Exam will be based on the sporting activities we participate in through the semester.

## Football Games - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Gym and Fitness Training

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Gym and Fitness Training - course description

Do you want to be fitter, stronger, healthier? You will be learning about muscles, healthy eating, energy systems, training principles and training techniques.

This subject blends theory with practical components and allows for the development of individual fitness and training programs. This elective will equip students with the strategies to improve fitness and develop training programs for individual and team sports. Theory based laboratory activities, projects and practical sessions are used to develop a basic knowledge of the body systems and fitness components. Practical sessions are utilised to develop an understanding of fitness training principles, with the goal of developing personalised training programs. Practical sessions include community-based activities with fitness centres and University Sports Science facilities. (VCE PE related).

## Gym and Fitness Training - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Personal Program</b>	Students will develop a personal training program based on their goals. Including appropriate training principles and theory.
<b>Exercise workshop</b>	Each student will 'teach' other class members about a training movement, demonstrating knowledge of technique, muscle groups and training principles.
<b>Theory exam</b>	Exam will cover all areas taught including muscle groups, energy systems, training principles and techniques.
<b>Training Journal</b>	Students will compile a training journal of the fitness sessions they have conducted over the semester.

## Gym and Fitness Training - Potential Pathways

VCE Physical Education (PE), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Invasion Sports - course description

Students will be participating in a variety of team invasion type sports, such as AFL, Basketball, soccer, netball, hockey, European handball, Gaelic football and touch football.

This elective has an emphasis on active participation in team physical activity in every class. Invasion Sports aims to develop students' knowledge of strategies and tactics within team sports to become effective players and coaches.

Students will be involved in planning and organising school lunchtime team sport competitions and will compete in interschool sporting competitions.

## Invasion Sports - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Organise a competition</b>	In small groups students will organize an in-school sports competition includes: promotion, schedule, umpiring and scoring.
<b>The winning strategy</b>	Students will select a team sport and explore an offensive and defensive strategy of the game.
<b>Theory exam</b>	Exam will be based on one of the sporting activities we participate in through the semester.

## Invasion Sports - Potential Pathways

VCE Physical Education, VCE Health & Human Development, VCE Outdoor & Environmental Studies, VET Sport and Recreation, Vocational Major

***Elective costs - refer to pages 21 -32***

# Net and Court Sports

<b>Featured Learning Area</b>	HPE
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	Personal and Social

## Net and Court Sports - course description

Do you enjoy being active and playing different sports?

Net and Court Sports will allow students to be actively involved in learning and participating in a variety of different sports and activities.

Students will be focusing on divided court and net sports (such as Newcombe, volleyball, badminton, tennis) in this subject. Students will be involved in planning and organising school lunchtime competitions and will compete in interschool sporting competitions.

## Net and Court Sports - course assessment

Common ASSESSMENT TASK		DESCRIPTION
1	Organise a competition	In small groups students will organize an in-school sports competition including promotion, schedule, umpiring and scoring.
2	Field preparation	Students will be assessed on their ability to set up a full playing surface including lines, cones, equipment and safety precautions of a designated sport.
3	Theory exam	Exam will be based on one of the sporting activities we participate in through the semester.

## Net and Court Sports – Potential Pathways

VCE Physical Education, VCE Health & Human Development, VET Sport and Recreation, Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>Health and Physical Education</b>
<b>Learning Capabilities Developed</b>	<b>Personal, Social and Community Health</b>

## Nutrition and Health Promotion - course description

This elective looks at the concepts of Health, Wellbeing and Human Development from several perspectives.

Students will have the opportunity to learn about the function and food sources of major nutrients, evaluate the validity of nutrition information and the factors that influence food selection.

Students will also investigate the role that Health Promotion plays in improving health outcomes on an individual, community, national and global scale.

Nutrition and Health Promotion provides an ideal pathway for VCE Health and Human Development or those who are interested in Health and Wellbeing.

## Nutrition and Health Promotion - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Health and Wellbeing infographic</b>	Students create an infographic outlining the five dimensions of health and wellbeing and how they interrelate with one another in everyday life
<b>Lifespan nutrition guide</b>	Students develop a short podcast which outlines key nutrients for a particular stage of the lifespan and provides suggestions about making healthy and informed choices around food
<b>Health promotion program</b>	Students research health promotion programs and/or health promoting resources in the local community and evaluate the programs using aspects of the social model of health and/or Ottawa Charter

## Nutrition and Health Promotion - Potential Pathways

Physical Education, Health and Human Development, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Outdoor Recreation

<b>Featured Learning Area</b>	<b>Health and Physical Education</b>
<b>Additional Learning Areas</b>	<b>Geography/Science</b>
<b>Learning Capabilities Developed</b>	<b>Environments</b>

## Outdoor Recreation - course description

Students participating in this elective will develop skills and knowledge for enjoyable participation in outdoor adventure activities.

They will investigate the concept of Outdoor Environmental Studies in the natural environment, study outdoor venues, conservation, commercialization, recreation and develop first aid skills.

Students will have the opportunity to participate in a variety of outdoor adventure activities such as rock climbing, surfing, surf kayaking, snorkelling, laser tag and archery.

This elective enables students to build self-esteem, social skills, develop teamwork and group skills and reflect on practical activities through a personal logbook.

## Outdoor Recreation - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Images/Videos of Outdoor Adventure Assignment</b>	A selection of Adventure Sports videos is investigated to explore various aspects of risk. This includes the motivations for activity and how risk is managed.
<b>Invaders of Australian Waters Report</b>	Students will examine how invasive species have been introduced to Australia. This will include how they are managed, their effects on the surrounding flora and fauna and how they are managed.
<b>Minimal Impact Assignment</b>	The concept of minimal impact camping and activity participation is described and analysed via the selection of different outdoor activities.

## Outdoor Recreation - Potential Pathways

Physical Education, Health and Human Development, Outdoor Education, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Sports Coaching - course description

Take your team to the next grand final by learning the skills and knowledge essential for coaching! This elective is focused on providing students with knowledge and skills relevant to sports coaching and sports trainers.

Throughout this course they will be given opportunities to gain a coaching accreditation, learn basic anatomy and physiology, performance analysis, prevention of sports injuries as well as basic first aid and CPR.

Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “teachers”. This is a relevant elective for students looking to complete VCE Physical Education.

The cost of this subject covers all students for several excursions to use community facilities.

## Sports Coaching - course assessment

<b>1. Warm-up/Cool-Down Report</b>	The role of the warm-up and cool-down in physical activity is explored in terms of how it prepares and repairs the body before and after exercise.
<b>2. Peer Coaching Assessment Task</b>	Students will coach the class for a sport of their choice and run a practical class session
<b>3. Profile of a Coach Assignment</b>	An analysis of the skills required to be an effective coach will be undertaken to provide valuable insights into this role.
<b>4. Exam</b>	Exam will cover all areas taught including anatomy, physiology, basic first aid and injury management, effective communication, and coaching skills

## Sports Coaching - Potential Pathways

VCE Physical Education (PE), VCE Psychology, VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Sports Performance and Science

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Sports Performance and Science – course description

Sports Performance/Science (Nutrition, anatomy, physiology, skill acquisition and biomechanics). Students will learn the importance of nutrition, biomechanics, and skill acquisition in improving sports performance.

Students will also become very familiar with the key muscles and bones in the human body which can help improve skill technique and lead to greater improvement in overall performance.

Student learning will be aided by specific incursions and excursions to local sporting facilities. They will also be involved in practical investigations and analysis of movement skills in class using professional athletes and students to improve performance.

## Sports Performance and Science - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical Investigation</b>	Student will participate in practical investigations to demonstrate and highlight the use of specific muscles to improve technique.
<b>Movement Analysis</b>	Research an athlete and evaluate their performance in at least 3 skills and give feedback for improved performance.
<b>Theory exam</b>	Exam will be based on the sporting activities we participate in through the semester.

## Sports Performance and Science - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE

***Elective costs - refer to pages 21 -32***



# Striking and Fielding Sports

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

## Striking and Fielding Sports - course description

Do you love playing different stick sports? Striking and Fielding sports will focus on stick sports like cricket, lacrosse, hockey, golf, T-Ball, softball, tennis, badminton, pickleball and table tennis.

Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising school lunchtime competitions and will be encouraged to compete in interschool sporting competitions.

## Striking and Fielding Sports - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Organise a warm-up and skill drill	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
2. Refereeing/Umpire practical	Students will research their choice of stickball sport and have a clear understanding of rules and strategies to demonstrate in a class game.
3. Theory exam	Exam will be based on the sporting activities we participate in through the semester.

## Striking and Fielding Sports - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Stop and Pivot (Netball)

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

## Stop and Pivot (Netball) - course description

Do you love playing Netball? Well then this is the HPE Elective for you!

Students will participate in learning and coaching the skills of Netball and participate in incursions and excursions to local sporting facilities to promote their netball specific fitness.

You will also be involved in planning and organising school lunchtime Netball competitions/training and will be encouraged to coach and compete in interschool sporting competitions.

## Stop and Pivot (Netball) - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Common Injuries & Injury Prevention in Netball	Students will investigate common injuries associated with netball and explore effective strategies for injury prevention in the sport.
Netball Match Analysis	Students will observe a netball player during a professional match and analyse their performance, identifying strengths, areas for improvement, and key strategies used in gameplay.
Theory exam	Exam will be based students' knowledge and understanding of netball rules, positions, strategies, as well as key concepts from the skeletal and muscular system covered in classes.

## Stop and Pivot (Netball) - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Track and Field - course description

Do you love Athletics?

Track and Field is the subject for you.

In this subject, you will focus on key fundamental skills of running, jumping and throwing and learning the correct techniques to maximise your performance in these Athletic events.

Students will participate in learning the skills of these athletic disciplines at school and via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising the school Athletics competitions and will be encouraged to compete in interschool sporting competitions.

## Track and Field - course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Teach a skill drill for an Athletic event</b>	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class in relation to a running, throwing, or jumping event.
<b>Fundamental Skill Analysis</b>	Students will research their choice of fundamental skill and analysis and breakdown the skill to teach to peers/other students.
<b>Theory exam</b>	Exam will be based on the sporting activities we participate in through the semester.

## Track and Field - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Umpiring and Officiating

<b>Featured Learning Area</b>	HPE
<b>Additional Learning Areas</b>	Science
<b>Learning Capabilities Developed</b>	Personal and Social

## Umpiring and Officiating - course description

Earn an income by learning the skills and knowledge essential for officiating!

This elective is focused on providing students with knowledge and skills relevant to umpiring and officiating a variety of popular local sports. Throughout this course students will be given opportunities to gain officiating accreditation, learn to analyse own and others performance, and work local associations to gain relevant umpiring skills.

Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “officials”.

This is a relevant elective for students looking to complete VCE Physical Education. The cost of this subject covers external umpiring coach training.

## Umpiring and Officiating - course assessment

COMMON ASSESSMENT TASK	DESCRIPTION
<b>1. Completion of two online courses:</b>  <b>Community Officiating General Principals</b> <b>Umpire Sport Introductory Course</b>	Community Officiating General Principals  Module 1: Snapshot of a good official Module 2: Preparing to officiate Module 3: Working with others  Umpire Sport Introductory Course Integrity Player Safety Umpiring Roles Basic Laws
<b>2. Umpiring an actual Game</b>	Students will umpire an actual game and reflect on their performance.
<b>3. Exam</b>	Questions derived from the information covered in the Community Officiating General Principals course and Sport Introductory Course. Questions related to relevant umpiring rules.

## Umpiring and Officiating – Potential Pathways

Physical Education; Psychology, Vocational Major, VET Sport and Recreation

***Elective costs - refer to pages 21 -32***

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## Water Sports - course description

Do you love the water?

Then Water Sports is for you! In this subject you will participate in a variety of water sports, such as Stand up paddleboarding, beach sports, water polo, swimming, snorkelling, lifesaving and deep water running.

Students will participate in learning aquatic skills, knowledge and safety via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising the school Swimming competition.

## Water Sports - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Water based rescue</b>	Students will be required to conduct to a water-based rescue in a pool-based environment to establish water safety techniques.
<b>Water sport Assessment</b>	Students will be assessed on their participation, engagement, umpiring and theoretical knowledge of a specific sport.
<b>Theory exam</b>	Exam will be based on the sporting activities we participate in through the semester.

## Water Sports - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

***Elective costs - refer to pages 21 -32***

# Unit 1&2 Outdoor and Environmental Studies

## COURSE DESCRIPTION

Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

### NOTE:

- Students usually study **Unit 1 and 2 Outdoor and Environmental Studies in Year 10** even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.
- **Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11** even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

## Unit 1: OES011 Connections with outdoor environments

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

## Unit 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Practical Activities for Units 1 and 2 will include up to 3 Camps (2-3 days) and day trips as advised. *Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.*

***Elective costs - refer to pages 21 -32***

VCE Units offered at Somerville SC
<b>THE ARTS</b> Art Making & Exhibiting Visual Communication Design Music (Contemporary Performance)
<b>BUSINESS STUDIES</b> Business Management Legal Studies
<b>HEALTH &amp; PHYSICAL EDUCATION</b> Health and Human Development Outdoor and Environmental Studies Physical Education
<b>ENGLISH</b>  <b>English</b>
<b>HUMANITIES</b> Geography History Revolutions (1 &2) Twentieth Century History (3&4)
<b>TECHNOLOGY</b> Food Studies Product Design and Technology Systems Engineering
<b>MATHEMATICS</b> General Mathematics (3&4) General Mathematics (1&2) Mathematical Methods
<b>SCIENCE</b> Biology Chemistry Physics Psychology
<b>LANGUAGES</b> Indonesian
<b>VCE VOCATIONAL MAJOR</b> VCE Vocational Major

VCE Units (Distance Education only)	
<ul style="list-style-type: none"><li>• Theatre Studies</li><li>• Music Investigation</li><li>• Music Style and Composition</li></ul>	<ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media</li></ul>
<ul style="list-style-type: none"><li>• Accounting</li><li>• Economics</li><li>• Industry and Enterprise</li></ul>	
<ul style="list-style-type: none"><li>• English as an Additional Language</li><li>• English Language</li><li>• Foundation English†</li></ul>	<ul style="list-style-type: none"><li>• Literature</li><li>• Bridging English as an Additional Language†</li></ul>
<ul style="list-style-type: none"><li>• AustralianPolitics*</li><li>• Global Politics*</li><li>• Classical Studies</li><li>• History</li><li>• Ancient History</li><li>• Australian History*</li><li>• Global Empires†</li></ul>	<ul style="list-style-type: none"><li>• Philosophy</li><li>• Religion and Society</li><li>• Sociology</li><li>• Texts and Traditions</li></ul>
<ul style="list-style-type: none"><li>• Agricultural and Horticultural Studies</li><li>• Algorithmics (HESS)*</li></ul>	<ul style="list-style-type: none"><li>• Applied Computing</li><li>• Data Analytics</li><li>• – Software Development</li></ul>
<ul style="list-style-type: none"><li>• Foundation Mathematics</li><li>• Specialist Mathematics</li></ul>	
<ul style="list-style-type: none"><li>• Environmental Science</li></ul>	
<i>Please see the Senior Sub School leader for a list of Languages you can study at the Victorian School of Language</i>	
† Units 1 & 2 only	* Units 3 & 4 only

# VCE Subject Descriptions

## Art: Making and Exhibiting Unit 1 & 2

Art - Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop their potential in creating and presenting artworks. Students use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. By learning how to analyse artworks, students can gain a deeper understanding about art and about the artists' intention. Students also visit galleries to see a range of exhibitions to gain a better understanding about the art industry.

### Unit 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. 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. Students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

### 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. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

### Unit 1 & 2 Course Assessment

Common ASSESSMENT TASK	DESCRIPTION
AoS1: Explore – materials, techniques and art forms	Visual Arts journal
AoS2: Expand – make, present and reflect	Finished artwork
AoS3; Investigate – research and present	Information for an exhibition
Unit 2: Understand, develop and resolve	
AoS1: Understand – ideas, artworks and exhibition	Thematic exhibition
AoS2: Develop – theme, aesthetic qualities and style	Experimental artworks and documentation
AoS3: Resolve – ideas, subject matter and style	Finished artworks

**VCE Unit costs - refer to pages 32 - 40**



# Art: Making and Exhibiting Unit 3 & 4

Art – Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop and extend their knowledge about creating, refining and presenting artworks. Students continue to use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. Students gain knowledge about the art industry and specific roles of gallery staff. They also explore art conservation methods that galleries use, including storage and collection.

## Unit 3 – Collect, extend and connect

In Area of Study 1, **Collect – inspirations, influences and images**, students research inspiration to help develop subject matter and ideas, and understand how materials, techniques and processes are used to make works.

In Area of Study 2, **Extend – make, critique and reflect**, students extend their ideas from Area of Study 1 and make artworks. They develop their use of visual language to communicate their ideas in a presentation to their peers. They reflect on the critiques from their peers and further develop and refine their works. In Area of Study 3, **Connect-curate, design and propose**, students investigate galleries and exhibition spaces and examine the role of the curator. They select artworks of 3 artists and create an exhibition proposal and an online interactive presentation.

## Unit 4 – Consolidate, present and conserve

In Area of Study 1, **Consolidate – refine and resolve**, create at least one finished artwork based on the work explored in Unit 3. Students document the use of materials and techniques, processes, subject matter and aesthetic qualities and investigate methods of conserving their works. In Area of Study 2, **Present – plan and critique**, students plan an exhibition for their own art works in a designated space and present their work to their peers. They reflect on feedback and evaluate the success of their own exhibition. In Area of Study 3, **Conserve – present and care**, students extend their knowledge about gallery conservation and investigate procedures in regards to storage and handling of works.

## Unit 3 & 4 course assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>Unit 3: Collect, extend and connect</b>	
Outcome 1: Inspiration	Journal – School Assessed Task
Outcome 2: Make finals and present	Presentation and written SAT
Outcome 3: Research and plan an exhibition	Presentation SAC
<b>Unit 4: Consolidate, present and conserve</b>	
Outcome 1: Finished artwork and folio	Folio SAT
Outcome 2: Present and critique artworks	Presentation and written SAT
Outcome 3: Conservation	Presentation SAC

**VCE Unit costs - refer to pages 32 - 40**

# Biology Unit 1 - 4

The study of Biology focuses on living things from complex multi-cellular to single celled micro-organisms. Students study the relationships between living things, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. They build an understanding of the interconnectedness of all living things and their environment. The study of Biology prepares students for continuing studies in Bioscience and entry into the workforce in a wide range of careers.

## Unit 1: BIO011 How do organisms stay alive?

In this unit students are introduced to the cell as the structural and functional unit of life. They analyse adaptations that enhance the organism's survival in a particular environment and the mechanisms that maintain the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to and utilises the resources of its habitat.

## Unit 2: How is Continuity of Life Maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They explore reproductive strategies, the role of stem cells and their potential use in medical therapies. Students use knowledge of chromosomes to explain the inheritance of traits, analyse patterns of inheritance, interpret pedigree charts and predict genetic outcomes.

## Unit 3: BIO033 How do cells maintain life?

In this unit students develop an understanding of the workings of the cell and an appreciation of both the capabilities and the limitations of living organisms. Students investigate the importance of the plasma membrane and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules in and out. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions.

## Unit 4: How does life change and respond to challenges over time?

In this unit students investigate the relatedness between species and the impact of various change events on a population's gene pool. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology and explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

***VCE Unit costs - refer to pages 32 - 40***

# Business Management Unit 1 & 2

## Unit 1: BM011 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. Students also develop their own business plans for a viable small business.

## Unit 2: BM022 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.

This course includes excursions to local businesses.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for The Business Idea	A business plan for a new business idea, with a presentation to the class.
AOS 2 SAC for External Environment	A research report into a chosen business, to identify the external factors which impact that business.
AOS 3 SAC for Internal Environment	An interview with a local business, with a written report on the internal factors which impact it.
Semester 1 Exams	A Term 1 and a Semester 1 examination.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Legal Requirements and Financial Considerations	A written test of structured questions in response to business scenarios, with short answer responses.
U2 AOS 2 SAC for Marketing a Business	An analysis of a range of case studies, to evaluate the advertising strategies of Australian businesses.
U2 AOS 3 SAC for Staffing a Business	A written test of structured questions in response to business scenarios, with short answer responses.
Semester 2 Exams	A Term 3 and a Semester 2 examination.

*VCE Unit costs - refer to pages 32 - 40*

# Business Management Unit 3 & 4

## Unit 3: Managing a Business

This unit focuses on the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives for a range of business types. Students will consider the corporate culture, management styles, management skills, and the relationship between each of these, as they also investigate strategies for managing both staff and business operations. The course covers an investigation of potential conflicts between the demands of various stakeholders in a business, as well as how various theories can be used to effectively manage employees, and also considers the ways in which the production process can be maximised for efficiency. Students will develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business case studies from the past four years, to order to apply their theoretical knowledge.

## Unit 4: Managing a Business

This unit focuses on the key processes and issues concerned with managing a large business efficiently and effectively to achieve business objectives. Students will focus on how businesses can build a healthy corporate culture to manage their employees using a range of management skills, as well as how to balance the needs of various stakeholders in the production of goods and services. The course will also cover the different ways in which businesses can review their own processes to identify issues, then successfully undergo the change management process. This course includes excursions to local businesses.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Business Foundations	A written test of structured questions in response to business scenarios and case studies.
AOS 2 SAC for Managing Employees	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
AOS 3 SAC for Operations Management	A written test of extended responses which evaluate the processes of selected businesses.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Business Foundations	A written test of structured questions in response to legal scenarios, with an extended response.
U4 AOS 2 SAC for Reviewing Performance	A written test of structured questions applying FFA theory to business case studies.
U4 AOS 3 SAC for Implementing Change	A case study based report, which evaluates how well a selected business has implement a major change.
Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

**VCE Unit costs - refer to pages 32 - 40**

# Chemistry Unit 1 -4

Chemistry is a key science in understanding the workings of our universe. It is used to explain natural phenomena at the molecular level as well as create new materials such as medicines and polymers. Students will develop the ability to use chemical knowledge and scientific arguments in their everyday lives. Understanding Chemistry is important to allow new and improved materials to be made and to help solve problems of modern society, such as degraded environments, pollution and the need for new energy sources.

## Unit 1: CH011 How can the diversity of materials be explained?

Students investigate the development of our current model of the atom and the Periodic Table and the classification of materials such as organic, inorganic, metals, polymers and nanotechnology. They learn how the chemical formulae to pure substances can be determine. Based on the models of bonding between molecules they will be able to determine the properties of materials.

## Unit 2: What makes water such a unique chemical?

In this unit, students investigate how chemistry is used to respond to the effects of human activities on our environment. Students study the properties of water and its unique nature. They undertake qualitative and quantitative investigations of reactions involving acids and bases, precipitates and gases, and redox.

## Unit 3: CH033: How can chemical processes be designed to optimise efficiency?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems in order to produce desired chemicals.

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

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 predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and the reactions in which they are rebuilt to form new molecules. Students learn to use their knowledge of chemistry to calculate the energy content of food using a calorimetry.

**VCE Unit costs - refer to pages 32 - 40**

# English Unit 1 & 2

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## Unit 1: EN011

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They explore the vocabulary, text structures, language features and ideas within a text. Students will also demonstrate an understanding of effective and cohesive writing through crafting of their own texts designed for a specific context and audience to achieve a stated purpose.

## Unit 2: EN011

In this unit, students develop their reading and viewing skills. They extend their writing in response to a text to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students will also consider the ways arguments are developed and delivered in many forms of media. They will apply their knowledge of argument to analyse persuasive texts and to construct a point of view text for oral presentation.

Common Assessment Task	Description
U1 AOS 1 SAC for Reading and Exploring Texts	A personal response to a set text.
U1 AOS 2 SAC for Crafting Texts	Two student created texts in response to the set mentor texts.
U2 AOS 1 SAC for Reading and Exploring Texts	An analytical text response to a set text.
U2 AOS 2 SAC for Exploring Argument	An analysis of the use of argument, persuasive language and techniques in set texts within the context of a contemporary issue. AND An oral presentation of a point of view on a contemporary issue.

**VCE Unit costs - refer to pages 32 - 40**

# English Unit 3 & 4

## Unit 3: EN013

In this unit, students build upon the knowledge and skills they acquired in English Units 1 and 2 to complete a range of similar tasks. Students first read two texts and then respond to them: the creative response is to the work of a set poet, while the analytical response is to the Greek play *The Women of Troy*. Students are also expected to read a range of persuasive source material written by others, in order to identify the use of arguments and persuasive language within them and write a comparative language analysis of visual and written language. There will also be an excursion to a theatrical performance of *'The Women of Troy'*.

## Unit 4: EN014

In this unit, students will continue to build upon the knowledge and skills from English Units 1 and 2, to complete two more tasks. First, students will create an oral presentation about an issue currently debated in the media to develop their arguments and position their intended audience. They will then present their speeches to the class. Afterwards, the final task for students to complete is the comparison of two texts, the novel *'The Hate Race'* and the film *'Charlie's Country'*, to analyse how the creators of each have used their differing forms to present the ideas, issues, and themes that are essential to the text.

Common ASSESSMENT TASK	DESCRIPTION
1. U3 AOS 1 SAC for Reading and Creating	A creative response to a studied poetry text, with a written explanation.
2. U3 AOS 1 SAC for Reading and Creating	An analytical essay response to the studied text <i>The Women of Troy</i> , a classical Greek play.
3. U3 AOS 2 SAC for Analysing Language	A written comparative language analysis of multiple persuasive texts from a contemporary issue.
4. U4 AOS 2 SAC for Presenting Language	An oral presentation in the form of a persuasive speech on a contemporary issue, with a written explanation.
5. U4 AOS 1 SAC for Reading and Comparing	A written comparative analytical essay in response to two texts – the novel <i>The Hate Race</i> and film <i>'Charlie's Country'</i> .
#6. External Exam	The external examination organised by VCAA for all Unit 3-4 students in Victoria.

**VCE Unit costs - refer to pages 32 - 40**

# Food Studies Unit 1 & 2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating, and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

## Unit 1: FS011 Food Origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. They explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world.

Students also look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

## Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. They first focus on commercial food production industries, and then at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

***VCE Unit costs - refer to pages 32 - 40***



## Food Studies Unit 3

In this unit students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

Students then move onto focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Unit 3 AOS 1 SAC	a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs AND After class discussion students will be assessed using any one or a combination of the following: an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis, research enquiry or case study analysis
2. Unit 3 AOS 2 SAC	a range of practical activities and records of two practical activities related to healthy meals for children and families to evaluate factors influencing food choices AND After class discussion students will be assessed using any one or a combination of the following: an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis, research inquiry or case study analysis
3. School based Exam	An examination of all topics studied for the semester.

## Food Studies Unit 4

Students examine debates about Australia's food systems as part of the global food system and describe key issues relating to the challenge of adequately feeding a rising world population. They look at individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends, and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students also focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

### Course assessment

Common ASSESSMENT TASK	DESCRIPTION
4. Unit 4 AOS 1	a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Dietary Guidelines AND After class discussion students will be assessed using any one or a combination of the following: an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis or case study analysis
5. Unit 4 AOS 2	a research enquiry report that includes a selected food-related topic based on a range of practical activities explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.
6. External exam	an examination of all topics studied in both Unit 3 and 4

**VCE Unit costs - refer to pages 32 - 40**

# Geography Unit 1 & 2

## Unit 1: Hazards and Disasters

In this unit, students investigate two contrasting types of hazards that can cause harm to people and/or the environment, as well as how people respond to them when they occur. Hazards are classified as either geological, hydro-meteorological (weather), disease, or technological ones. Hazards that students may study include localised ones such as fast-moving traffic or coastal erosion, to the more regional or global issues of drought or infectious disease. Students will examine the processes involved with hazardous events, from the causes to impacts, as well as the interconnections between human activities and natural phenomena. Human responses to hazards, including how to reduce vulnerability, are also investigated.

## Unit 2: Tourism

In this unit, students will then investigate the characteristics of tourism, in terms of how it has developed, the forms that it takes, how it changes over time, and also the impact of tourism on people, places and environments. Students will select contrasting examples of tourism from Australia and the world to use as case studies. This study of tourism will look at the local, regional, and global levels to identify how the interconnections of climate, landforms, and culture develop the unique character of a place and then attract tourists. The impact of a significant growth in tourism on local areas is also explored, as well as how this growth can be managed to protect the environment as well as sustain jobs.

This course will include fieldwork excursions to a range of locations.

## Course assessment

UNIT 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Hazards	A fieldwork report on a local, regional, or global hazard.
AOS 2 SAC for Response to Hazards and Disasters	A case study or report on a hazard of the student's choice, which includes an investigation of how humans responded to the issue.
Semester 1 Exams	Term 1 and Semester 1 Exams

UNIT 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Tourism	A SAC of structured questions and case studies, where students respond to prompts.
AOS 2 SAC for Impact of Tourism	A fieldwork report on how tourism has impacted a specified location.
Semester 2 Exams	Term 3 and Semester 2 Exams

**VCE Unit costs - refer to pages 32 - 40**

# History – Twentieth Century History Unit 1 & 2

## Unit 1: Twentieth Century History 1918-1939

Students begin their VCE History studies with a focus on the international events, ideologies, and movements that occur throughout the world in the aftermath of WWI, through to the causes of WWII. Students will investigate the impact of the Great War treaties which redrew the map of Europe, as well as the limitations of the League of Nations in preventing further conflict. There will also be an exploration of how well democracy is able to replace monarchies in an environment when the new ideologies of communism, socialism, and fascism are also becoming more popular in countries such as Russia, Italy, Spain and Germany, while at the same time, militarism rises in Japan and the USA pursue policies of isolationism during a time of social upheaval and economic depression.

## Unit 2: Twentieth Century History 1945-2000

In Unit 2, students then proceed to focus on how the world adapts to the aftermath of WWII in Europe and the Pacific, as new challenges arise and there are significant changes to political, economic, and social arrangements in the second half of the twentieth century. Students will learn about how the establishment of the United Nations in 1945 and the Universal Declaration of Human Rights in 1948 intended to improve on the League of Nations' attempts to maintain international peace, as well as protect people from some of the atrocities of the Second World War. Students will then study the move of multiple countries towards independence, as the former empires lose their colonies across the globe, before examining how other social movements such as civil rights, feminism and environmentalism dominated the last half of the twentieth century.

This course includes an excursion to the Vietnam Museum.

## Course assessment

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Ideology and Conflict	A written test of structured questions on the competing ideologies of Europe and the causes of WWII.
AOS 2 SAC for Social and Cultural Change	A written analysis of primary sources and historical interpretations of the social and cultural changes in the 1920s and 1930s.
Semester 1 Exams	A Term 1 and Semester 1 exam.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Competing Ideologies	An historical essay on the competing ideologies between world powers during the Cold War.
AOS 2 SAC for Challenge and Change	An historical inquiry into how two movements challenged and changed their nations.
Semester 2 Exams	A Term 3 and Semester 2 exam.

**VCE Unit costs - refer to pages 32 - 40**

# History – Revolutions Unit 3 & 4

## Unit 3 and 4

Students will study two significant revolutions: the French Revolution of 1789 and the Russian Revolution of 1917, with each semester focusing on a different one. Revolutions are the great upheavals which mark deliberate attempts by people at turning their society into a new direction, after breaking with the past by destroying existing regimes and embarking on a program of political transformation.

For each topic, students will start with an examination of the long-term causes and short-term triggers of the revolution, to identify how significant events, ideas, individuals, and popular movements all interplay to create revolutionary outbreaks. This includes a study of how new political ideologies, such as the enlightenment for France, and Leninism for Russia, spark change, as well as how the intended and unintended actions of certain individuals brought their societies to the brink of revolution. Students also consider and evaluate a range of historical interpretations about the causes of revolution and explain why historians place differing emphases on the roles of events, ideas, individuals, and popular movements.

Once the course has covered the beginnings of the revolution, students focus on the aftermath and consequences of these events, to evaluate the extent to which it brought change to society. There is no guaranteed success when a revolution is begun, therefore students examine the challenges which confront the new regimes after the initial outbreak of revolution and evaluate the ability of the new regime's responses to these challenges, especially when there are civil wars or counter-revolutions. The consequences of these challenges can result in the new regimes compromising their ideological principles, as the leaders become more authoritarian and initiate severe policies of social control to stay in power. In analysing this past, students will engage with a range of historical perspectives and study the experiences of those everyday people whose lives are fundamentally changed.

## Course assessment

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for the French Revolution	A written analysis of historical primary sources and an evaluation of historical interpretations.
AOS 2 SAC for the French Revolution	Structured questions and prompts to evaluate the social and political changes of the revolution.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Russian Revolution	A written essay on the causes of the Russian Revolution.
AOS 2 SAC for Russian Revolution	An historical inquiry into the aftermath of the Russian Revolution.
Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

**VCE Unit costs - refer to pages 32 - 40**

# Health & Human Development Unit 1 - 3

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in individual, national and global contexts. The subject cost includes an excursion.

## Unit 1: HH011 Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with various perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of interpretations, with different meanings for different people. We will 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. Multiple dimensions of health and wellbeing and the indicators used to measure and evaluate health status are explored. With a focus on youth, this unit considers health of both individuals and as a cohort. We will build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

## Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. We will 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. The Australian healthcare system is explored and ways to access and analyse health information is addressed. We will 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.

## Unit 3: HH033 Australia's Health in a Globalised World

This unit explores health, wellbeing and illness as global, dynamic and subjective concepts. Benefits of optimal health and wellbeing and its importance as an individual and a collective resource are examined. The fundamental conditions required for health improvement are used as the basis to analysis and evaluate the variations in health status of Australians. Health promotion and improvements in population health over time are used to look at various public health approaches and the relationship between different models of health.

### Course assessment unit 3

Common ASSESSMENT TASK	DESCRIPTION
Understanding health and wellbeing	The student's performance on each outcome is assessed using one or more of the following: A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast
Promoting health and wellbeing	A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis

# Health & Human Development Unit 4

## 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 the burden of disease over time and studying the key concepts of sustainability and human development.

They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## Course assessment unit 4

Common ASSESSMENT TASK	DESCRIPTION
Health and wellbeing in a global context	The student's performance on each outcome is assessed using one or more of the following: A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast
Health and the sustainable development goals	A visual presentation such as a graphic organiser, a concept/mindmap, an annotated poster, a digital presentation Structured questions, including data analysis

**VCE Unit costs - refer to pages 32 - 40**

# Indonesian Units 1 and 2

<b>Subject Name</b>	Indonesian as a Second Language Units 1
<b>Featured Learning Area</b>	Languages

## Course description

The study of Indonesian contributes to the development of communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students to become global citizens; being comfortable with and open to different ways of thinking, acting and interacting in the world. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. A broad range of social, education and employment opportunities in a wide variety of fields result from the study of a language in VCE.

In Units One and Two of Indonesian, students develop a deeper understanding of the language and cultures of Indonesian-speaking communities through the study of topics selected from the themes: 'The Individual', 'Indonesian-Speaking Communities' and 'The World Around Us'. Topics are selected to suit student interests, stage of language development, and to reflect current events.

Students access and share useful information on the chosen topics and develop their vocabulary, grammar knowledge and language skills. They focus on analysing aspects of culture through visual, spoken and written texts. They reflect on the connections between language and culture, and how this impacts language use, meaning and understanding depending on the context and audience. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian and develop a deeper cultural understanding. They will use stories, films, songs, photographs, conversations, interviews, technology and written and recorded texts to acquire these skills and explore this knowledge.

## Course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
1. Unit 1 AOS1	Interpersonal Communication - Informal, personal spoken interaction.
2. Unit 1 AOS2	Interpretative Communication - Interpret information from spoken, written or visual texts and respond in writing.
3. Unit 1 AOS3	Presentational Communication - Explain an aspect of culture in a written presentation.
<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
4. Unit 2 AOS 1	Interpersonal Communication - Respond in writing to spoken, written or visual texts.
5. Unit 2 AOS2	Interpretive Communication - Analyse and use information from written, spoken or visual texts in a written response.
6. Unit 2 AOS 3	Presentational Communication - Explain an aspect of culture in an oral presentation.
7 End-of-year-Exam	Assessment of listening, reading and writing skills.

**VCE Unit costs - refer to pages 32 - 40**



# Indonesian Units 3 and 4

## Course description

In Units Three and Four, students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian. Topics from the prescribed themes: 'The Individual', 'Indonesian-Speaking Communities' and 'The World Around Us', are selected to suit student language development level, personal interests, and to reflect current events. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They consider cultural perspectives and explain personal observations. They access and share useful information on the topics and consolidate and extend language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices and perspectives of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian cultures can be applied in a range of contexts, such as further study, travel, business, or community involvement. They consider how culture, place and time influences values, attitudes, and behaviours and how the knowledge of more than one culture can influence the way we relate to each other in the world.

Students will broaden their Indonesian language skills by reflecting on and responding to a range of texts such as stories, films, songs, images, conversations, interviews, Indonesian websites, news articles and audio texts in Indonesian.

## Course assessment

Common ASSESSMENT TASK	DESCRIPTION
#1. Unit 3_AOS1	Interpersonal Communication – Negotiate a solution to a personal issue in a 3-4 minute role-play.
#2. Unit 3_AOS2	Interpretative Communication – Interpret information from texts and respond in writing.
#3. Unit 3_AOS3	Presentational Communication – Express ideas through a 250 word personal, informative or imaginative piece of writing.

Common ASSESSMENT TASK	DESCRIPTION
#4. Unit 4_AOS1	Interpersonal Communication – Share information and respond to questions about an aspect of culture in a 3-4 minute interview.
#5. Unit 4_AOS2	Interpretive Communication - Analyse information from written, spoken and visual texts in a 250-word written response.
#6. Unit 4_AOS3	Presentational Communication – A 300 word evaluative or persuasive written piece on an issue.
#7. Written Exam	External assessment – 2 hours plus reading time
#8. Oral Exam	External assessment – 15-minute conversation and discussion on a chosen topic

**VCE Unit costs - refer to pages 32 - 40**

# Legal Studies – Units 1 and 2

## Unit 1: LS011 Guilt and Liability

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.

## Unit 2: LS022 Sanctions, Remedies and Rights

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 learn about possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for Legal Foundations	A report on foundational legal concepts and terminology.
AOS 2 SAC for Presumption of Innocence	A written test of structured questions in response to legal scenarios and case studies.
AOS 3 SAC for Civil Liability	An annotation of civil law case studies from the media.
Semester 1 Exams	Term 1 and Semester 1 exams.
Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Sanctions	A folio of exercises related to real criminal cases from Victoria, with a presentation to the class.
AOS 2 SAC for Remedies	A written test of structured questions in response to legal scenarios, with an extended response.
AOS 3 SAC for Rights	A research task comparing Australia's political and legal system with that of another democracy.
Semester 2 Exams	Term 3 and Semester 2 exams.

**VCE Unit costs - refer to pages 32 - 40**

# Legal Studies - Units 3 and 4

## Unit 3: LS033 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 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. 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.

## Unit 4: LS034 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. This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for the Victorian Criminal Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
AOS 2 SAC for the Victorian Civil Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for the People and the Australian Constitution	A folio of exercises on High Court cases regarding the Australian Constitution.
U4 AOS 2 SAC for the People, the Parliament, and the Courts	A written test of structured questions in response to legal scenarios, with an extended response.
Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

**VCE Unit costs - refer to pages 32 - 40**

# Mathematics - Foundation Mathematics Units 1 & 2

Foundation maths provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

*Note: Unit 1 & 2  
Foundation  
Mathematics leads to  
General Mathematics  
in  
Year 12.*

## Unit 1:

This unit focuses on consolidating mathematical foundations and developing the capability to plan and conduct activities independently and collaboratively to make informed decisions in everyday life. Students will explore content across 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete

mathematics', and 'Space and measurement'. Learning is applied within contexts found in students' other studies, work, or familiar personal situations, involving techniques like arithmetic, sets, modern data displays, geometry, and algorithms, with the essential integration of technology.

## Unit 2:

Unit 2 extends the breadth and depth of mathematical application to solve practical problems arising from students' other studies, work, or familiar personal situations. The areas of study are consistent with Unit 1—'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'—allowing students to build upon their knowledge and skills. Students continue to apply a range of techniques, including arithmetic, algebra, data displays, geometry, and graphs, with and without technology, to deepen their problem-solving capabilities.

**VCE Unit costs - refer to pages 32 - 40**

# Mathematics - General Mathematics Units 1 & 2

The areas of study for Unit 1 and 2 of General Mathematics are 'Data Analysis', 'Graphs of Linear and Non-Linear Relations', 'Arithmetic and Number', 'Decision and Business Mathematics', 'Measurement' and 'Geometry and Trigonometry'. These are designed as a preparation for Units 3 and 4 of General Mathematics, which comprises the Data Analysis module as well as the modules: Geometry and Trigonometry, Discrete Mathematics and Business-related Mathematics. The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the course.

*Note: Unit 1 & 2  
General Mathematics  
leads to General  
Mathematics in  
Year 12.*

## Unit 1: MA011

This unit introduces Computation and Practical Arithmetic, Financial Arithmetic, Matrices, Graphs and Networks, Investigating and Comparing Data Distributions

## Unit 2:

In this unit students extend and refine their skills in the areas of Financial Arithmetic, Number Patterns and Recursion, Linear Graphs and Models, Investigating relationships between two numerical variables.

**VCE Unit costs - refer to pages 32 - 40**

# Mathematics: General Mathematics Units 3 & 4

General Mathematics has a strong emphasis on using Mathematics in data analysis, business modelling and everyday practical contexts. Students are expected to be able to apply problem solving techniques and processes as well as statistical analysis techniques to a wide variety of situations and application tasks including; univariate and bivariate data, networks, business modelling and matrices, Geometry and Trigonometry.

A strong emphasis on the use of Graphics calculators and other statistical and graphing packages is incorporated into all areas of study. General Mathematics Units 3 and 4 provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for General Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have completed Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake General Mathematics.

## Unit 3: MA033

The topics learned about in this unit are:

Data analysis and Recursion and financial modelling. Data analysis covers the calculation of statistics to describe data sets and the differences between data sets and analysis of trends to make predictions. Recursion and financial modelling, covers the use of mathematical models and technology to model and analyse a range of financial situations, and solve related problems.

## Unit 4

The topics learned about in this unit are Matrices and Networks and decision mathematics. Matrices covers the arithmetic used with matrices and the use of matrices to model a range of situations and solve related problems. Networks and decision mathematics covers the representation of different kinds of networks, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

***VCE Unit costs - refer to pages 32 - 40***

# Mathematics - Mathematical Methods CAS

Mathematical Methods CAS provides students with a range of mathematical techniques that are commonly used in analytical and problem-solving situations. Students are exposed to opportunities to apply mathematical techniques, routines and processes involving Rational and Real Arithmetic, Algebraic Manipulation, Equation Solving, Graph Sketching, Calculus and Theoretical Probability with and without the use of technology. The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of Mathematics, and in related assessments, is incorporated throughout the course and is required for the successful completion of the course. The study comprises four units: 1: Functions and Graphs, 2: Algebra, 3: Rates of Change and Calculus, and 4: Probability.

## Unit 1: MA011

This unit provides an introduction to functions and relations, as well as new notation to describe them, the concept of domain and range, algebraic techniques to solve linear and quadratic equations. Students are also introduced to the power functions and their transformations. Students apply these to an introductory understanding of the theory and language of probability.

## Unit 2:

This unit focuses on the introduction of Calculus as the mathematical study of change. Students learn differentiation and simple anti differentiation of power functions and their applications. Students extend their knowledge of trigonometric, exponential and logarithmic functions and apply them to a range of analytical situations. This unit also includes a study of counting techniques and how they can be applied to probability.

## Unit 3: MA033

This unit focuses on developing a more rigorous understanding of the functions examined in Year 11 and their transformations and analytical applications. Students revise and refine the algebraic techniques associated with those functions. Students also extend their knowledge of calculus to extend to all functions studied in Year 11 and are introduced to the use of anti- differentiation as a method of evaluating area.

## Unit 4:

This unit primarily focuses on the use of Calculus, particularly integration, in problem solving and analytical situations. This unit also comprises the study of probability extended from Year 11, examining the properties of discrete and continuous probability distributions and their properties.

**VCE Unit costs - refer to pages 32 - 40**

# Music Units 1 & 2

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators, and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt, and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

## 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. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

## 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. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

## Unit 1 & 2 ASSESSMENT

School Assessed Coursework	DESCRIPTION
Unit 1: Organisation of Music	
Area of Study 1: Performance	Performances of at least two works a discussion of the challenges presented by these works
Area of Study 2: Creating	aural, oral, written and practical tasks
Area of Study 3: Analysing and responding	composition and/or improvisation exercises and accompanying discussion
Unit 2: Effect in Music	
Area of Study 1: Performance	Performances of at least two works a discussion of the challenges presented by these works
Area of Study 2: Creating	aural, oral, written and practical tasks
Area of Study 3: Analysing and responding	composition and/or improvisation exercises and accompanying discussion

**VCE Unit costs - refer to pages 32 - 40**



# Music Contemporary Performance Units 3 & 4

## 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.

## 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.

Common ASSESSMENT TASK Unit 3 & 4	DESCRIPTION
AoS1: Performing	In this area of study, students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works. They investigate the possibilities of exhibiting personal voice by reimagining at least one existing work.
AoS2: Analysing for Performance	In this area of study, students focus on the processes of analysis and practices that they undertake to develop their performances. This includes investigating how interpretation and a sense of personal voice may be developed in performance. Research materials may include musical scores, recordings and live performances, texts, digital sources and critical discussion with other musicians.
AoS3: Responding	In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers have interpreted and/or reimagined works in performance.

**VCE Unit costs - refer to pages 32 - 40**

# Outdoor and Environmental Studies Unit 1 -4

Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

## NOTE:

Students usually study Unit 1 and 2 Outdoor and Environmental Studies in Year 10 even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11 even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

## Unit 1: OES011 Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

## Unit 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Practical Activities for Units 1 and 2 will include 3 Camps (2-3 days) and day trips as advised. *Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.*

## Unit 3: OES033 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

## Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

**VCE Unit costs - refer to pages 32 - 40**

# Physical Education Unit 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 relationships between body systems and physical activity, sport and exercise, and how these 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.

Common ASSESSMENT TASK	DESCRIPTION
How does the musculoskeletal system work to produce movement?	The student's performance on each outcome is assessed using one or more of the following: A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
How does the cardiorespiratory system function at rest and during physical activity?	Oral presentation, such as a debate or a podcast A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis

## 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.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and 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.

Common ASSESSMENT TASK	DESCRIPTION
What are the relationships between physical activity, sport, health and society?	The student's performance on each outcome is assessed using one or more of the following:
What are the contemporary issues associated with physical activity and sport?	A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis

# Physical Education Unit 3

## 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. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## Course assessment

Common ASSESSMENT TASK	DESCRIPTION
How are movement skills improved?	Structured questions that draw on primary data, which analyses a movement skill using biomechanical and skill acquisition principles.
How does the body produce energy?	A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
	A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.  a practical laboratory report a case study analysis a data analysis a critically reflective folio/diary of participation in practical activities a visual presentation a multimedia presentation structured questions

**VCE Unit costs - refer to pages 32 - 40**

# Physical Education Unit 4

## 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. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from an atheoretical perspective.

## Course assessment

Common ASSESSMENT TASK	DESCRIPTION
What are the foundations of an effective training program?	A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness
How is training implemented effectively to improve fitness?	A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.
	A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study
	A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: a case study analysis a data analysis structured questions.

**VCE Unit costs - refer to pages 32 - 40**

# Physics

Physics is a theoretical and empirical Science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe. This understanding has significance for the way we understand our place in the universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics. The knowledge gained through Physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources.

## Unit 1: PHY011 What Ideas Explain the Physical World?

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe

## Unit 2: Do Experiment Reveal About the Physical World?

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question through a student designed Practical Investigation.

## Unit 3: PHY033 How do fields explain motion and electricity?

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.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. 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:

the role a person's attitude, perception of themselves and relationships with others influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research.

A student practical investigation related to internal and external influences on behaviour is undertaken.

**VCE Unit costs - refer to pages 32 - 40**

# Product Design and Technology

Product Design is a solution-focused subject where students learn to work like designers in industry to solve design problems for end users. They will learn how to engage with the diverse needs and opportunities of individuals, society and the environment using innovative and creative design thinking. Students focus their work using the Design Process, enabling them to identify real design problems and then research, design, develop, manufacture and evaluate products, creating real solutions to the problems.

## Unit 1 – Design Practices

Students work independently and collaboratively to design and manufacture a product that solves a real world design problem. They explore how designers research and use critical and creative thinking skills. Students design and prototype ideas, using a range of hand, machine and computer aided design skills. They test materials, tools and processes and propose a final design which they then manufacture and evaluate.

## Unit 2: Positive Impact for End Users

In this unit, students begin to examine the broader design needs of members of our community, both locally and further afield. They will explore physical and social inclusion, and the role design can play in this. Students will develop a profile of an end user and design and make a product that will have a positive impact on their life. They will explore cultural influences on design, how Aboriginal and Torres Strait Islander peoples design and produce products and the impact of sustainability practices in contemporary design.

## Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 1 : Design Practices  AoS1: Developing and conceptualising designs AoS2: Producing and evaluating a redeveloped product	Design Folio and manufactured product (AoS 1&2): Write a project brief to solve a real design problem. Work collaboratively to research, design and develop ideas and build prototypes to solve the problem. Create working drawings and plan production.  Manufacture and evaluate the final product.
Unit 2: Positive Impact for End Users  AoS1: Opportunities for positive impacts for end users AoS2: Producing and evaluating within a team AoS3: Cultural influences on design	Design Folio and manufactured product (AoS 1&2): Research products that allow the inclusion of all users. Work with an end-user to solve a specific need by designing and making a product that improves wellbeing. Explore how design is used in industry. Report/presentation (AoS 3): How culture influences design, including that of Aboriginal/Torres Strait Islander peoples.

**VCE Unit costs - refer to pages 32 - 40**

# Product Design and Technology

## Unit 3 : Ethical product design and development

In this unit, students research a real person, need or opportunity with the view to creating an ethical product through problem-based design work. They research, create and prototype design ideas and develop a final proof of concept for a product that addresses the need of the chosen end user. Students further investigate sustainable design practices and the importance of considering a product's lifecycle during the design and manufacture process.

## Unit 4: Product Development and Evaluation

In this unit, students use safe work practices to manufacture the product they designed in Unit 3. They use a wide range of tools, machines and processes and monitor and record the implementation of their production plan. Students will make modifications as necessary and justify those changes. They will then evaluate their completed product, as well as a range of existing products, using criteria to collect data and feedback, including from the end user. Students speculate on how designers can be future focussed by using innovation and entrepreneurial techniques to enhance their work.

## Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 3 : Ethical product design and development  AoS 1: SAC – Influences on design, development and production of products (10%) AoS 2: SAT – Investigating opportunities for ethical design and production. AoS 3: SAT – Developing a final proof of concept for ethical production	Case study/multi-media presentation/research task (AoS 1 SAC): Manufacturing methods in industry. Sustainable design frameworks. Technology in manufacturing eg; AI, CAD/CAM. Robotics. New, emerging and alternative materials & technologies. Design Folio and manufactured product (AoS 2&3 SAT): Create a design brief and undertake research. Design and prototype concept and develop a final design. Investigate materials and production processes. Plan manufacture and conduct risk assessments.
Unit 4: Product Development and Evaluation AoS 1; SAT – Managing production for ethical designs AoS 2; SAC – Evaluative and speculative design (10%) VCE assessment: Unit 3 AoS 1 SAC = 10% Unit 4 AoS 2 SAC = 10% Unit 3 AoS 2&3 + Unit 4 AoS 1 SAT = 50% Final exam = 30%	Design folio and manufactured product (AoS 1 SAT): Use the Unit 3 production plan to build the product. Use a wide range of tools, machines and processes. Document all activities and suggest modifications. Manage risks and set goals. Data analysis/multi-media presentation/product analysis/research task (AoS 2 SAC): Evaluate the completed product against others and make evidence-based suggestions for improvements. Understand the role of research and development and market research in industry. Explore the role of new and emerging technologies in product development.

**VCE Unit costs - refer to pages 32 - 40**



# Psychology Units 1 & 2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

## Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

## Unit 2: How do internal and external factors influence behaviour and mental processes?

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.

***VCE Unit costs - refer to pages 32 - 40***

# Psychology – Unit 3 & 4

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

## Unit 3: How does experience affect behaviour and mental processes?

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.

## Unit 4: How is wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

**VCE Unit costs - refer to pages 32 - 40**

# Systems Engineering - Units 1 & 2

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills. In VCE Systems Engineering, students work as engineers to develop and produce solutions to real problems. Students will learn about mechanical and electro technologies including coding and robotics. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

## Unit 1 – Electro Technological Systems Design

In this unit, Students are introduced to electro technological engineering concepts and principles such as feedback systems, sensors, circuit diagrams, microcontrollers and programming. Students actively engage in hands-on creation of operational systems using the systems engineering process, with a specific emphasis on electro technological systems, which may also incorporate mechanical components. This process not only fosters technical expertise but also develops project management skills, as students learn to plan, organise resources, and carry out projects within specified timelines. This unit also explores the evolution of engineering in electrotechnology, allowing students to examine either its historical development or the cultural influences that shaped it.

## Unit 2 – Mechanical Systems Design

In this unit, students explore developments in mechanical systems engineering, incorporating the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples. They also examine fundamental mechanical engineering principles, concepts and components, as they relate to systems that include the 6 simple machines (lever; inclined plane; pulley; screw; wedge; and wheel and axle). Students analyse the components and materials essential for operational, controlled mechanical systems. By applying the systems engineering process, students create mechanical systems that reflect inclusive design principles.

## Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 1; Electro Technological Systems Design AoS1; Electro Technological Systems Design and Society AoS2; Creating Electro Technological Systems Design	Short written report Design Folio Finished product and records of production
Unit 2; Mechanical Systems Design AoS1; Evolution of Mechanical Systems Design AoS2; Creating Mechanical Systems	Short written report Design Folio Finished product and records of production

**VCE Unit costs - refer to pages 32 - 40**

# Systems Engineering - Units 3 & 4

## Unit 3 – Ethical Systems Design

In this unit students study engineering principles to explain physical properties and functionality of integrated and controlled systems. They design and plan an operational, mechanical and electro technological integrated and controlled system that considers ethical design. Students also learn about the technologies used to harness energy sources to power engineered systems.

## Unit 4 – Systems production and innovative technologies

In this unit, students complete the creation of mechanical and electro technological integrated and controlled systems that consider ethical design. They researched, designed, planned and began production of these systems in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and speculate on their potential future impacts.

## Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 3; Ethical Systems Design AoS1; Integrated and controlled system principles and design  AoS2; Clean energy technologies	Short written report Design Folio Finished product and records of production
Unit 4; Systems Production and Innovative technologies AoS1; Producing and evaluating integrated and controlled systems AoS2; New and emerging technologies	Short written report Design Folio Finished product and records of production

***VCE Unit costs - refer to pages 32 - 40***

# Visual Communication Design

Visual Communication Design is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design). Students work with computers and more traditional hands-on techniques and processes to allow for the development of design solutions to a wide range of creative challenges. Drawing is a particular skill that is developed, allowing students to communicate their ideas effectively through visual means.

## Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe, and they use drawing methods to explore their own ideas.

## Unit 2: Applications of Visual Communication Within Design Fields

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 the designated design fields of communication, environmental and industrial design.

## Course assessment

UNIT 1 Assessment	Description
Drawing as a Means of Communication	Turn your favourite piece of technology into some detailed promotional drawings, both manually and digitally.
Design Elements and Design Principles	Design an identity for a client; e.g. café, mechanic or nursery, to identify their business and provide information about them.
Visual Communications in Context	Research the social and cultural significance of poster designs from historical periods.
UNIT 2 Assessment	Description
Technical Drawing in Context	Convert an old shipping container into a shelter for the homeless. Using the same proportions as a shipping container, develop plans and elevations to the appropriate scale and correctly detail to Australian Standards.
Type and Imagery in Context	Manually create type forms from any found objects. Wire, school ties, stones, flowers all serve as units for manipulation and combination.
Applying the Design Process	Design a compact, multi-use cutlery set for camping, outlining constraints such as the need for it to be lightweight and easy to store.

**VCE Unit costs - refer to pages 32 - 40**

# Vocational Education and Training in Secondary Schools (VET)

## What is VET

VET in secondary school stands for Vocational Education and Training. It refers to courses and programs that provide students with practical skills and knowledge related to specific industries or trades—like hospitality, construction, IT, business, or health services—while they're still in high school.

Key points about VET in secondary school:

- Hands-on learning: Focuses more on practical, job-ready skills than academic theory.
- Real qualifications: Students can earn nationally recognised certificates (like Certificate I, II, or III).
- Dual focus: VET can count toward a student's senior secondary certificate both VCE and VCE/VM and sometimes toward an apprenticeship or further training.
- Pathways to work or further study: Helps students move into apprenticeships, TAFE, or entry-level jobs after school.

## How do I apply as a Year 10 student

VET in Year 10 is an accelerated subject with an application process

- Successful completion of Year 9 meeting all year 9 requirements
- Attend course information night
- Attend small group session with an advisor
- Attend Course selection night
- Complete and expression of interest sheet for VET- completing all EOI requirements including your USI
- Have a further 1 on 1 meeting looking at your academic process and the pathway you have applied for. (with books)

## What does VET look like for a Year 10

VET in Year 10 is a course that takes place one full day each week, which may fall on any day depending on the timetable. Some VET courses are delivered onsite at Somerville Secondary College, while others are held at nearby schools or at Chisholm TAFE. Students are expected to communicate with their Year 10 teacher about their VET day and take responsibility for catching up on any missed classwork. While weekly Work Experience is not required for Year 10 VET students, a full week of Work Experience will take place in Term 2. Programs are typically completed over one or two years and provide students with a qualification or partial completion of a nationally recognised certificate. An up-to-date list of VCE VET programs is available from the VCAA website:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>.

For more information, please see the below links:

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>  
<https://www.fmpllen.com.au/peninsula-vet-association>  
<https://www.chisholm.edu.au/career-fields/vet-in-schools>  
[PVET+Handbook+2025+V8-compressed.pdf](#)

# Possible VET opportunities

VET Subject	Location	Link
Certificate II in Apparel, Fashion & Textiles	Elisabeth Murdoch College	<a href="#">Apparel Fashion &amp; Textiles</a>
Certificate III in Acting	Elisabeth Murdoch College	<a href="#">Acting</a>
Certificate II in Agriculture	Elisabeth Murdoch College	<a href="#">Agriculture</a>
Certificate II in Animal Care	Foundation Learning Centre Peninsula Campus	<a href="#">Animal Care</a>
Certificate II in Building & Construction	Somerville Secondary College	<a href="#">Building &amp; Construction</a>
Certificate III in Business	Monterey Secondary College	<a href="#">Business</a>
Certificate II in Community Services	Monterey Secondary College	<a href="#">Community Services</a>
Certificate II in Dance (Cert III partial completion)	Elisabeth Murdoch College	<a href="#">Dance</a>
Certificate III in Aviation (Remote Pilot)	Elisabeth Murdoch College	<a href="#">Drones</a>
Certificate III in Early Childhood Education & Care	Elisabeth Murdoch College	<a href="#">Early Childhood Education &amp; Care</a>
Certificate II in Electro-technology (Career Start)	Somerville Secondary College	<a href="#">Electrotechnology</a>
Certificate III in Equine Studies	Toorak College	<a href="#">Equine</a>
Certificate III in Health Services Assistance	Elisabeth Murdoch College	<a href="#">Health Services Assistance</a>
Certificate III in Interior Decoration (Retail)	Elisabeth Murdoch College	<a href="#">Interior Decoration Retail</a>
Multi-Industry Pathway Program	Western Port SC	<a href="#">Multi-Industry Pathway Program</a>
Certificate III in Music Industry (Performance)	Mt Eliza Secondary College	<a href="#">Music Industry (Performance)</a>
Certificate III in Music Industry (Sound Production)	Mt Eliza Secondary College	<a href="#">Music Industry (Sound Production)</a>
Certificate II in Plumbing	Somerville Secondary College	<a href="#">Plumbing</a>
Certificate II in Retail Services	Foundation Learning Centre Peninsula Campus	<a href="#">Retail Services</a>
Certificate II in Community Services	Foundation Learning Centre Peninsula Campus	<a href="#">Community Services</a>
Certificate II in Salon Assistant	Elisabeth Murdoch College	<a href="#">Salon Assistant</a>
Certificate II in Retail Cosmetics	Foundation Learning Centre	<a href="#">Retail Cosmetics</a>
Certificate III in Beauty Services	Casey College of Beauty Therapy	<a href="#">Beauty Services</a>
Certificate II In Automotive Vocational Preparation	Chisholm	<a href="#">Automotive Vocational Preparation</a>
Certificate II In Building and Construction Floor and Wall Tiling	Chisholm	<a href="#">Building and Construction Floor and Wall Tiling</a>
Certificate II In Building and Construction Carpentry	Chisholm	<a href="#">Building and Construction Carpentry</a>
Certificate II In Building and Construction Brick Laying	Chisholm	<a href="#">Building and Construction Brick Laying</a>
Certificate II in Cabinet Making and Timber Technology	Chisholm	<a href="#">Cabinet Making and Timber Technology</a>
Certificate II in Computer Assembly and Repair	Chisholm	<a href="#">Computer Assembly and Repair</a>
Certificate II In Engineering Studies	Chisholm	<a href="#">Engineering Studies</a>
Certificate II in Printing and Graphic Arts	Chisholm	<a href="#">Printing and Graphic Arts</a>
Certificate III In Business	Chisholm	<a href="#">Business</a>
Certificate III In Design Fundamentals Photography	Chisholm	<a href="#">Design Fundamentals Photography</a>
Certificate III In Design Fundamentals Graphic Design	Chisholm	<a href="#">Design Fundamentals Graphic Design</a>
Certificate III In Early Childhood Education And Care	Chisholm	<a href="#">Early Childhood Education And Care</a>
Certificate III In Fitness	Chisholm	<a href="#">Fitness</a>
Certificate III In Health Services Assistance	Chisholm	<a href="#">Health Services Assistance</a>
Certificate III In Information Technology Cyber Security	Chisholm	<a href="#">Information Technology Cyber Security</a>
Certificate III In Information Technology Games Technology	Chisholm	<a href="#">Information Technology Games Technology</a>
Certificate III In Legal Services	Chisholm	<a href="#">Legal Services</a>
Certificate III In Screen And Media	Chisholm	<a href="#">Screen And Media</a>
Certificate III In Sport, Aquatics And Recreation	Chisholm	<a href="#">Sport, Aquatics And Recreation</a>
Certificate III In Visual Arts	Chisholm	<a href="#">Visual Arts</a>

# Brief Description of 2026 VET Subjects:

## What can I study? List of VET subjects:

Please note this is a guide only, based on the courses offered last year. You will be notified of any changes if they affect your enrolment choice.

### Certificate II in Apparel, Fashion & Textiles

Classroom learning is combined with structured hands-on training and practice in industry. The aim of the course is to provide students with the skills and knowledge to achieve competencies that will enhance their employment prospects in the textiles, clothing and footwear industry and to enable students to make a more Informed choice regarding further education and career paths.

Sample Units of Study: Year 1 & 2

- Work safely
- Sew materials by machine
- Modify patterns
- Draw basic sketches of textile products
- Assemble simple textile products
- Develop patterns using basic patternmaking principals
- Work in the TCF industry
- Identify and hand fabrics and textiles

### Certificate II Agriculture AHC20116

Working in agriculture goes beyond being on the land – we also need scientists, agricultural economists and environmental professionals. A vibrant and sustainable agricultural sector is the key to the future prosperity of Australia and the world. This program is delivered at Elisabeth Murdoch College on Wednesdays and aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the agricultural industry. Students are required to undertake 80 hours of structured workplace learning.

Sample units may include:

- Follow OHS procedures
- Maintain livestock water supplies
- Care for health and welfare of livestock
- Handle livestock using basic techniques
- Install, maintain and repair fencing

### Certificate II & III in Acting (Screen) 22576VIC

The course is delivered at Elisabeth Murdoch College on Wednesdays. The general purpose of the course is to provide the skills, knowledge and attitudes for training in acting for film and television. The training will provide the skills and knowledge in a broad range of acting tasks relating to film and television. The course provides opportunities to visit on set locations, practical filming lessons and sessions with industry guest speakers who actively work in film and television.

Sample units may include:

Prepare and present self for auditions

- Develop script knowledge and performance skills
- Develop acting techniques
- Develop and apply creative arts knowledge



## Certificate II Animal Care ACM20121

Delivered at Foundation Learning College, Frankston, this course provides the basic skills and knowledge to become an animal carer. Students learn how to assist with general animal care, provide food and water for animals and follow occupational health and safety procedures in the workplace. Students will undertake work in the animal facility throughout the year giving them the opportunity to work with mice, rats, guinea pigs, rabbits, fish and reptiles. They will also have dogs and cats regularly attend class for practical training.

**\*\* This course is a pre-requisite for entry to Veterinary Nursing\*\***

Sample units may include:

- Feed and water animals
- Assist in health care of animals
- Provide information on companion animals, products and services

## Certificate II Applied Fashion Design & Technology MST20616

This program is delivered at Elisabeth Murdoch College and aims to provide students with an introductory overview of fashion design. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with and making patterns and applying quality standards. The program provides an introductory overview of fashion design which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required. It is particularly suitable for those who are self-employed and involved in low volume production. Students are required to undertake 40 hours of Structured Workplace Learning.

Sample units may include:

- Using a sewing machine, sewing components
- Modifying patterns
- Drawing and interpreting basic sketches
- Identify fibres and fabrics, design concepts for simple garments
- Basic patternmaking principles

## Certificate II in Automotive Vocational Preparation AUR20720

Delivered at Chisholm Institute, the Certificate II in Automotive Studies has been designed to align with needs in the automotive vehicle industry. The course is designed to provide a hands-on learning environment and focuses on providing students with simulated practical work experiences, employability skills, and career pathways into the automotive industry as an apprentice.

Sample units may include:

- Carry out basic vehicle servicing operations
- Dismantle and assemble multi-cylinder four stroke petrol engines
- Remove and replace vehicle front suspension springs

## Drones - Certificate III in Aviation (Remote Pilot) AVI30419

This program will be delivered at Elisabeth Murdoch College. This qualification is relevant to individuals operating remotely piloted aircraft (Drones) within visual line of sight, below 400 feet outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas. Students doing this qualification will also complete the requirements for certification by the Civil Aviation Safety Authority (CASA)

Sample units may include:

- Operate aeronautical radio
- Apply regulations and policies during remote pilot aircraft systems operations
- Operate and manage remote pilot aircraft systems
- Control remote pilot aircraft systems in normal flight

## Certificate III in Beauty Services SHB30121

Delivered at Chisholm Institute, this course is designed to introduce students to the theory and practice of waxing, manicure and pedicure, make-up, business communications, retail and spray tanning. This course will be a full day, from 9am -3pm. There is a requirement to undertake 40 hours of Structured Workplace Learning for each year of the 2-year course.

Sample units may include:

- Provide manicure and pedicure services
- Advise on beauty products and services
- Design and apply make-up
- Apply eyelash extensions
- Provide waxing services

## Certificate II in Construction Pathways CPC20220

This program is delivered at Somerville Secondary College (TBC) and gives students the opportunity to experience and learn about a range of vocational options before having to enrol in a particular trade stream whether it be at a Certificate II level or an Apprenticeship. The aim of the Construction Pathways program is to provide a multi-industry experience so that students are able to make a more informed choice about what trade/industry they may like to pursue.

Sample units may include:

- Read and interpret plans and specifications
- Prepare to work safely in the construction industry
- Apply OHS requirements, policies and procedures in the construction industry
- Construct basic sub-floor

## Certificate III in Business BSB30120

Delivered at Chisholm, this course is designed to provide students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts. It provides partial completion of Certificate III in Business, Units 3 and 4 sequence of VCE VET Business, and is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2 (Certificate II in Business – BSB20115). This course is only a one-year duration.

Sample units may include:

- Deliver and monitor a service to customers
- Design and produce business documents
- Recommend products and services

## Certificate II in Community Services CHC20215

Delivered at Foundation Learning College, Frankston. This VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the community services sector. This will include a language, literacy and numeracy assessment, and there is project work in both first and second years of the course. Students will not complete the full qualification; they receive a Statement of Results for the units successfully completed.

**Note:** The course also covers sensitive areas and issues which may trigger learners who have experience of the issues covered.

Sample units may include:

- Work with diverse people
- Manage personal stressors in the work environment
- Provide first point of contact
- Respond to client needs

## Certificate II in Computer Assembly and Repair UEE205020

Delivered at Chisholm, this course is designed to introduce students to the theory and practice of selecting components and assembling computers to customer specification and carrying out routine hardware repairs.

Sample units may include:

- Install and configure a client computer operating system and software
- Assemble, set-up and test computing devices
- Install and configure a home or small office network
- Use computer applications relevant to a workplace

## Certificate II in Dance CUA20111 selected Certificate III Units CUA30113

The program is delivered at Elisabeth Murdoch College and aims to provide students with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career in the entertainment industry. The program contributes to the professional orientation of articulate dancers who aspire for both the technical dance skills necessary to work professionally as well as academic and theoretical knowledge and skills that will equip them to work in a variety of areas within the Entertainment Industry.

Sample units may include:

- Developing basic dance techniques
- Basic level of physical condition for dance performance,
- two specific dance styles e.g. Jazz, Contemporary and Street
- Preparing self for a dance performance, refining basic dance techniques and
- Applying basic dance techniques for performances

## Certificate III in Design Fundamentals (Graphic Design) CUA30715

Delivered at Chisholm, this course is designed to introduce students to the theories and practices of creative arts industries, including those using emerging technology. Students will study skills in photo imaging and 3D printing common to screen and media, interactive games, graphic design and visual arts.

Sample units may include:

- Produce drawings to communicate ideas
- Make scale models
- Explore the use of colour
- Produce computer-aided drawings

## Certificate III Early Childhood Education and Care CHC30121

Delivered at Chisholm, this course offers the minimum qualification required to work in early childhood education and care settings with babies and children up to six years of age. It prepares students for centre-based, out-of-school hours, family day care and nanny roles and covers child development and how to foster and support children's emotional and educational wellbeing.

All students must be 16 years old on 1 February of the commencing year and also need to have Year 10 English and Maths. Students are required to attend a compulsory information session before their applications are to be accepted dates and times will be advised. Students will also need to have a current Volunteer Working with Children Check.

This qualification is a partial completion – All students are required to complete practical placement in an Early Childhood Education and Care setting (40 hours per year).

Sample units include:

- Work effectively in children's education and care
- Support children to connect with the natural environment
- Support inclusion and diversity

## Certificate III in Design Fundamentals (Photography) CUA30715

Delivered at Chisholm, this course is designed for students who wish to pursue a photographic career. It is designed build the theoretical and practical skills required to develop photographic expertise both in the studio and on location, and helps students explore their creativity and develop their photographic eye for capturing and enhancing dynamic photography.

Sample units may include:

- Follow a design process
- Explore the use of colour
- Produce drawings to communicate ideas
- Explore and apply the creative design process to 3D forms

## Certificate II in Electrotechnology UEE22020

Delivered at Somerville Secondary College (TBC), this course is designed to introduce students to the various careers available in electrotechnology through project based, hands-on experience in the workshop. These careers include electrical, electronics, renewable energy and telecommunications.

Sample units may include:

- Carry out routine work activities in an energy sector environment
- Use routine equipment/plant/technologies in an energy sector environment
- Identify and select components, accessories and material for energy sector work activities
- Certificate II in Engineering studies (Mechanical) 22470VIC

Delivered at Chisholm, this scored VCE VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the engineering or engineering related industries. It introduces students to emerging technologies in engineering, and the design of new projects focuses on the knowledge and skills needed to move into the programming and robotics industry.

Sample units may include:

- Select and interpret drawings and prepare 3D sketches and drawings
- Apply basic fabrication techniques
- Create engineering drawings using computer aided systems
- Configure and program a basic robotic system

## Certificate II in Furniture Making Pathways MSF20516

This course is delivered at Chisholm Institute of TAFE. You can learn furniture-making basics while completing your secondary school years. The course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the furnishing industry. The programs prepares students for further training in a range of furnishing industries, such as cabinet making, wood machining, polishing. Upholstery and picture framing.

Sample units may include:

- Apply domestic surface coatings
- Join materials used in furnishing
- Make a basic upholstery product
- Undertake a basic furniture making project

## Certificate II in Hospitality SIT20416

Delivered at Chisholm or Bayside Christian College, this scored VCE VET course is designed to introduce students to the theories and practices for a range of tasks in hospitality establishments. The course leads to work in the areas of catering assistant, porter, food and beverage attendant, bar attendant, cafes and basic cookery.

Sample units may include:

- Use hygienic practices for food safety
- Prepare and present sandwiches
- Prepare and present simple dishes
- Provide responsible service of alcohol

## Certificate III in Information, Digital Media and Technology (Cyber Security) ICT30120

Delivered at Chisholm, this course is designed to introduce students who are enthusiastic and passionate about IT to network administration. The course covers IT hardware, operating systems and the fundamentals of network administration within the context of cyber security. Note: This is a partial completion of the Certificate III in Information, Digital Media and Technology and does not carry scored assessment.

Sample units may include:

- Install and manage network protocols
- Install, configure and secure small office or home office network
- Provide basic system administration
- Determine and action network problems

## Certificate III in Information, Digital Media and Technology (Games) ICT30120

Delivered at Chisholm, this course is designed to introduce students who are enthusiastic and passionate about gaming to the video games industry. The course covers IT hardware, digital imaging, animation, principles of game design, and interactive gaming and industry tools such as Unreal Development Kit. Students will be taught some advanced features of Microsoft Office. At this level, the emphasis is on simple game design. Note: This is a partial completion of the Certificate III in Information, Digital Media and Technology and does not carry scored assessment.

Sample units may include:

- Review and apply the principles of animation
- Identify and apply principles of games design and game playing
- Create visual design components for interactive games

## Certificate III in (Interior Decoration) Retail Services SIR20216

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, Students will study interior decoration and learn the practical skills and knowledge required to plan and implement creative design and decoration solutions for a variety of interior environments.

They will also learn skills in computing, Google SketchUp, presentation methods, soft furnishings, hard material application, colour theory and application. Students will create a folio of design work of art and design courses at tertiary level.

Sample units may include:

- Evaluate the nature of design in a specific industry context
- Source and apply information on the history and theory of design
- Estimate and cost job
- Source and specify decoration products

## Certificate II in Kitchen Operations SIT20416

Delivered at Chisholm or Bayside Christian College, this course is designed to introduce students to patisserie (cakes and pastries) or general cooking and provides the skills to work in a range of hospitality establishments. In the second year of the program students are required to complete 12 service sessions and complete a logbook. It is strongly advised that students complete at least some of this in the workplace, which can include Chisholm student restaurants.

Sample units may include:

- Prepare and present simple dishes
- Use hygienic practices for food safety
- Prepare dishes using basic methods of cookery

## Certificate III in Music Industry (Performance) CUA30920

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, this program provides students with a wide range of knowledge and skills that will enable them to maximise their employment opportunities as a performer or composer in the music industry.

Sample units may include:

- Apply knowledge of style and genre to music industry practice
- Develop technical skills in performance
- Develop improvisation skills
- Develop and maintain stagecraft skills

## Certificate III in Music – (Sound Production) CUA30920

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, this program provides students with a wide range of knowledge and skills to be able to work in the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Sample units may include:

- Work effectively in the music industry
- Develop basic audio skills and knowledge
- Record and mix a basic music demo
- Install and disassemble audio equipment

## Certificate II in Plumbing 22569VIC

Delivered at Somerville Secondary College (TBC), this course is designed to introduce students to the basic theory and practice of plumbing in order to prepare them to enter the plumbing industry or a plumbing and gas-fitting apprenticeship.

Sample units may include:

- Fabricate simple plumbing pipe systems
- Cut and penetrate building materials and structures
- Perform basic oxy-acetylene welding and cutting
- Read and interpret plans and specifications
- Apply basic sheet metal practices

## Certificate II in Salon Assistant SHB20216

Delivered at Chisholm, this one-year program will offer students the training of a first-year salon apprentice in their initial six months. Training includes practical skills for styling, basin services and removal of chemicals, as well as theory studies in client communication. A work placement of 40 hours is mandatory. If students are unable to source placement, they will be able to access Chisholm Salon days. (Salon days may not be scheduled on the same day as the VET program).

Sample units may include:

- Provide shampoo and basin services

- Conduct salon financial transactions
- Provide head, neck and shoulder massages for relaxation
- Braid hair

## Certificate III in Screen and Media CUA31015

Delivered at Chisholm, this scored VCE VET course is designed to equip students for working as assistants in the multimedia and design industries. Delivery incorporates industry-relevant computer equipment, teachers are current industry practitioners, and the course focuses on developing employability skills.

Sample units may include:

- Produce and prepare photo images
- Prepare video assets
- Create visual design components
- Write content for a range of media

## Certificate III in Visual Arts CUA31120

This course is designed for further study in all visual and creative art fields, and concentrates on creative thinking, design principles and arts practice theory. It explores drawing techniques including observational drawing, 2D studies including painting and printmaking techniques, 3D studies and photo media (Adobe Photoshop). All teachers of the course are practicing artists who bring years of creative thinking and practice to the classroom.

Sample units may include:

- Produce drawings
- Produce paintings
- Plan a career in the creative arts industry

## Acronyms

ATAR	Australian Tertiary Admission Rank
GA	Graded Assessment
GAT	General Achievement Test
MIPS	Managed Individual Pathways
N	<b>N</b> refers to <b>not satisfactory completion in VCE</b>
NA	Not Assessed
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
S	<b>S</b> refers to <b>satisfactory completion</b>
SAC	School-assessed Coursework
SAT	School-assessed Task
SBAT	School Based Apprenticeship and Traineeships
TAFE	Technical and Further Education
UG	Ungraded
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VSN	Victorian Student Number
VTAC	Victorian Tertiary Admissions Centre



# Glossary

<b>Assessing School</b>	The school that is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school
<b>Assessment Task</b>	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also <i>Outcomes</i> ).
<b>Examinations</b>	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.
<b>Home School</b>	Refers to the major school of the student. Only the home school may enter and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.
<b>Outcomes</b>	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.
<b>Recognition of Prior Learning (RPL)</b>	Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student's eligibility to be awarded in the Work Related Skills or Personal Development Skills strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.
<b>Registered Training Organisation (RTO)</b>	An organisation that is approved by OTTE and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.
<b>Satisfactory Completion (VCE)</b>	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an <b>S</b> for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an <b>N</b> for it. Students qualify for the VCE when they satisfy units which meet the program requirements.
<b>School-assessed Coursework (SAC)</b>	A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
<b>School-assessed Task (SAT)</b>	A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.
<b>School Based New Apprenticeships (SBNA)</b>	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
<b>Semester</b>	One half of the academic year. VCE units are designed to be completed in one semester
<b>Sequence</b>	VCE Units 3 and 4 are designed to be taken together as a sequence at Year 12 level.
<b>Special Provision</b>	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
<b>Statement of Results</b>	The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.
<b>Student Number</b>	The unique number assigned to each student enrolled in VCE and VET
<b>Studies</b>	The subjects available in the VCE.
<b>Study Score</b>	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
<b>Victorian Certificate of Education (VCE)</b>	An accredited senior secondary school qualification.
<b>VCE Provider</b>	A school or other organisation authorised to offer the VCE.
<b>Vocational Education and Training (VET)</b>	Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.