

SENIOR SCHOOL
Year 10, 11 & 12

CURRICULUM HANDBOOK 2026



EMMANUEL
COLLEGE

WARRNAMBOOL Sharing Faith, Hope & Love

Information correct as at June 2025

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INTRODUCTION TO SENIOR SCHOOL

In 2024, students in Years 10, 11 and 12 will participate in Emmanuel's Senior School program. Our program allows students flexibility in their subject pathways, preparing them to become global citizens while catering for their specific needs and interests. Immersion with our programs will facilitate opportunities to build personal resilience and self leadership, critical thinking, communication and teamwork skills to prepare them for life beyond the classroom.

Students will begin their school day in mentor groups consisting of students in Years 10, 11 and 12. These groups will be based on Emmanuel's Houses, namely Rice, Egan, McAuley and Maguire. Where possible, students will remain with the same Mentor Teacher for their senior schooling, enabling strong relationships to be formed over their journey. Students will continue to strengthen relationships with their year level during events such as school camps, retreat days and other special presentations.

Students in Year 10 will continue to follow the school curriculum as set out within the Victorian Curriculum F-10. English, Mathematics, Science, Humanities, Health and Physical Education, and Religion are all core subjects at this year level. However, students are able to access different options for Mathematics, Science and Humanities that best suit their interests and needs. In addition to the core subjects, Year 10 students are able to choose electives from a wide range of subjects. Some are able to accelerate their studies into Unit 3/4 through [the PACE](#) pathway (Personal Advancement Cultivating Excellence).

Year 11 students begin one of three pathways:

- **VCE** - Victorian Certificate of Education - Some students that accelerated in Year 10 may already have completed a VCE Unit 1 & 2 subject
- **VCE VM** - Victorian Certificate of Education - Vocational Major
- **VPC** - Victorian Pathways Certificate

As part of these three pathways students can select subjects from the following:

- VCE - Selecting from the range of VCE subjects outlined within this handbook
- VCE VM - Selecting from the selected range of subjects offered at VCE as well as specific subjects such as Literacy; Numeracy; Work Related Skills; Personal Development
- VPC - Selecting specific subjects such as Literacy; Numeracy; Work Related Skills; Personal Development;
- VET DSS - Vocational Education and Training Delivered to Secondary Students. All above programs can include VET subjects
- SBAT - School-based Apprenticeship and Traineeship training plans

It is important that students speak to either Mr David Gladman the Careers Advisor & Student Pathways Coordinator or Ms Rebecca Down, the Applied Learning Coordinator if they are considering undertaking the VCE VM or VPC pathways as it will impact their ability to gain direct access to University courses and some TAFE courses.

Students can access a wide variety of subjects through not only Emmanuel College, but also South West TAFE, Virtual School Victoria, Languages Schools Victoria and other accredited training organisations.

Students and parents are encouraged to read this handbook and to learn more about the VCE subjects offered at Emmanuel by visiting the website:

<https://sites.google.com/emmanuel.vic.edu.au/vcesubjectselection/home>

WHAT IS A VCE PROGRAM?

A VCE program is a set of semester units undertaken over a period of two to three years.

This program is designed by you to meet your needs within the rules laid down by VCAA and within College policies.

COLLEGE POLICIES

In addition to the VCAA requirements below, Emmanuel College requires all VCE students to complete two semesters of Religious Education while in Year 11.

A VCE Religious Education Unit of Ethics (Religion & Society Unit 2) is a compulsory study for all Year 11 students. This unit is completed over the two semesters of the Year 11 program.

Students in Year 12 will *normally* do FIVE Units of 3/4 sequences. Also one Religious Education period (Search for Meaning) per week which does not contribute to an ATAR.

VCAA REQUIREMENTS

To earn your VCE, you must satisfactorily complete at least 16 units.

Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from the English group listed below offered at Emmanuel:
 - English Units 1 to 4
 - English as an Additional Language (EAL) Units 3 and 4
 - Literature Units 1 to 4

At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete **both** Unit 3 and Unit 4 of an English sequence.

2. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

Minimum requirements for satisfactory completion is 16 VCE Units in total of which must include:

- 3 units of English (of which there must be a Unit 3/4 sequence)
- 3 other Unit 3/4 sequences (6 units)
- 7 additional units of your choice

Up to eight of the units other than English may be VCAA endorsed Vocational Education and Training (VET) units.

CHOOSING A PROGRAM

Rapid changes in society have had a dramatic impact on careers. The concept of a job for life is no longer a reality. Young people now are likely to experience five to eight major career changes in their lives in a variety of industry sectors. They will also be experiencing more changes in the workplace with increasing casual, contract and part time work options. As a result of these rapid changes students are faced with more career choices and pathways than ever before.

When considering a career pathway no decision is binding for life. There are many pathways to tertiary study and/or the job you want.

In making the right choice for you now and into the future, consider the following points:

Know yourself – What do you like? What interests you? What are you good at? What are your skills and abilities? What is important to you? What do you value?

Understand the world of work – many students have completed work experience or have a part time jobwhat do you like or dislike about these roles?

Learning how to make informed decisions – utilise the resources, opportunities and staff that can support the career development program.

Please note:

From 2025, all VCE study designs have an accreditation start date, including the first year of delivery, but no end date. When a VCE study design is revised and a new accreditation period begins, a new start date will be indicated.

The information given in this handbook will be updated for each study design as they are released from the Victorian Curriculum and Assessment Authority (VCAA).

THE PACE PATHWAY FOR ACCELERATION

Emmanuel encourages students of demonstrated high academic ability to undertake the PACE pathway. PACE is an acronym for Personal Learning Cultivating Excellence. Students participating in this pathway undertake a VCE study a year earlier than normal. Some students accelerate in 2 subjects. This acceleration opportunity is for students who have demonstrated ability and commitment to their studies in Years 7 to 9. This pathway is not automatic and students are invited to undertake acceleration. Students who are not invited to apply can make an application for special consideration.

Students wishing to undertake a Unit 1 & 2 sequence in Year 10 and Unit 3 & 4 study in Year 11 must carefully consider their current and past academic strengths and weaknesses. They need to research the most appropriate study to best complement their learning strengths and to find out the recommended subject background and skills required to successfully undertake their nominated study.

Undertaking a VCE study earlier than normal, requires commitment not only to this study but also ALL studies undertaken. Students participating in the PACE pathway must ensure that they maintain high academic standards in all subjects, not only their acceleration subjects.

The benefit of participating in PACE pathway is that students can then complete:

- 1 X Unit 1 & 2 subjects in Year 10;
- 1 X Unit 3 & 4 ,and 5 X Unit 1 & 2 subjects in Year 11;
- 5 X Unit 3 & 4 subjects in Year 12

This gives the student six Unit 3 & 4 subjects in their ATAR. That sixth subject will contribute an extra 10% of that study score to the "aggregate", which is what is used to determine ther ATAR.

Occasionally, students with exceptional grades can accelerate in 2 subjects. In these cases, the College will still be making a recommendation that a minimum number of 5 X Unit 3 & 4 subjects be studied in Year 12, unless exceptional scores (study score of 38 or higher) were obtained in the previous Unit 3 & 4 studies. It also should be noted that subjects can be repeated without penalty; however, some Universities may rank students lower than other applicants if a repeated subject has been included in the ATAR.

PROCESS FOR UNDERTAKING THE PACE PATHWAY

Follow these steps to apply to Emmanuel's PACE Accelerated Study pathway:

1. If you are in year 9, you will receive an email if you have met the requirements for acceleration. Data includes PAT, AGAT, NAPLAN and CATs as well as attendance data. Students who do not receive an invitation letter and would like to accelerate can email the Director of Learning, Ms Rolfe (rolfe@emmanuel.vic.edu.au) stating reasons for special consideration.
2. Ensure that you have time to study. [Plan to study](#) outside school for the same amount of time that you spend at school in that subject each week, so 3.5 hours.
3. Choose a subject that aligns with your interests and future career interests from the [available subjects](#).

It is recommended for VCE subjects that students complete the Unit 1 - 2 sequences prior to studying the Unit 3 - 4 sequence.

Subject blockings may limit access to some subjects and therefore may not always be available to students. Subjects will only run if demand is sufficient.

SUMMARY OF IMPORTANT VICTORIAN CERTIFICATE OF EDUCATION (VCE) INFORMATION

Satisfactory Completion of the VCE Requirements

Students are required to satisfactorily complete sixteen units of study – *up to eight of these may be VCE VET units*.

These sixteen units must include three units of English – the three units may be selected from VCE English 1 – 4, Literature Units 1 - 4.

To successfully obtain an ATAR score, a unit 3/4 English Sequence from the English Group must be completed satisfactorily.

Assessment

Outcomes are the basis for satisfactory completion of VCE units.

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. There will also be graded assessment tasks, these may be part of the outcomes such as production of a folio, essay or research project or they may be in addition, such as a two-hour examination of content. These assessments are often referred to as SAC's (School Assessed Coursework)

All Units 1 and 2 studies will be assessed by Emmanuel College staff, with students needing to achieve a 'Satisfactory' for each Learning Outcome while completing a number of Assessment Tasks (SAC's). These Units form the foundation for the Unit 3 and 4 studies.

All Units 3 and 4 studies will have both school assessment and examination(s). There will be three assessments reported as grades (A+ to E, UG) for each study. These are distributed by VCAA to each student.

School Assessment

For all studies, the school-assessed coursework (SACs) are made up of a number of assessment tasks that are specified in each study. These assessment tasks:

- are used to assess the unit learning outcomes
- must be completed mainly in class time
- Students have a certain amount of time given to complete the assessment which usually is between 50-100 minutes.

Students who miss set SAC classes will be required to complete this coursework under staff supervision in their own time after school at the College. This is usually on a Tuesday with Emmanuel College staff and under full SAC conditions to ensure authenticity of student work.

The General Achievement Test (GAT)

The GAT is an essential part of the VCE assessment process and is a directive of the Victorian Curriculum Assessment Authority (VCAA). More information can be found on the VCAA website - [VCAA information about the GAT](#)

While it is important that students attempt the GAT, the tests do not count directly towards their VCE. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. The GAT is used because its results are a good predictor of final assessments for VCE studies. If a student has done well in the GAT, they are likely to do well in their other assessments. From 2022, the GAT has an additional purpose of measuring student literacy and numeracy skills. All students enrolled in one or more VCE or scored VCE VET Unit 3 – 4 sequence will be required to sit Sections A and B. Students completing only VCE VM subjects are required to sit Section A only.

The GAT results are not an end in themselves. They are being used by VCAA for a particular purpose: namely to be able to retain school assessment as a valid part of the assessment procedures for the VCE.

VCE Study Score

In addition to the detailed reporting of grades achieved in individual Assessment Tasks in each VCE study, there will be an overall study score out of 50, which sums up the student's total achievement in all the Assessment Tasks in each individual study.

The advantage of the VCE study score is that it combines information about all the Assessment Tasks and about the performance of the student relative to all other students. For the study scores, the State average has been set at 30 out of 50 so employers can see at a glance where the student stands in relation to others in the State in that study. To achieve a study score of 40+, a student is within the top 9% of the state for that subject.

The main purpose of the VCE study score is to provide further information on student performance. The VCE study score will be reported alongside the individual letter grades on the Summary Statement of Grades. The individual Assessment Task grades will continue to give users of the Certificate an indication of the strengths and weaknesses of students in particular kinds of tasks. It will also help in transferability of results among institutions and among the different states and territories.

The ATAR (Australian Tertiary Admission Rank)

ATAR is not issued by VCAA, but by the Victorian Tertiary Admissions Centre (VTAC). The ATAR is not a score out of 100 - it is a rank. It shows a student's achievement in relation to other students.

The ATAR is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. VTAC forwards the ATAR along with application information to selection authorities at institutions.

How is the ATAR calculated?

VTAC uses VCE results issued by the VCAA (Victorian Curriculum and Assessment Authority) to calculate the ATAR.

ATAR is developed from an aggregate produced by adding:

1. The VTAC scaled study score in one of English or Literature
2. The next best three VTAC scaled study scores permissible; and
3. 10% of the fifth and sixth permissible scores that are available.

SENIOR SECONDARY REFORMS

In 2023, the Victorian Certificate of Applied Learning (VCAL) was replaced by a new two-year Vocational Major within the VCE.

The Victorian Pathway Certificate (VPC) was introduced to replace Foundation VCAL.

VCE VOCATIONAL MAJOR (VCE VM)

In 2023 the VCE expanded to include the Vocational Major, a 2 year vocational and applied learning program. It replaced the Senior and Intermediate VCAL.

The VCE Vocational Major (VM) develops students' personal and practical life skills. It will help prepare them for the next important stage in their life, likely heading into industry and trades.

The VCE Vocational Major offers a pathway into:

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs)
- employment.

To receive the VCE Vocational Major, students must successfully complete at least 16 units, including:

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

Students must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a Year 12 level. Students can do other VCE studies or VET.

Most students will not receive an ATAR. This is because there are no external assessments, apart from the General Achievement Test and in some scored VCE VET programs. It does depend on the subjects they choose. If they choose a VCE English, they may be able to gain an ATAR.

When completed, students will receive a Victorian Certificate of Education with the additional words 'Vocational Major'.

Further information on this course is located later in [this handbook](#).

VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification under the *Education and Training Reform Act 2006* (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is a non-AQF qualification. The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The VPC is designed to engage students through applied learning and provides flexibility to meet an individual's learning needs. The VPC aims to build the skills, knowledge, values and capabilities that enable students to make informed choices about pathways into further education, training and/or employment. Through participation in the VPC students will gain the necessary foundation skills to allow them to make a successful post-schooling transition.

The VPC is designed to be delivered in Years 11 and 12 and within a flexible duration depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. Students who participate in the VPC can include units from VCE studies and VCE Vocational Major (VCE VM) studies and units of competency from nationally recognised Vocational Education and Training (VET).

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. On completion of the VPC students will be able to make informed choices about future employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VPC learning programs to work and industry experiences and active participation in the community. Including VET in VPC learning programs helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:

- completion of VCE or VCE Vocational Major
- apprenticeships and traineeships
- VET courses
- employment.

Program options

The VPC is normally completed in year 11 and 12. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major and the suitability of students participating in this program will be discussed with parents/carers. Further information on this course is located later in [this handbook](#).

SENIOR SCHOOL PATHWAY PLANNING

YEAR 10 PROGRAM

<input checked="" type="checkbox"/>	Religion		Electives (List five plus two reserves)
<input checked="" type="checkbox"/>	English		Note: an acceleration subject takes up 2 electives
<input checked="" type="checkbox"/>	Movement and Activity	1	_____
	Mathematics (must choose one)	2	_____
<input type="checkbox"/>	10 Mathematics - Methods	3	_____
<input type="checkbox"/>	10 Mathematics - General	4	_____
<input type="checkbox"/>	10 Mathematics - Foundation	5	_____
<input type="checkbox"/>	10 Maths for Life		
	Science (must choose two)	R1	_____
<input type="checkbox"/>	Biology	R2	_____
<input type="checkbox"/>	Chemistry		
<input type="checkbox"/>	Environmental Science		Note: Subjects available to year 10s are on pages 21 and 22
<input type="checkbox"/>	Life Science		
<input type="checkbox"/>	Physics		
<input type="checkbox"/>	Psychology		
	Humanities (must choose one)		
<input type="checkbox"/>	Economics and Business		
<input type="checkbox"/>	Geography		
<input type="checkbox"/>	History		
<input type="checkbox"/>	Legal Studies		

YEAR 11 PROGRAM

<input type="checkbox"/> Year 11 VCE	<input type="checkbox"/> Year 11 VCE Vocational Major
<input checked="" type="checkbox"/> VCE Religion & Society Unit 2 English (must choose <i>at least one</i>)	<input checked="" type="checkbox"/> VCE Religion & Society Unit 2 <input checked="" type="checkbox"/> VM Work Related Skills (WRS) 1 & 2 <input checked="" type="checkbox"/> VM Personal Development Skills 1 & 2 English (must choose one)
<input type="checkbox"/> VCE English Unit 1 & 2 <i>and/or</i>	<input type="checkbox"/> VM Literacy <input type="checkbox"/> VCE English Unit 1 & 2
<input type="checkbox"/> VCE Literature Unit 1 & 2 Electives	Mathematics (must choose one)
1 _____	<input type="checkbox"/> VM Numeracy
2 _____	<input type="checkbox"/> VCE Foundation Unit 1 & 2
3 _____	<input type="checkbox"/> VCE General Unit 1 & 2
4 _____	VCE VET (must choose one)
5 _____	<input type="checkbox"/> VETDSS SW TAFE
R1 _____	<input type="checkbox"/> VET Certificate III in Music Industry Performance 1 & 2
R2 _____	<input type="checkbox"/> VET Certificate III Health Services Assistant
<i>Note: If you have selected both English & Literature you only make FOUR choices</i>	<input type="checkbox"/> 11 VCE Vocational Major VET Sports & Recreation 1 & 2
<div style="background-color: #f8d7da; padding: 5px; border: 1px solid #f5c6cb;"> Note: If you want to do a Victorian Pathways Certificate, discuss with Ms Rebecca Down, or Mr David Gladman prior. See p 17 for VPC planner. </div>	<input type="checkbox"/> 11 VCE Industry and Enterprise (Structured Workplace Learning)
<i>Note: Subjects available to year 11s are on pages 23 & 24</i>	<input type="checkbox"/> VCE VM 6th Subject Choice (# p23 - 24)
	1 _____
	R1 _____
	R2 _____

YEAR 12 PROGRAM

<input type="checkbox"/> Year 12 VCE	<input type="checkbox"/> Year 12 VCE Vocational Major
<input checked="" type="checkbox"/> Search for Meaning (School-based)	<input checked="" type="checkbox"/> 12 Search for Meaning
<input checked="" type="checkbox"/> Private Study	<input checked="" type="checkbox"/> 12 Private study rest from year 11
<input type="checkbox"/> VCE English Unit 3 & 4 <i>and/or</i>	<input checked="" type="checkbox"/> VM Work Related Skills (WRS) 3&4
<input type="checkbox"/> VCE Literature Unit 3 & 4	<input checked="" type="checkbox"/> VM Personal Development Skills 3&4
List Electives	English (must choose one)
1 _____	<input type="checkbox"/> VM Literacy
2 _____	<input type="checkbox"/> VCE English Unit 3 & 4
3 _____	<input type="checkbox"/> VCE Literature Unit 3& 4
4 _____	Mathematics (must choose one)
R1 _____	<input type="checkbox"/> VM Numeracy
Where possible, electives are continuations from previous year	<input type="checkbox"/> VCE Foundation Unit 1 & 2
	<input type="checkbox"/> VCE General Unit 1 & 2
	VCE VET (must choose one)
	<input type="checkbox"/> VETDSS SW TAFE
	<input type="checkbox"/> VET Certificate III in Music Industry Performance 3 & 4
	<input type="checkbox"/> VET Certificate III Health Services Assistant
	<input type="checkbox"/> 11 VCE Vocational Major VET Sports & Recreation 1 & 2
	<input type="checkbox"/> 11 VCE Industry and Enterprise (Structured Workplace Learning)
	<input type="checkbox"/> VCE VM 6th Subject Choice (Most VCE 3, 4 subjects)
	1 _____
	R1 _____
	R2 _____

Note: Subjects available to year 12s are on pages 25 and 26

Note: If you want to do a Victorian Pathways Certificate, discuss with Ms Rebecca Down, or Mr David Gladman prior. See p 17 for VPC planner

Where possible, 6th subject choice is continuations from previous year

Victorian Pathways Certificate (VPC)

<input type="checkbox"/>	Year 11 Program	<input type="checkbox"/>	Year 12 Program
<input checked="" type="checkbox"/>	VETDSS SW TAFE	<input checked="" type="checkbox"/>	Search for Meaning (School-based)
<input checked="" type="checkbox"/>	11 VPC Literacy	<input checked="" type="checkbox"/>	12 Private Study
<input checked="" type="checkbox"/>	11VPC Numeracy	<input checked="" type="checkbox"/>	12 VPC Literacy
<input checked="" type="checkbox"/>	11 VPC Personal Development Skills	<input checked="" type="checkbox"/>	12 VPC Numeracy
<input checked="" type="checkbox"/>	11 VPC Work Related Skills	<input checked="" type="checkbox"/>	12 VPC Personal Development Skills
<input checked="" type="checkbox"/>	11 Industry and Enterprise (Structured Workplace Learning)	<input checked="" type="checkbox"/>	12 VPC Work Related Skills
		<input checked="" type="checkbox"/>	12 Industry and Enterprise (Structured Work Place Learning)

SUBJECT SELECTION FLOW CHART

Yr 10 Subjects

Yr 11 Subjects

Yr 12 Subjects

Creative Arts

10 Art - The Artist's Studio ↘ 10 Ceramics & Sculpture ↗	1,2 VCE Art (Creative Practice)	3,4 VCE Art (Creative Practice)
10 Media - Media Production →	1,2 VCE Media	3,4 VCE Media
10 Photography →	1,2 VCE Photography (Art Making and Exhibiting)	3,4 VCE Photography (Art Making and Exhibiting)
10 Design (Visual Communication Design) →	1,2 VCE Design (Visual Communication Design)	3,4 VCE Design (Visual Communication Design)

Design Technologies

10 Master Chef ↘ 10 Taste the World ↗	1, 2 VCE Food Studies	3,4 VCE Food Studies
10 Textiles ↘ 10 Design Technologies - Metal → 10 Design Technologies - Wood ↗ 10 Classic Creations	1,2 Product Design and Technologies	3, 4 Product Design and Technologies

English

↗ 10 English → ↘	1,2 Literacy 1,2 English 1,2 Literature	→ 3,4 Literacy → 3,4 English → 1,2 Literature
10 English Enhancement ↗ ↘	1,2 English 1,2 Literature	→ 3,4 English → 1,2 Literature

Health and Physical Education

↗ 10 Exercise Science ↘	1,2 Physical Education 1,2 Outdoor and Environmental Studies	→ 3,4 Physical Education → 3,4 Outdoor and Environmental Studies
10 Human Development →	1,2 VCE Human Development	→ 3,4 VCE Human Development
10 Sports Coaching and Leadership		

SUBJECT SELECTION FLOW CHART

10 Academy of Sports - Cricket

Cert III in Sport, Aquatics &
Recreation, Year 1

Cert III in Sport, Aquatics &
Recreation, Year 2

Humanities

10 Economics and Business	↗ ↘	1,2 Economics 1,2 Business Management	→ →	3,4 Economics 3,4 Business Management
10 Geography	→	1,2 Geography	→	?? 3,4 Geography
10 History	↗ → ↘	1,2 Modern History 1,2 Ancient History	→ → →	3,4 Ancient History 3,4 Revolutions
10 Legal Studies	→	1,2 Legal Studies	→	3,4 Legal Studies

Languages

10 French	→	1,2 French	→	3,4 French
10 Japanese	→	1,2 Japanese	→	3,3 Japanese

Mathematics

10 Mathematics (General)	↗ → ↘	1, 2 Numeracy 1,2 Foundation Mathematics 1,2 General Mathematics	→ → →	3, 4 Numeracy 3,4 Foundation Mathematics 3,4 General Mathematics
	↗	1,2 Foundation Mathematics	→	3,4 Foundation Mathematics
	→	1,2 General Mathematics	→	↗ 3,4 Foundation Mathematics 3,4 General Mathematics
10 Mathematics (Methods)	→	1,2 Mathematical Methods	→	↗ 3,4 General Mathematics 3,4 Mathematical Methods ↘ 3,4 Foundation Mathematics
	↘	1,2 Specialist Mathematics	→	3,4 Specialist Mathematics
10 Mathematics (Foundation)	↗ ↘	1, 2 Numeracy 1,2 Foundation Mathematics	→ →	3, 4 Numeracy 3,4 Foundation Mathematics
10 Maths for Life	↗ ↘	1,2 VCE(VM) Numeracy 1,2 VPC Numeracy	→ →	3,4 VCE(VM) Numeracy 3,4 VPC Numeracy

SUBJECT SELECTION FLOW CHART

Performing Arts

10 Drama	→	1,2 Drama	→	3,4 Drama
10 Music	→	Cert III in Music Performance, year 1	→	Cert III in Music Performance, year 2

Religion

10 Religion	→	2 Religion	→	Search for Meaning
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Science

10 Biology	→	1,2 Biology	→	3,4 Biology
10 Chemistry	→	1,2 Chemistry	→	3,4 Chemistry
10 Environmental Science	→	1,2 Environmental Science (VSV)	→	3,4 Environmental Science (VSV)
10 Life Science				
10 Physics	→	1,2 Physics	→	3,4 Physics
10 Psychology	→	1,2 Psychology	→	3, 4 Psychology
10 Cold Case	→	1,2 Biology	→	3,4 Biology
10 Biology	→	Cert III Allied Services Assistant (1st year)	→	Cert III Allied Services Assistant (1st year)

SUBJECTS AVAILABLE TO YEAR 10 STUDENTS

YEAR 10 SUBJECTS

RELIGIOUS EDUCATION

- Religion (*Compulsory*)

ENGLISH

- English (*Compulsory*)
 English Enhancement

PERFORMING ARTS

- Drama
 Music

MATHEMATICS (*Compulsory to choose 1*)

- Foundation
 Methods
 General

SCIENCE (*Compulsory to choose 2*)

- Biology
 Physics
 Chemistry
 Environmental Science
 Psychology
 Life Science

SCIENCE

- Cold Case

DESIGN AND DIGITAL TECHNOLOGIES

- Design Technologies - Metal
 Design Technologies - Wood
 Master Chef
 Classic Creations
 Taste the World
 Textiles

CREATIVE ARTS

- Art
 Ceramics and Sculpture
 Media
 Photography
 Design (Visual Communication Design)

LANGUAGES

- French
 Japanese

HUMANITIES (*Choose minimum of 1*)

- Economics and Business
 Geography
 History
 Legal Studies

Note: If you continue with a language you do not need to choose a Humanities subject

HEALTH & PHYSICAL EDUCATION

- Movement and Activity (*Compulsory*)
 Exercise Science
 Human Development
 Sports Coaching and Leadership

ACADEMY OF SPORTS

- Cricket[#]

[#] If you are selecting this subjects you must also complete the online application form

YEAR 10 ACCELERATION SUBJECTS

HEALTH AND PHYSICAL EDUCATION

Unit 1 & 2	Health and Human Development*
Unit 1 & 2	Outdoor & Environmental Studies*
Unit 1 & 2	Physical Education*

SCIENCE

Unit 1 & 2	Biology*
Unit 1 & 2	Psychology*

MATHEMATICS

Unit 1 & 2	Mathematical Methods*
Unit 1 & 2	General Mathematics*

HUMANITIES

Unit 1 & 2	Business Management*
Unit 1 & 2	Modern History
Unit 1 & 2	Legal Studies
Unit 1 & 2	Economics

CREATIVE ARTS

Unit 1 & 2	Art (Creative Practice)
Unit 1 & 2	Photography (Art Making & Exhibiting)
Unit 1 & 2	Design (Visual Communication Design)
Unit 1 & 2	Media

PERFORMING ARTS

Unit 1 & 2	Drama
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VCE VET DSS @ EMMANUEL

Certificate III Music Industry (Performance)
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**students studying a language are recommended to accelerate from the * subjects due to timetabling constraints*

SUBJECTS AVAILABLE TO YEAR 11 STUDENTS

RELIGIOUS EDUCATION

Unit 2 Religion and Society (*Compulsory*)

ENGLISH

Unit 1 & 2 English[^]

Unit 1 & 2 Literature

LANGUAGES

Unit 1 & 2 French

Unit 1 & 2 Japanese

MATHEMATICS

Unit 1 & 2 Foundation Mathematics[^]

Unit 1 & 2 General Mathematics[^]

Unit 3 & 4 General Mathematics

Unit 1 & 2 Mathematical Methods

Unit 3 & 4 Mathematical Methods

Unit 1 & 2 Specialist Mathematics

HEALTH AND PHYSICAL EDUCATION

Unit 1 & 2 Health and Human Development[^]

Unit 3 & 4 Health and Human Development

Unit 1 & 2 Outdoor & Environmental Studies[^]

Unit 3 & 4 Outdoor & Environmental Studies

Unit 1 & 2 Physical Education[^]

Unit 3 & 4 Physical Education

CREATIVE ARTS

Unit 1 & 2 Art (Creative Practice)

Unit 3 & 4 Art (Creative Practice)

Unit 1 & 2 Media

Unit 3 & 4 Media

Unit 1 & 2 Photography (Art Making & Exhibiting)

Unit 3 & 4 Photography (Art Making & Exhibiting)

Unit 1 & 2 Design (Visual Communication Design)

Unit 3 & 4 Design (Visual Communication Design)

PERFORMING ARTS

Unit 1 & 2 Drama

Unit 3 & 4 Drama

SCIENCE

Unit 1 & 2 Biology[^]

Unit 3 & 4 Biology

Unit 1 & 2 Chemistry

Unit 1 & 2 Physics

Unit 1 & 2 Psychology[^]

Unit 3 & 4 Psychology

DIGITAL TECHNOLOGY

Unit 1 & 2 Applied Computing*

**Can only be studied by distance education so choose Correspondence when entering in the Online Portal*

HUMANITIES

Unit 1 & 2	Business Management [^]
Unit 3 & 4	Business Management
Unit 1 & 2	Modern History
Unit 3 & 4	Revolutions
Unit 1 & 2	Ancient History
Unit 3 & 4	Ancient History
Unit 1 & 2	Legal Studies
Unit 3 & 4	Legal Studies
Unit 1 & 2	Geography
Unit 1 & 2	Economics

VOCATIONAL MAJOR

Unit 1 & 2	Personal Development Skills
Unit 1 & 2	Work Related Skills
Unit 1 & 2	Literacy [#]
Unit 1 & 2	Numeracy [#]
Unit 1 & 2	Industry and Enterprise

DESIGN TECHNOLOGIES

Unit 1 & 2	Food Studies
Unit 3 & 4	Food Studies
Unit 1 & 2	Product Design & Technology (Textiles)
Unit 3 & 4	Product Design & Technology (Textiles)
Unit 1 & 2	Product Design & Technology (Resistant Materials)
Unit 3 & 4	Product Design & Technology (Resistant Materials)

VCE VET DSS @ EMMANUEL[^]

Certificate III Health Services Assistant <i>(Scored)</i>
Certificate III Music Industry (Performance) <i>(Scored)</i>
Certificate III Sport and Recreation

VCE VET DSS @ SWTAFE[^]

Certificate II Agriculture*
Certificate II Automotive
Certificate II Building and Construction*
Certificate III Business
Certificate II Civil Construction
Certificate II Conservation & Land Management
Certificate II Cookery <i>(Scored)</i>
Certificate II Community Services
Certificate III Early Childhood*
Certificate II Electrotechnology*
Certificate III Information Technology* <i>(Scored)</i>
Certificate II Kitchen Operations <i>(Scored)</i>
Certificate II Makeup* (one year)
Certificate II Salon Assistant (one year)

Certificate III Patisserie (Pastry Chef)
Certificate III Visual Arts

**These courses are partial completion.
See handbook entries for more details*

*[^]These subjects are available to VCE(VM) and
VCE students*

[#]These subjects are available to VCE(VM) only

SUBJECTS AVAILABLE TO YEAR 12 STUDENTS

RELIGIOUS EDUCATION

Search for Meaning (*Compulsory*)

Unit 3 & 4

ENGLISH

English

Unit 3 & 4

Literature

MATHEMATICS

Unit 3 & 4 Foundation Mathematics

Unit 3 & 4

Unit 3 & 4 General Mathematics

Unit 3 & 4

Unit 3 & 4 Mathematical Methods

Unit 3 & 4

Unit 3 & 4 Specialist Mathematics

Unit 3 & 4

CREATIVE ARTS

Art (Creative Practice)

Media

Design (Visual Communication Design)

Photography (Art Making & Exhibiting)

HEALTH AND PHYSICAL EDUCATION

Unit 3 & 4 Health and Human Development

Unit 3 & 4

Unit 3 & 4 Outdoor & Environmental Studies

Unit 3 & 4

Unit 3 & 4 Physical Education

LANGUAGES

French

Japanese

HUMANITIES

Unit 3 & 4 Business Management

Unit 3 & 4

Unit 3 & 4 Ancient History

Unit 3 & 4

Unit 3 & 4 Revolutions

Unit 3 & 4

Unit 3 & 4 Legal Studies

SCIENCE

Biology

Chemistry

Physics

Psychology

PERFORMING ARTS

Unit 3 & 4 Drama

Unit 3 & 4

TECHNOLOGY

Food Studies

Unit 3 & 4

Product Design & Technology (Textiles)

Unit 3 & 4

Product Design & Technology (Resistant Materials)

DIGITAL TECHNOLOGY

Unit 3 & 4	Data Analytics*
Unit 3 & 4	Software Development*
Unit 3 & 4	Algorithmics*

**Can only be studied by distance education so choose Correspondence when entering in the Online Portal*

VOCATIONAL MAJOR

Unit 3 & 4	Personal Development Skills
Unit 3 & 4	Work Related Skills

VCE VET DSS @ EMMANUEL

Certificate III Health Services Assistant <i>(Scored)</i>
Certificate III Music Industry (Performance) <i>(Scored)</i>
Certificate III Sport and Recreation <i>(Unscored)</i>

VCE VET DSS @ SWTAFE

Certificate II Agriculture*
Certificate II Automotive
Certificate II Building and Construction*
Certificate III Business
Certificate II Civil Construction
Certificate III Community Services* <i>(Scored)</i>
Certificate II Conservation & Land Management
Certificate II Cookery <i>(Scored)</i>
Certificate III Early Childhood*
Certificate II Electrotechnology*
Certificate II Kitchen Operations <i>(Scored)</i>
Certificate III Information Technology* <i>(Scored)</i>
Certificate II Makeup* (one year)
Certificate II Salon Assistant (one year)
Certificate III Patisserie (Pastry Chef)
Certificate III Visual Arts

**These courses are partial completion. See handbook entries for more details*

Applied Learning and VET

Vocation Education and Training in Schools

- **Emmanuel College VET DSS Programs**
- **South West TAFE VET DSS Programs**

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VCE VET DSS)

VCE VET DSS courses are available at Emmanuel College and South West TAFE.

With the exception of some VCE VET DSS courses delivered by Emmanuel College, VCE VET DSS subjects run at their specific venues on a Thursday afternoon between 1pm and 5pm. Students will be bussed to the Sherwood Park or Timor Street campuses of South West TAFE or other locations in Warrnambool. All students need to arrange their own transport home. Students also need to be aware they will be sharing the classroom with students from schools from around the district, and that there will be students ranging in age from Year 10 to Year 12 in any one class.

VCE VET DSS subjects undertaken at South West TAFE will also attract additional fees which depend on the subject selected. Some subjects also have an equipment list that will also need to be purchased.

VCE VET DSS allows students to include vocational studies within their senior secondary certificate as they are fully recognised within the Unit 1 - 4 structure of the VCE. The contribution of VCE VET programs to the ATAR is as follows:

- Where a scored* Units 3 and 4 sequence is available; it will contribute directly to the ATAR, either as one of the student's primary four studies or as a fifth or sixth study. Students must complete additional scored assessments and an exam.
- For unscored VCE VET programs, students who successfully complete a Units 3 and 4 sequence can receive a 10% increment towards their overall ATAR.
- The Victorian Tertiary Admission Centre (VTAC) may award students who receive a Units 3 and 4 sequence through Block Credit Recognition a 10% increment towards their overall ATAR.

Students will also need to have a careers interview with the VET DSS coordinator.

For further information about VET DSS subjects contact:

David Gladman
dgladman@emmanuel.vic.edu.au

Note: For scored VCE VET programs, the study score is calculated using assessments of each student's levels of performance.

Judgments about each student's level of performance are based on evidence from two sources:

- *school-assessed coursework – a set of coursework tasks set by the assessor*
- *an examination set by the VCAA.*

Emmanuel College VET DSS Programs

Certificate III in Health Services Assistant

Study Score Available

The Certificate III in Health Services Assistant course forms part of the overall VCE VET Health program and covers a wide range of work areas within the health industry. Students completing this program will have the skills and knowledge required to work in an entry-level role within the health industry.

The course provides a dual pathway into both VET studies and university courses. It articulates directly into other VET courses in areas such as health, aged care, health professional assistance, medical receptionist and dental assistants, community services and nursing.

Students in this course will be able to:

- gain a nationally accredited qualification in the health sector,
- gain experience in a variety of health professions
- explore options available within the community health and hospital environments
- gain the skills and knowledge required to work as an health services assistant in a diverse range of health fields.

Certificate III in Music Industry (Performance)

Study Score Available

Certificate III in Music Industry (Performance) provides students with the practical skills and knowledge to perform and compose music. The course reflects the role of individuals within the music industry, teaching them the skills in musicianship, music composition, music literacy and music performance. Completion of Certificate III in Music Industry (Performance) prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions.

Certificate III in Sport and Recreation

Study Score Available

Certificate III in Sport & Recreation is a very popular VCE VET DSS course, which is understandable as it allows students to develop a comprehensive skill set for employment in the Sport & Recreation industry. Students who complete this program can work more independently in a variety of sport, fitness, or recreation roles. Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR. When studying this course, students develop sport-specific knowledge and skill related to participation and coaching alongside the ability to complete general administration and customer service tasks. Delivery is theory based online with some practical assessments.

Possible job outcomes include sports retail roles, after school sports programs, recreation officer, sport and recreation attendant, leisure services officer, sports coaching assistant roles and outdoor recreation assistant roles.

South West TAFE VET DSS Programs

Detailed descriptions and units of Competency can be found at <https://vetdss.swtafe.edu.au/>

There is also a requirement for a one week school holiday block for most SWTAFE VET DSS courses.

Certificate II in Agriculture (Partial Completion)

Course Description:

Provides you with an introduction to the agriculture industry including a range of basic skills required to work on a farm including, working with livestock, farm work, environmental sustainability, chemical usage and farm maintenance. South West TAFE is at the forefront of new technologies within the dairy industry with the arrival of our new state of-the-art cow simulator, enabling us to provide the very best training in calving and milking. Students do not have to have a farming background or access to a farm to participate.

May Interest:

Students who are interested in careers covering farm/station operator or manager, agricultural manager, agronomist, stock manager. They must enjoy working outdoors, with machinery and animals. Pathways can be into an apprenticeship or further study in Agriculture through to the Bachelor of Agribusiness.

Certificate II in Automotive

Course Description:

The Certificate II in Automotive studies is a pre-vocational program designed to introduce students to automotive theory and culture. It provides a solid foundation in the practical skills required to successfully gain an apprenticeship in the automotive industry.

May Interest:

Students interested in further study in specialist or industry specific streams of the automotive industry. The course will also appeal to students seeking a sound working knowledge of basic automotive procedures.

Certificate II in Building and Construction (Partial Completion)

Course Description:

The Building Construction course is designed to provide the skills required for a successful career in building construction. Students are introduced to occupational health and safety procedures, communication, work organisation, plan reading, equipment and tool use.

May Interest:

This course will provide students interested in further training in the building industry, with a sound basis for advancement. Pathways can lead onto an apprenticeship and further study in the Construction trades.

Certificate III in Business

(Partial Completion)

Course Description:

The Certificate III in Business is designed to develop practical skills for working effectively in a wide range of business environments. Students will gain experience in customer service, workplace communication, document production, business technology, and working in teams. This course provides a strong foundation in administrative and operational tasks that are essential for supporting business functions across a variety of industries.

May Interest:

This course will provide students interested in a career in business administration, customer service, or office operations with a sound basis for advancement. Pathways can lead onto employment in business services or further study in business, management, or specialised administration fields.

Certificate II in Civil Construction

Course Description:

The Civil Construction course is designed to provide the skills required for a successful career in the civil construction industry. Students are introduced to occupational health and safety procedures, site preparation, plan interpretation, use of hand and power tools, and operation of machinery used in infrastructure projects such as roads, bridges, and pipelines. **SWTAFE will be offering this VET DSS as a full day program from 9 am-3 pm. Student must be in year 11 to undertake this program.**

May Interest:

This course will provide students interested in further training in the civil construction industry with a sound basis for advancement. Pathways can lead onto employment, apprenticeships, and further study in Civil Construction and Infrastructure projects.

Certificate III in Community Services

(Partial completion of Certificate III, Completion of Certificate II at the end of first year)

Study Score Available

Course Description:

This course provides a general overview of the community services industry and prepares students for employment as community workers. Skills will be developed in all areas of communication and units will cover working with older and younger people, social housing, youth work, drug and alcohol work and case frameworks. This is a scored assessed program.

May Interest:

Students who are interested in further study in community-based services that focus on the promotion of good health practices. Students will learn about the community services sector and explore specific contexts of work; they will develop skills in communication, information provision and processing, administration support, networking and group support.

Certificate II in Conservation and Land Management

Course Description:

The Certificate II in Conservation and Land Management is designed to provide students with foundational skills in natural area restoration, land management, and environmental conservation. Students will gain practical experience in areas such as revegetation, pest plant and animal control, soil and water testing, and working safely outdoors. This course prepares students for entry-level roles in the conservation and land management sector and promotes sustainable environmental practices. This program will be funded by the garinga djimbayang project.

May Interest:

This course will provide students interested in caring for the environment and working outdoors with a sound basis for advancement. Pathways can lead onto employment in conservation, parks and wildlife services, or further study in land management, horticulture, or environmental science.

Certificate II in Electrotechnology (Electrical pre-vocational course) (Partial Completion)

Course Description:

The course provides students with the skills and knowledge to enhance their entry level employment prospects in apprenticeships and traineeships in a range of industries such as Electrical, Electronics, Refrigeration and Mechanical. Students must have a good understanding of maths.

May Interest:

This course could lead into a possible electrical apprenticeship and will provide credit into the pre-apprenticeship.

Certificate III in Early Childhood (Partial Completion)

Course Description:

The Certificate III in Early Childhood Education and Care enables you to plan and implement appropriate care and educational experiences for young children. The two years' part time study through the VET DSS program will give you an opportunity to commence your studies in the Early Childhood Education field.

Through the combination of face-to-face, online and practicum-based learning, you will acquire the necessary skills and knowledge to work effectively as a professional team member in an early childhood service.

These skills include gaining an understanding of legal and ethical requirements, engaging with young children and their families, facilitating children's leisure and play, and fostering holistic development and wellbeing.

The course will be delivered through a mixture of online activities, classroom delivery, simulated environments and in early Childhood centres. You will learn using role plays, simulations, project work and a total of 120 hours of structured workplace learning over two years (60 hours per year), which will be undertaken in a variety of early childhood settings.

Pathways to further study:

Students completing the VET Delivered to Secondary Students Early Childhood Education and Care will receive a Statement of Attainment for nine units of competency from the CHC30113 Certificate III in Early Childhood Education and Care.

Students wishing to obtain the CHC30113 Certificate III in Early Childhood Education and Care will be required to complete additional units.

Leads to:

- CHC50113 Diploma of Early Childhood Education and Care
- Bachelor of Early Childhood Teaching.

Certificate II in Kitchen Operations

Study Score Available

Course Description:

The Certificate II Kitchen Operations is the pathway hospitality students are taking as part of their VCE VET program. It provides the skills and knowledge required to work in the back of house in the hospitality industry. This course gives you a broad understanding and range of kitchen functions and activities. It includes units such as methods of cookery and receiving and storing kitchen goods. Certificate II in Kitchen Operations is a scored assessed program and focuses on the cooking stream of the industry.

May Interest:

Students who wish to gain practical experience in commercial cookery. This program will prepare students for employment in the hospitality industry including food service, cooking/catering, or in the retail food industry. Pathways may include employment into various workplaces within the hospitality industry such as restaurants, hotels, catering operations, clubs, pubs, cafés, coffee shops, institutions, aged care facilities, hospitals and schools. Typical roles include breakfast cook, catering assistant, fast food cook, sandwich hand, and takeaway cook.

Certificate III in Information Technology

(Partial Completion) Study Score Available

Course Description:

The Certificate III in Information Technology provides students with entry level training to prepare them for a diverse range of career opportunities. The course will cover areas such as programming, cybersecurity and networking.

May Interest:

With additional training and experience potential employment opportunities may include roles such as IT Technician, Help Desk Officer, ICT Customer Service Representative or User Support Specialist.

Dual Qualification over two years:

Certificate II in Makeup & Certificate II in Salon Assistant

(Statement of Attainment issued at the end of one year, dual qualification at the end of two years)

Course Description:

This course aims to provide students with the skills and knowledge required to enter the makeup and hairdressing industry. These qualifications provide a range of skills and knowledge to be used in the hairdressing and beauty salons that service clients. Students will learn to braid hair, apply colour products, shampooing, and basic styling techniques, alongside, designing and applying makeup in general and specialist situations covering every day, bridal, photography and camouflage. It also includes workplace communications and retail training units.

At the completion of the second year of this course students will receive the Certificate II in Retail Make-up and Skin Care and the Certificate II in Salon Assistant. This is an entry level program into National Beauty Training and the beginning of a career in the Personal Services industry.

May Interest:

Students who are wanting to begin a career as a makeup artist or hairdresser and gain a traineeship or employment within the beauty, spa or holistic therapies industries. The majority of hairdressers and beauticians are employed in salons. Most hair and beauty salons require apprentices. Hairdressers and make-up artists may also be employed as stylists for TV, film or theatre. It is a large occupation with good employment prospects. Hairdressers and beauticians with good retailing skills (selling products or additional treatments) are particularly in demand.

Certificate III in Patisserie (Pastry Chef)

(Partial Completion)

Course Description:

The Certificate III in Patisserie introduces students to the skills and techniques required to become a pastry chef. This course combines hands-on experience and theoretical learning, providing the opportunity to develop skills in cake decoration, baking, and creating a range of sweet and savoury items. Students will explore how to produce specialty cakes such as gateaux and tortes, prepare delicious fillings, and begin developing their own basic recipes.

May Interest:

Students who are passionate about baking and interested in a career as a pastry chef, baker, or patissier. This course is an ideal starting point for those seeking future employment in the hospitality industry or planning to continue with further culinary training.

Certificate III in Visual Arts

(Partial Completion)

Course Description:

The Certificate III in Visual Arts equips you with broad range of artistic skills in a supportive environment. This course can help you find your niche or broaden your horizons. Whether you want to be a professional artist or explore your creativity this course covers a range of studio areas including painting, photography, drawing and printmaking.

May Interest:

Students who would like to work as a artists, visual art assistants, art assistant or illustrator with pathways leading into visual arts, graphic design or photography.

YEAR 10 AUDIO SUMMARIES

SUBJECT SELECTION INFORMATION

Click on the headings to hear short audio summaries for each subject.

[Creative Arts](#)

[\(electives, maximum of 2\)](#)

- 10 Art - The Artist's Studio
- 10 Ceramics and Sculpture
- 10 Media - Media Production
- 10 Photography
- 10 Design (Visual Communication Design)

[Design Technologies](#)

[\(electives, maximum of 2\)](#)

- 10 Master Chef
- 10 Taste the World
- 10 Textiles
- 10 Design Technologies - Wood
- 10 Design Technologies - Metal
- 10 Classic Creations

[English](#)

[\(core\)](#)

[English](#)

[\(elective\)](#)

- 10 English Enhancement

[Health and Physical Education](#)

[\(core\)](#)

- 10 Movement and Activity

[Health and Physical Education](#)

[\(electives, maximum of 2\)](#)

- 10 Exercise Science
- 10 Human Development
- 10 Sports Coaching and Leadership
- 10 Academy of Sports (Cricket)

[Humanities](#)

[\(must choose at least 1, unless studying a language\)](#)

- 10 Economics and Business
- 10 Geography
- 10 History
- 10 Legal Studies

[Languages](#)

[\(electives\)](#)

- 10 French
- 10 Japanese

[Mathematics \(must choose 1\)](#)

- 10 Mathematics (Foundation)
- 10 Mathematics (General)
- 10 Mathematics (Methods)
- 10 Maths for Life

[Performing Arts](#)

[\(electives\)](#)

- 10 Drama
- 10 Music

[Religion](#)

[\(core\)](#)

[Science](#)

[\(core, must choose 2\)](#)

- 10 Biology
- 10 Chemistry
- 10 Environmental Science
- 10 Life Science
- 10 Physics
- 10 Psychology

[Science](#)

[\(elective\)](#)

- 10 Cold Case

YEAR 11 & 12 VIDEO SUMMARIES

SUBJECT SELECTION INFORMATION

<https://sites.google.com/emmanuel.vic.edu.au/vcesubjectselection/home>

Creative Arts	Humanities	Performing Arts
Art Creative Practice.mov	VCE Business Manage...	Drama.mp4
Photography-Art Makin...	VCE Economics.mov	Religion
Media.mov	VCE History.mov	Religion.mov
Design-Visual Commun...	VCE Legal Studies.mov	Science
Design Technologies	Languages	Biology.mov
Food Studies.mov	French.mov	Chemistry.mov
Product Design and Tec...	Japanese.mov	Environmental Science....
English	Mathematics	Physics.mov
English and Literature....	Foundation Mathematic...	Psychology.mov
Health & PE	General Mathematics.mov	VCE (VM)
Health and Human Dev...	Mathematical Methods....	VCE VM.mp4
Outdoor and Environme...	Specialist Mathematics....	VPC
Physical Education.mov		VPC.mp4

Creative Arts

Year 10

- **Art**
- **Ceramics and Sculpture**
- **Media**
- **Photography**
- **Design (Visual Communication Design)**

VCE

- **Art (Creative Practice)**
- **Media**
- **Photography (Art Making & Exhibiting)**
- **Design (Visual Communication Design)**

CREATIVE ARTS

CREATIVE ARTS PATHWAYS		
Year 10 Elective: Art Ceramics and Sculpture Media Photography Design (Visual Communication Design)	Year 11 VCE Unit 1 & 2 Art (Creative Practice) Media Photography (Art Making & Exhibiting) Design (Visual Communication Design)	Year 12 VCE Unit 3 & 4 Art (Creative Practice) Media Photography (Art Making & Exhibiting) Design (Visual Communication Design)
<i>Year 10 students may undertake certain VCE subjects as part of an accelerated program if their application is approved by the College.</i>		

10 Art - The Artist's Studio

(Elective) AR064

Unit Focus: Create your own designs and print them. Study painting on canvas and drawing, as both the foundation for all art forms and also as an art form in its own right .

Learn how artists create artworks and be inspired to learn different processes, develop your skills and produce your own artworks. Use a range of techniques to create artworks. Become confident in your ability and begin to think like an artist.

Required Student Outcomes

At the end of this unit students should be able to:

- Develop artworks that express their thoughts and feelings.
- Understand and use a variety of techniques, processes, materials and technologies.
- Discover and appreciate different artists and how they create artworks.
- Examine and use visual language, art elements and principles to communicate meaning in artworks.
- Work individually and in groups to develop independent and cooperative work habits.
- Research artists and their artistic processes.
- Understand Visual Language to document their exploration and developmental process of ideas, techniques and processes in sketchbooks to use as a resource for further artistic investigations

Likely Learning Activities

- Sculpture
- Painting/ Drawing
- Printed design (lino, drypoint, monotype)

10 Ceramics and Sculpture

(Elective) AR067

Unit Focus: Explore handbuilding, wheel throwing, glazing and low relief sculpture. Students will be introduced to a range of processes in both construction and decoration, including the creation of both functional and sculptural works.

Required Student Outcomes

At the end of this unit students should be able to:

- Explore a range of clay bodies, glazes, and glaze techniques
- Develop skills in hand building, wheel throwing, relief sculpture, construction and assemblage
- Express personal ideas and themes through ceramic art.
- Research artists and their artistic processes.
- Understand Visual Language to document their exploration and developmental process of ideas, techniques and processes in sketchbooks to use as a resource for further artistic investigations

Likely Learning Activities

- Handbuilding Ceramics
- Wheel throwing Ceramics
- Glazing techniques
- Construction and Assemblage
- Relief sculpture
- Three dimensional sculpture

10 Media - Media Production

(Elective) ME064

Unit Focus: Advance your skills and knowledge in a number of media forms. Advanced DSLR cameras, audio recording technologies and software are used to create engaging short films and other media productions on a choice of topics. Special effects are created to enhance video productions. Films and media creators are also studied in more detail to assist with the production of students' own work.

Required Student Outcomes

At the end of this unit students should be able to:

- Investigate and analyse different types of films and understand the codes and conventions that make them unique
- Work through a production process to produce a variety of short films and other media productions
- Plan, structure and design media productions for a range of purposes
- Develop knowledge and skills in the use of special effects in film productions
- Critically engage with film and film analysis

Likely Learning Activities

- Advanced Video/Film Production
- Animation
- Audio Production
- Digital editing and special effects using advanced software
- Print media

10 Photography

(Elective) ME066

Unit Focus: Look at Digital Photography: enhancements and manipulations through the use of Adobe Photoshop and exploring the way that DSLR camera settings can be used to create a range of imagery. Use a DSLR camera and a range of lenses and photographic equipment at a more advanced level.

Required Student Outcomes

At the end of this unit students should be able to:

- Develop digital photographic works that use skills & techniques to develop interesting and creative images
- Shoot using a range of ideas and concepts as a beginning point
- Create images that explore varied lighting and shooting conditions
- Understand and use proficiently and creatively Adobe Photoshop
- Use Visual Language to document their exploration and developmental process of ideas, techniques and processes in sketchbooks through the use of visual resourcing, annotations and reflections

Likely Learning Activities

- Advanced Digital Photographic Techniques
- Experimental Photographic Folio
- Digital Editing Experiments
- Shoot, Print, Present Photographic Folio
- Photographer investigations of Techniques

10 Design (Visual Communication Design)

(Elective) VC064

Unit Focus: Respond to a design brief and create an album cover design. Draw ideas for an architectural space and complete a range of technical drawings. Produce a 3D isometric/two point perspective drawing of the exterior of the space. Choose your own project to design utilizing the skills you have gained during the semester.

Required Student Outcomes

At the end of this unit students should be able to:

- Use the design process creatively to provide design solutions
- Identify and use selected Design Elements and Principles
- Vary their artworks to suit a range of purposes, contexts and audiences
- Demonstrate technical competence and apply conventions in their 2D and 3D drawings
- Use Visual Language to document their exploration and developmental process of ideas, techniques and decisions in sketchbooks through the use of annotations and reflections
- Identify and evaluate the effectiveness of strategies used by designers to clearly target a specific audience and work to a design brief using the design process
- Use Adobe Illustrator to create digital designs

Likely Learning Activities

- Architectural Plans and Drawings

- Digital Illustration and Design
- Album Cover Design
- Major Design Project
- Packaging and Merchandise Design

VCE Art (Creative Practice)

More detail about the content of this course can be found by accessing the [VCE Art Creative Practice Design here](#) or reaching out to the KLA Coordinator Tina Jenkins.

VCE Art - Creative Practice - *This subject focuses on traditional art forms such as painting, drawing, sculpture and clay.*

Creative Practice

Art practices involve students making, critically thinking, and responding as artists and viewers. Art practices may include but are not limited to the representation, interpretation and presentation of artworks to support a conceptual and practical application and understanding of materials, techniques and processes.

Unit 1: Interpreting artworks and exploring the Creative Practice.

Area of Study 1 - Students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks.

Area of Study 2 - Students respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.

Area of Study 3 - Students provide annotated documentation of their experiences in Making and Responding in a form appropriate to their art practice.

Unit 2: Interpreting artworks and developing the Creative Practice

Area of Study 1 - Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created.

Area of Study 2 - Students continue to develop their art practice as they explore collaborative practices to make and present artworks.

Area of Study 3 - Students build on their knowledge and skills, and continue to document their art practice. They develop and evaluate their use of visual language.

Unit 3: Investigation, ideas, artworks and the Creative Practice

Area of Study 1 - Students use Project-based learning as they begin to develop a Body of Work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist.

Area of Study 2 - Students continue to develop a Body of Work through Inquiry learning. They use the Creative Practice to develop their own visual responses inspired by ideas and experiences.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Area of Study 1 - Students continue to use the Creative Practice to develop, refine and resolve the ideas they developed in Unit 3.

Area of Study 2 - Students continue to use Inquiry and Project-based learning as the basis for their use of the Creative Practice. They further develop and refine the Body of Work commenced in Unit 3, and continue their ongoing exploration and experimentation of personal responses.

Area of Study 3 - Students undertake research of artists, their practices and their artworks.

VCE Media

More detail about the content of this course can be found by accessing the [VCE Media Study Design](#) here or reaching out to the KLA Coordinator Tina Jenkins.

Unit 1: Media forms, representations and Australian stories

Area of Study 1: Media representations

On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations

Area of Study 2: Media forms in production

On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Area of Study 3: Australian stories

On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative across media forms

Area of Study 1: Narrative, style and genre

On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Area of Study 2: Narratives in production

On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

Area of Study 3: Media and change

On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Unit 3: Media narratives, contexts and pre-production

Area of Study 1: Narratives and their contexts

On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

Area of Study 2: Research, development and experimentation

On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Area of Study 3: Pre-production planning

On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Unit 4: Media production: agency and control in and out of the media

Area of Study 1: Media production

On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

Area of Study 2: Agency and control in and of the media

On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

VCE Photography (Art Making & Exhibiting)

More detail about the content of this course can be found by accessing the [VCE Art Making & Exhibiting Study Design here](#) or reaching out to the KLA Coordinator Tina Jenkins.

This subject focuses on PHOTOGRAPHIC and PHOTOMEDIA art forms

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made.

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.

Area of Study 1- Explore – materials, techniques and art forms

How do artists use materials and techniques in their art making?

In this area of study students are guided through an inquiry learning process to experiment with a range of materials, techniques and processes in specific art forms. They develop new ways of thinking, as they investigate the characteristics, properties and application of particular materials and how they can be manipulated to create visual language and expression in an artwork.

Area of Study 2 - Expand – make, present and reflect

How do artists use materials and techniques to represent ideas and achieve a style in their artworks?

In this area of study students explore the characteristics of a range of art forms. They explore how materials, techniques and processes are used in the making of finished artworks.

Area of Study 3- Investigate – research and present

What role do artworks and their presentation play in society?

In this area of study students investigate the artworks of Australian artists from different contexts, and the materials, techniques and processes they use to make artworks.

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.

Area of Study 1 - Understand – ideas, artworks and exhibition

How are thematic exhibitions planned and designed?

In Area of Study 1 students investigate the intentions of artists and the different characteristics of their art making. They understand how artworks are displayed, and how subject matter and ideas are represented to communicate meaning and the intentions of the artists to viewers.

Area of Study 2- Develop – theme, aesthetic qualities and style

How does an artist develop aesthetic qualities and style in artworks?

In this area of study students are introduced to the use of art elements and art principles in art making and how they contribute to the aesthetic qualities in an artwork.

Area of Study 3- Resolve – ideas, subject matter and style

How does an artist develop ideas and a personal style in artworks?

In this area of study students expand on their experiments with materials and their understanding of techniques and processes explored in Area of Study 2.

Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.

Area of Study 1-Collect – inspirations, influences and images

How do artists use selected art forms and ideas to create visual language?

In this area of study students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms.

Area of Study 2- Extend – make, critique and reflect

How are ideas, reflection and feedback used in art making to develop artworks?

In this area of study students make artworks that are developed from the experimentation and investigation in their Visual Arts journal in Area of Study 1. This area of study also focuses on the way students manipulate materials and apply techniques and processes to develop an individual style in their artworks.

Area of Study 3- Connect – curate, design and propose

How are artworks selected and presented for exhibition?

This area of study focuses on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks.

Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms.

Area of Study 1- Consolidate – refine and resolve

How do artists refine and resolve artworks?

In this area of study students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form.

Area of Study 2- Present – plan and critique

How are ideas presented in finished artworks on exhibition?

In this area of study students present and critique their finished artworks. From their research of exhibitions and spaces where artworks are displayed, students plan their presentation for a specific space. Students select an exhibition space that complements the ideas in their finished artworks.

Area of Study 3- Conserve – present and care

What role does conservation and care have in the presentation of artworks?

In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks.

VCE Design (Visual Communication Design)

More detail about the content of this course can be found by accessing the [VCE Visual Communication Design](#) Study Design here or reaching out to the KLA Coordinator Tina Jenkins.

Unit 1: Finding, reframing and resolving design problems

Area of Study 1: Reframing design problems

On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

Area of Study 2: Solving communication design problems

On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

Area of Study 3: Design's influence and influences on design

On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

Unit 2: Design contexts and connections

Area of Study 1: Design, place and time

On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style. and ideas for a selected design field.

Area of Study 2: Cultural ownership and design

On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

Area of Study 3: Designing interactive experiences

On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3: Visual communication in design practices

Area of Study 1: Professional design practice

On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Area of Study 2: Design analysis

On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Area of Study 3: Design process: defining problems and developing ideas

On completion of this unit the student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4: Delivering design solutions

Area of Study 1: Design process: refining and resolving design concepts

On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

Area of Study 2: Presenting design solutions

On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Design Technologies

Year 10

- **Master Chef**
- **Taste the World**
- **Textiles**
- **Design Technologies - Wood**
- **Design Technologies - Metal**
- **Classic Creations**

VCE

- **Food Studies**
- **Product Design & Technology (Textiles)**
- **Product Design & Technology (Resistant Materials)**

DESIGN TECHNOLOGIES

DESIGN TECHNOLOGIES PATHWAYS		
Year 10 Elective: Master Chef Taste the World Textiles Design Technologies - Wood Design Technologies - Metal Classic Creations	Year 11 VCE Unit 1 & 2 Food Studies Product Design & Technology (Textiles) Product Design & Technology (Resistant Materials)	Year 12 VCE Unit 3 & 4 Food Studies Product Design & Technology (Textiles) Product Design & Technology (Resistant Materials)

10 Master Chef (Elective) FT065

Unit Focus: *Fancy yourself as the next Heston Blumenthal or Jamie Oliver? Chefs are just mad scientists in disguise!*

In this unit students will explore the use of indigenous ingredients, current food trends and explore the challenges of feeding a growing global community in the future. Students will create solutions to a range of design briefs.

Required Student Outcomes

At the end of this unit students should be able to:

- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes

Likely Learning Activities

- Investigate current food trends and their influence on Australian eating habits
- Investigate current food trends, the use of indigenous ingredients and the functional properties of ingredients through weekly production tasks
- Research and demonstrate methods to modify recipes to improve nutritional content in line with the Australian Dietary Guidelines
- Apply knowledge from investigations to design own meals/food products

10 Taste the World

(Elective) FT064

Unit Focus: *Can't afford an around the globe ticket? Here's a chance to travel the world via your tastebuds. Europe, Southeast Asia and other exotic delights will be explored.*

In this unit students will explore a range of foods and cooking techniques from around the world. Students will create solutions to design briefs, investigate the cuisines of countries and their influence on Australian cuisine. Students will prepare food items that reflect the culture of countries investigated.

Required Student Outcomes

At the end of this unit students should be able to:

- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved

Likely Learning Activities

- Investigate cuisines from the Northern & Southern Hemispheres and their influence on Australian cuisine.
- Investigate eating habits of countries and produce food items that reflect these eating habits through weekly production tasks
- Research and demonstrate methods to modify recipes to improve nutritional content in line with the Australian Dietary Guidelines.
- Apply knowledge from investigations to design own meals/food products

10 Textiles

(Elective) DTT64

Unit Focus: Students use design thinking, design knowledge and understanding of processes and production skills to develop solutions to specific needs. Students focus on ethics, environmental and social sustainability factors. They investigate and reflect on past fashion eras, generate original and creative ideas and create a Folio. Students form production plans, materials costing lists and identify and establish safety procedures that minimise risk and manage projects with safety and efficiency. They learn to transfer theoretical knowledge to practical activities across a range of projects with the aim of producing creative and innovative solutions to design problems. They strive to work at an independent level.

Required Student Outcomes

At the end of this unit students should be able to:

- Investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
- Generate and apply design thinking, creativity, innovation and skills to develop, modify and communicate design ideas of increasing sophistication
- Plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
- Produce and work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Likely Learning Activities

- Investigation of various dress fabrics
- Design - suitability of style and fabric chosen for production
- Development of design options and drawing skills
- Production - neatness, accuracy and level of independent working
- Evaluation – written self-evaluation of their production work and critical analysis

10 Design Technologies - Wood

(Elective) MDW73

Unit Focus: Students will develop and consolidate technical skills when working with wood.

Required Student Outcomes

At the end of this unit students should be able to:

- Demonstrate awareness of occupational health and safety issues in the workshop
- Select and use techniques and equipment appropriate for task
- Effectively use the design process to develop product ideas

Likely Learning Activities

- Development of competence in using and selecting a wide range of tools, techniques and equipment
- Apply the design process (investigate, design, produce and evaluate) to design proposals
- Produce a product safely using workshop, tools and equipment
- Evaluate the final outcome

10 Design Technologies - Metal

(Elective) MDM73

Unit Focus: Students will develop and consolidate technical skills when working with metal.

Required Student Outcomes

At the end of this unit students should be able to:

- Choose appropriate tools, equipment and processes for selected materials and projects
- Evaluate success of their projects and their ability to apply appropriate joining and folding techniques
- Develop an understanding of the design process and its importance in an objects design
- Demonstrate awareness of occupational health and safety issues in the workshop

Likely Learning Activities

- Development of competence in using a wide range of tools, machines and processes
- Apply the design process (investigate, design, produce and evaluate) to a design proposal
- Construction of items using variety of metal types, cutting, folding and joining techniques, safely use workshop tools and equipment

10 Classic Creations

(Elective) MDS73

Unit Focus: An alternative stream to traditional Woodwork & Metalwork, this subject has a heavy focus on handcrafted projects. Students will work with traditional and modern materials and processes to investigate the design process and develop technical skills.

Required Student Outcomes

At the end of this unit students should be able to:

- Prepare detailed design proposals using appropriate technical language
- Demonstrate awareness of occupational health and safety issues in the workshop
- Develop a basic understanding of technical processes appropriate to the chosen projects and materials
- Demonstrate proficient use of technical language and skill consolidation
- Develop an understanding of the design process and its importance in an objects design
- Increase independence with regard to investigation, trialling techniques/processes and time management

Likely Learning Activities

- Development of competence in using a wide range of tools, techniques and equipment, including artesian and traditional practices such as leadlighting, carving, upholstery and soft furnishings.
- Apply the design process (investigate, design, produce and evaluate) to design proposal
- Produce products safely using workshop, tools and equipment
- Evaluate the final outcome

VCE Food Studies

More detail about the content of this course can be found by accessing the VCE Food Studies Study Design [VCE Food Studies Design here](#) or reaching out to the KLA Coordinator Ben McKenzie.

Unit 1: Food origins

Area of Study 1: Food around the world

On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Area of Study 2: Food in Australia

On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2: Food makers

Area of Study 1: Food Industries

On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Area of Study 2: Food in the home

On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in daily life

Area of Study 1: The science of food

On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

Area of Study 2: Food choice, health and wellbeing

On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4: Food issues, challenges and futures

Area of Study 1: Environment and ethics

On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Area of Study 2: Navigating food information

On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

VCE Product Design and Technologies (Textiles/Resistant Materials)

More detail about the content of this course can be found by accessing the VCE Product Design & Technology Study Design [VCE Product Design and Technologies Study Design](#) here or reaching out to the KLA Coordinator Ben McKenzie.

Unit 1: Design Practices

Area of Study 1: Developing and conceptualising designs

On completion of this unit the student should be able to apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.

Area of Study 2: Generating, designing and producing

On completion of this unit the student should be able to work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.

Unit 2: Positive impacts for end users

Area of Study 1: Opportunities for positive impacts for end users

On completion of this outcome the student should be able to investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users.

Area of Study 2: Designing for positive impacts for end users

On completion of this unit the student should be able to design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.

Area of Study 3: Cultural influences on design

On completion of this unit the student should be able to research and discuss how designers and end users are influenced by culture.

Unit 3: Ethical product design and development

Area of Study 1: Influences on design, development and production of products

On completion of this unit the student should be able to critique examples of ethical product design and innovation within industrial settings.

Area of Study 2: Investigating opportunities for ethical design and production

On completion of this unit the student should be able to investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.

Area of Study 3: Developing a final proof of concept for ethical production

On completion of this unit the student should be able to evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

Unit 4: Production and evaluation of ethical designs

Area of Study 1: Managing production for ethical designs

On completion of this unit the student should be able to implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.

Area of Study 2: Evaluation and speculative design

On completion of this unit the student should be able to synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

English

Year 10

- **English (Compulsory)**
- **English Enhancement**

VCE

- **English**
- **Literature**

ENGLISH

ENGLISH PATHWAYS		
Year 10 Compulsory: English Elective: English Enhancement	Year 11 VCE Units 1 & 2 English Literature	Year 12 VCE Units 3 & 4 English Literature

10 English (Core) EN062

Required Student Outcomes

At the end of this unit students should be able to:

- Listen to and produce a range of spoken texts for specified purpose and audiences demonstrating a control of linguistic structures and features
- Read a range of texts and use them to discuss different perspectives on complex themes and issues
- Use a range of text types demonstrating the characteristics and expectations of particular audiences
- Create their own texts
- Demonstrate an understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation

Likely Learning Activities

- Participate in an oral presentation
- Experiment with different genres of writing
- Respond to texts analytically and creatively
- Read and respond to current issues in the media

10 English Enhancement

(Elective) EN073

Required Student Outcomes

- Students are exposed to a variety of literature that will be used to develop close reading skills and critical analysis of key literary features
- Students will engage in a range of different writing styles such as: journalistic writing, analysis, creative writing, documentary writing, screenwriting, and play writing just to name a few.
- Evaluate strategies used by others to enhance the presentation of spoken texts
- Apply strategies to support understanding of spoken texts

Likely Learning Activities

- News reporting
- Play writing
- Writing an analysis of text
- Dramatic Monologue
- Debate participation
- Impromptu activities
- Informative and persuasive speeches

VCE English

More detail about the content of this course can be found by accessing the [English study Design here](#) or reaching out to the KLA Coordinator Catherine Ryan.

Unit 1

Area of Study 1: Reading and exploring texts

On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

Area of Study 2: Crafting Texts

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

Unit 2

Area of Study 1: Reading and exploring texts

On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Area of Study 2: Exploring argument

On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3

Area of Study 1: Reading and responding to texts

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Area of Study 2: Creating texts

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

Area of Study 1: Reading and responding to texts

On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Area of Study 2: Analysing argument

On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

VCE Literature

More detail about the content of this course can be found by accessing the [Literature Study Design here](#) or reaching out to the KLA Coordinator Catherine Ryan.

Unit 1: Approaches to literature

Area of Study 1: Reading practices

On completion of this unit the student should be able to respond to a range of texts through close analysis.

Area of Study 2: Exploration of literary movements and genres

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2: Context and connections

Area of Study 1: Voices to country

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Area of Study 2: The text and its context

On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3: Form and transformation

Area of study 1: Adaptations and Transformations

On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Area of study 2: Developing Interpretations

On completion of this unit students should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4: Interpreting texts

Area of Study 1: Creative Response

Respond creatively to a text and comment critically on both the original text and the creative response.

Area of Study 2: Close analysis of texts

On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Health & Physical Education

Year 10

- **Movement and Activity (Compulsory)**
- **Exercise Science**
- **Human Development**
- **Sports Coaching & Leadership.**
- **Academy of Sport**

VCE

- **Health & Human Development**
- **Outdoor & Environmental Studies**
- **Physical Education**

HEALTH AND PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION PATHWAYS		
<p>Year 10</p> <p>Compulsory:</p> <p>Movement and Activity</p> <p>Elective:</p> <p>Exercise Science</p> <p>Human Development</p> <p>Sports Coaching & Leadership</p> <p>Academy of Sport (Cricket)</p>	<p>Year 11</p> <p>VCE Units 1 & 2</p> <p>Health & Human Development</p> <p>Outdoor & Environmental Studies</p> <p>Physical Education</p>	<p>Year 12</p> <p>VCE Units 3 & 4</p> <p>Health & Human Development</p> <p>Outdoor & Environmental Studies</p> <p>Physical Education</p>
<p><i>Year 10 students may undertake certain VCE subjects as part of the PACE accelerated pathway.</i></p>		

When a student is involved in Health, Physical and Outdoor Education Subjects the College's expectations are that they bring the appropriate attire and participate fully in all practical classes.

10 Movement and Activity

(Core) HP062

Unit Focus: The focus of this practical based subject is to allow students to experience a range of different ways to be physically active.

Required Student Outcomes

At the end of this unit students should be able to:

- Have an understanding of a variety of different ways to be physically active
- Describe the benefits of being physically active and the potential consequences of inactivity

Likely Learning Activities

- Minor games
- Team sports
- Court sports
- Bushwalks
- SEPEP Units

10 Exercise Science

(Elective) HPE64

Unit Focus: This subject introduces students to key concepts in the following areas of exercise science, body systems, acute responses, energy systems, fatigue and recovery. The practical component of this unit involves students participating in various fitness classes that consolidates their understanding of theoretical components taught in class. This unit is designed to provide students with an introduction to VCE Physical Education.

Required Student Outcomes

At the end of this unit students should be able to:

- Identify the major components of the cardiovascular, respiratory, muscular and skeletal systems
- Show an understanding of how the body creates energy and major biomechanical principles

Likely Learning Activities

- Practical report write ups
- Group posters
- Video clips
- Circuit classes
- Spin classes
- Boxing classes

10 Human Development

(Elective) HHD73

Unit Focus: This theory based subject focuses on the health and wellbeing of Australians and the global population. The concepts covered introduce students to some of the key skills and knowledge required in VCE Health and Human Development. Topics include Health and Wellbeing, the health status of Australians, including Australia's indigenous population, Nutrition, and Health and Human Development in a global context.

Required Student Outcomes

At the end of this unit students should be able to:

- Explain multiple dimensions of health and wellbeing and the tools used to measure health and development.
- Discuss the health of all Australians, and be able to explain that Australia's health is not isolated from the rest of the world
- Understand some of the challenges faced by Australia's Indigenous population in relation to their health and wellbeing
- Understand the roles and sources of major nutrients and evaluate nutrition information. .
- Describe similarities and differences in major burdens of disease in low, middle and high income countries, including Australia.
- Analyse factors that contribute to differences in global health and wellbeing.

Likely Learning Activities

- Powerpoint presentations and Video clips
- Engaging in class group activities
- Local excursions
- Guest speakers

10 Sports Coaching & Leadership

(Elective) HPE66

Unit Focus: This exciting new subject is an opportunity for students to learn about and develop their understanding of Coaching and Leadership in the sporting environment. This would be a fantastic subject for those interested in a career in sports coaching, teaching, sports administration (including Sports Traineeships) and leadership. Topics include coaching and leadership styles, structuring a practical session, developing a coaching philosophy, and linking training methods to skill and game sense development.

Required Student Outcomes

At the end of this unit students should be able to:

- Explain the different coaching and leadership styles
- Plan and deliver practical training sessions
- Discuss their own coaching philosophy

Likely Learning Activities

- Research tasks
- Video clips
- Group practical activities and connection with local sporting community

10 Academy of Sports

The Academy of Sport Program enables students who have an identified talent in a particular sport the opportunity to further develop their skills and understanding of their chosen sport.

The Emmanuel College Academy of Sport Program was launched in 2000.

Content taught covers all aspects of the chosen sport such as skill development, diet, goal setting, flexibility, training, strength programs, psychology and administration.

Students who wish to participate in the Academy of Sport program must complete an APPLICATION FOR ACADEMY OF SPORTS by filling in a Google Form. Student's applications, as well as their performance in Physical Education classes, will be taken into consideration when deciding the suitability of students in their chosen academy class.

Link to Google Form: <https://forms.gle/Ta78enZGv2fXZkWT9>

Sport offered is:

Cricket

This sport is timetabled for one semester. It is accepted that additional practice sessions may occur outside the standard timetable such as before school, during lunchtime or after school.

Cricket Sports Academy will only operate when there are sufficient students who indicate their preference to be involved in the Emmanuel College Academy of Sport and places are subject to students meeting the entry criteria and the availability of places.

The teacher responsible for each sport will be qualified to coach in the particular sport and outside professionals may also be used to assist in the delivery of the sport.

Entry Criteria

A sound achievement in all subjects.

Proven ability in the nominated sport.

Proven level of behaviour.

Proven ability to work within the wider community.

Willingness to participate in school sporting teams/events.

Willingness to promote both their sport and the school in all areas.

VCE Health and Human Development

More detail about the content of this course can be found by accessing the [VCE Health and Human Development Study Design here](#) or reaching out to the KLA Coordinator Susannah Gleeson.

Unit 1: Understanding health and wellbeing

Area of Study 1: Health perspectives and influences

On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Area of Study 2: Youth health and wellbeing

On completion of this unit, the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.

Area of Study 3: Health and nutrition

On completion of this unit, the student should be able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Unit 2: Managing health and development

Area of Study 1: Developmental transitions

On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Area of Study 2: Youth health literacy-

On completion of this unit, the student should be able to explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

Unit 3: Australia's health in a globalised world

Area of Study 1: Understanding health and wellbeing

On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

Area of Study 2: Promoting health in Australia

On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global context

Area of Study 1: Global health and human development

On completion of this unit, the student should be able to analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences

Area of Study 2: Health and the Sustainable Development Goals

On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

VCE Outdoor and Environmental Studies

More detail about the content of this course can be found by accessing the [VCE Outdoor and Environmental Study Design](#) or reaching out to the KLA Coordinator Susannah Gleeson.

Unit 1: Connections with outdoor experiences

Area of Study 1: Our place in outdoor environments

On completion of this unit the student should be able to analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences.

Area of Study 2: Exploring outdoor environments

On completion of this unit the student should be able to explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments.

Area of Study 3: Safe and sustainable participation in outdoor experiences

On completion of this unit the student should be able to evaluate strategies for safe and sustainable participation in outdoor experiences.

Unit 2: Discovering outdoor environments

Area of Study 1: Understanding outdoor environments

On completion of this unit the student should be able to describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.

Area of Study 2: Observing impacts on outdoor environments

On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.

Area of Study 3: Independent participation in outdoor environments

On completion of this unit the student should be able to participate in a range of outdoor experiences safely and sustainably in an independent manner.

Unit 3: Relationships with outdoor environments

Area of Study 1: Changing human relationships with outdoor environments

On completion of this unit the student should be able to analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.

Area of Study 2: Relationships with Australian environments in the past decade

On completion of this unit the student should be able to analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

Unit 4: Sustainable outdoor environments

Area of Study 1: The importance of healthy outdoor environments

On completion of this unit the student should be able to describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.

Area of Study 2: The future of outdoor environments

On completion of this unit the student should be able to evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Area of Study 3: Investigating outdoor environments

On completion of this unit the student should be able to plan and conduct an independent investigation that evaluates selected outdoor environments.

VCE Physical Education

More detail about the content of this course can be found by accessing the [VCE Physical Education Study Design here](#) or reaching out to the KLA Coordinator Susannah Gleeson.

Unit 1: The human body in motion

Area of Study 1: How does the musculoskeletal system work to produce movement?

On completion of this unit, the student should participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.

Area of Study 2: What role does the cardiorespiratory system play in movement?

On completion of this unit, the student should be able to participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

Unit 2: Physical activity, sport and society

Area of Study 1: How do physical activity, sport and exercise contribute to healthy lifestyles?

On completion of this unit, the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

On completion of this unit, the student should be able to explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

Unit 3: Movement skills and energy for movement for physical activity, sport and exercise

Area of Study 1: How are movement skills improved?

On completion of this unit, the student should be able to analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.

Area of Study 2: How does the body produce energy?

On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4: Training to improve performance

Area of Study 1: What are the foundations of an effective training program?

On completion of this unit, the student should be able to undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.

Area of Study 2: How is training implemented effectively to improve fitness?

On completion of this unit, the student should be able to participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.

Area of Study 3: Integrated movement experiences

On completion of this unit, the student should be able to integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

Humanities

Year 10

- **Economics and Business**
- **Geography**
- **History**
- **Legal Studies**

VCE

- **Accounting** (*available through Virtual School Victoria*)
- **Business Management**
- **Economics**
- **Geography** (*available via Virtual School Victoria*)
- **Empires** (*available via Virtual School Victoria*)
- **Modern History**
- **Ancient History**
- **Australian History** (*available via Virtual School Victoria*)
- **Revolutions**
- **Legal Studies**

HUMANITIES

HUMANITIES PATHWAYS		
<p>Year 10 Compulsory: Economics and Business Geography History Legal Studies</p> <p><i>Students choose one subject from this list unless they are electing to study French or Japanese.</i></p>	<p>Year 11 VCE Units 1 & 2 Business Management Economics Geography <i>(available via Virtual School Victoria)</i> History: Modern History History: Ancient History: Empires <i>(available via Virtual School Victoria)</i> Legal Studies</p>	<p>Year 12 VCE Units 3 & 4 Business Management Geography <i>(available via Virtual School Victoria)</i> History: Revolutions History: Ancient History: Australian <i>(available via Virtual School Victoria)</i> Legal Studies</p>
<p><i>Year 10 students may undertake certain VCE subjects as part of the PACE accelerated program.</i></p>		

10 Economics and Business

(Elective) SO063

Unit Focus: Two areas covered in this unit. Students first cover personal finance and consumer literacy, explaining how people manage financial risks and rewards in the current Australian and global financial landscape. They investigate Australia as a market economy and a trading nation and explain the indicators of economic performance while analysing its place within Asia and the global economy. Students also explain the links between economic systems, economic performance and living standards and investigate the consequences of various economic decisions.

In the second area of study, students identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments. They investigate the consequences of various business decisions and explore the nature of innovation. Students discuss how businesses seek to create and maintain a competitive advantage in the market.

Required Student Outcomes

At the end of this unit students should be able to:

- Explain the importance of managing financial risks and rewards and analyse the different strategies that may be used when making decisions
- Describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured
- Provide explanations for variations in economic performance and standards of living within and between economies
- Analyse the reasons why and how the work environment is changing and discuss the implications this has for businesses and the economy
- Identify business and economic trends, explain relationships and make predictions.
- Analyse the intended and unintended effects of economic decisions and the potential consequences of alternative actions
- Explain the nature of innovation and why businesses need to create a competitive advantage
- Analyse the intended and unintended effects of business decisions and the potential consequences of alternative actions
- Discuss ways that innovation may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments

Likely Learning Activities

- Budgeting
- Introduction to financial reports
- Cost-benefit analysis
- Research tasks
- Guest speakers
- Oral presentations
- Participation in a group enterprise requiring a range of personal and group management skills
- Computer application/ programs and activities

10 Geography

(Elective) SO066

Unit Focus: Two areas are studied in this unit. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing. Different concepts and measurements of human wellbeing are examined. Students explore programs designed to reduce the gap between differences in wellbeing.

In 'Environmental change and management' students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change. Fieldwork is completed as part of this unit.

Required Student Outcomes

At the end of this unit students should be able to:

- Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries
- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
- Predict changes in the characteristics of places over time and identify implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns
- Select, organise and represent data and information in different forms, using appropriate digital and spatial technologies
- Analyse and evaluate geographic data

Likely Learning Activities

- Fieldwork
- Analysis of maps and other data
- Research tasks
- Guest speakers
- Analysis of articles and evidence
- Computer applications / programs

10 History

(Elective) SO067

Unit Focus: In this unit, students will explore the role of protest music as a form of historical expression and social commentary in the late 20th century. They will examine the cultural, social, and political contexts that influenced the creation and popularity of protest songs, particularly in the 1960s–1990s. Through an investigation of key people, events, and concepts, students will develop an understanding of how music reflected and influenced public opinion and movements for change, including civil rights, anti-war activism, environmentalism, and Indigenous rights.

Students will analyse primary and secondary sources, including lyrics, performances, interviews, and historical commentaries. They will consider the motivations behind protest music, the messages conveyed, and its impact on public consciousness and policy. The unit encourages students to think critically about the power of the arts in shaping historical narratives and public discourse.

Required Student Outcomes

At the end of this unit students should be able to:

- Sequence significant events in chronological order.
- Use historical terms and concepts appropriately.
- Frame historical questions to guide inquiry.
- Identify and locate relevant primary and secondary sources.
- Use ICT and other methods to conduct research.
- Analyse sources for their origin, purpose, context, and content.
- Evaluate the reliability and usefulness of sources.
- Recognise different perspectives and identify bias in sources.
- Identify and analyse different historical interpretations.
- Understand that historical interpretations can change over time.
- Develop written and oral texts using historical evidence.
- Construct arguments supported by evidence from sources.
- Use referencing and appropriate historical terminology.

Likely Learning Activities

- Historical inquiry research task
- Analysis of primary and secondary source materials
- Evaluation of different historical interpretations and contested debates
- Essays
- Analysis of documentaries
- Guest speakers
- Excursions

10 Legal Studies

(Elective) SO065

Unit Focus: In this unit, students will examine how Australia’s political and legal systems operate and how they affect individuals and society. They will explore the structure of the Australian government, including the Constitution, the separation of powers, and the principles of representative and responsible government. Students will learn how laws are made and enforced, and how democratic values like freedom, equality, and participation are protected.

Students will also investigate what influences voters during elections—such as political parties, the media, and campaign strategies—and evaluate how Australia’s electoral system compares to other democracies around the world. Through debates, case studies, and simulations, students will develop their ability to think critically about political issues and assess the effectiveness of Australia’s system of government.

The unit also covers Australia’s role as a global citizen. Students will explore how international agreements and legal obligations influence the way our government creates laws and policies, and the responsibilities Australia has in the global community—such as promoting peace, providing aid, and participating in international organisations.

Finally, students will develop a strong understanding of Australia’s system of justice. They will examine how courts operate, the roles of different levels in the court hierarchy, and how the High Court plays a vital role in interpreting the Constitution and resolving national legal issues. The principles of justice—fairness, equality, and access—will be explored and applied to real-world scenarios.

This unit will equip students with the knowledge and skills to participate actively and confidently in Australia’s democracy. It is ideal for anyone curious about how power works, how laws are made, and how citizens can shape the future of their society.

Required Student Outcomes

At the end of this unit students should be able to:

- Evaluate features of Australia’s political system
- Identify and analyse the influences on people’s electoral choices
- Compare and evaluate the key features and values of systems of government
- Analyse Australia’s global roles and responsibilities
- Explain how Australia’s international obligations influence law and government policy
- Explain the key principles of Australia’s system of justice
- Analyse the role of Australia’s court system
- Analyse the role of the High Court

Likely Learning Activities

- Research tasks
- Guest speakers
- Oral presentations
- Analysis of documentaries
- Analysis of articles and evidence
- Field trips to local courts
- Computer applications / programs

VCE Business Management

More detail about the content of this course can be found by accessing [VCE Business Management Study Design here](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 1: Planning a business

Area of Study 1: The business idea

On completion of this unit the student should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Area of Study 2: Internal business environment and planning

On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Area of Study 3: External business environment and planning

On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2: Establishing a business

Area of Study 1: Legal requirements and financial considerations

On completion of this unit the student should be able to outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.

Area of Study 2: Marketing a business

On completion of this unit the student should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Area of Study 3: Staffing a business

On completion of this unit the student should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Unit 3: Managing a business

Area of Study 1: Business foundations

On completion of this unit the student should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.

Area of Study 2: Human Resource Management

On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Area of Study 3: Operations management

On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

Area of Study 1: Reviewing performance - the need for change

On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Area of Study 2: Implementing change

On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

VCE Economics

More detail about the content of this course can be found by accessing [VCE Economics Study Design here](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 1: Economic decision-making

Area of Study 1: Thinking like an economist

On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.

Area of Study 2: Decision making in markets

On completion of this unit the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.

Area of Study 3: Behavioural economics

On completion of this unit the student should be able to explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2: Economics issues and living standards

Area of Study 1: Economic activity

On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.

Area of Study 2: Applied economic analysis of local, national and international economic issues

On completion of this unit the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

VCE Modern History

More detail about the content of this course can be found by accessing [VCE History Study Design here](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 1: Change and conflict

Area of Study 1: Ideology and conflict

On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Area of Study 2: Social and cultural change

On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2: The changing world order

Area of Study 1: Causes, course and consequences of the Cold War

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Area of Study 2: Challenge and change

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

VCE Ancient History

More detail about the content of this course can be found by accessing [VCE History Study Design here](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 1: Ancient Mesopotamia

Area of Study 1: Discovering civilisation

On completion of this unit the student should be able to explain the features of civilisations and the development of civilisation in Mesopotamia.

Area of Study 2: Ancient empires

On completion of this unit the student should be able to explain continuity and change in Ancient Mesopotamia.

Unit 2: Ancient Egypt

Area of Study 1: Egypt: The double crown

On completion of this unit the student should be able to explain the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power.

Area of Study 2: Middle Kingdom Egypt: Power and propaganda

On completion of this unit the student should be able to explain the changes in Ancient Egypt and analyse the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Unit 3: Ancient Egypt

Area of Study 1: Living in an ancient society

On completion of this unit the student should be able to analyse the features of an ancient society and evaluate how these features developed, interacted and changed.

Area of Study 2: People in power, societies in crisis

On completion of this unit the student should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.

Unit 4: Ancient Rome

Area of Study 1: Living in an ancient society

On completion of this unit the student should be able to analyse the features of an ancient society and evaluate how these features developed, interacted and changed.

Area of Study 2: People in power, societies in crisis

On completion of this unit the student should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.

VCE Revolutions

More detail about the content of this course can be found by accessing [VCE History Study Design here](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 3: French Revolution

Area of Study 1: Causes of revolution

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

Area of Study 2: Consequences of revolution

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Unit 4: Russian Revolution

Area of Study 1: Causes of revolution

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

Area of Study 2: Consequences of revolution

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

VCE Legal Studies

More detail about the content of this course can be found by accessing [VCE Legal Studies Study Design](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 1: The presumption of innocence

Area of Study 1: Legal foundations

On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.

Area of Study 2: Proving guilt

On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Area of Study 3: Sanctions

On completion of this unit the student should be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

Unit 2: Wrongs and rights

Area of Study 1: Civil liability

On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Area of Study 2: Remedies

On completion of this unit the student should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.

Area of Study 3: Human rights

On completion of this unit the student should be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

Unit 3: Rights and justice

Area of Study 1: The Victorian criminal justice system

On completion of this unit the student should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

Area of Study 2: The Victorian civil justice system

On completion of this unit the student should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4: The people, the law and reform

Area of Study 1: The people and the law-makers

On completion of this unit the student should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

Area of Study 2: The people and reform

On completion of this unit the student should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

VCE Geography

More detail about the content of this course can be found by accessing [VCE Geography Study Design](#) or reaching out to the KLA Coordinator Renee Dyer.

Unit 1: Hazards and disasters

Area of Study 1: Characteristics of hazards

On completion of this unit the student should be able to analyse the nature of hazards and the impacts of hazard events at a range of scales

Area of Study 2: Response to hazards and disasters

On completion of this unit the student should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters

Unit 2: Tourism: Issues and challenges

Area of Study 1: Characteristics of tourism

On completion of this unit the student should be able to analyse the nature of tourism at a range of scales

Area of Study 2: Impact of tourism: issues and challenges

On completion of this unit the student should be able to analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

Languages

Year 10

- **French**
- **Japanese**

VCE

- **Languages and the VCE Bacallaureate**
- **French**
- **Japanese**

Languages via Correspondence

LANGUAGES

LANGUAGES PATHWAYS		
Year 10 Elective: <i>Prerequisite for VCE Unit 3 & 4</i> French Japanese	Year 11 VCE Units 1 & 2 <i>Prerequisite for VCE Unit 3 & 4</i> French Japanese	Year 12 VCE Units 3 & 4 French Japanese

10 French (Elective) FR062

Unit Focus (Semester 1): Shopping, food, health, relationships and past experiences

Required Student Outcomes

At the end of this unit students should be able to:

- Exchange information about shopping, food, health, relationships and past experiences
- Read aloud with some fluency and accuracy of pronunciation and intonation
- Understand overall meaning and details in various spoken and written texts
- Write in some detail about shopping, food, health, relationships and past experiences
- Understand and apply an increasing number of grammar rules in writing and speech
- Compare aspects of life in France and Australia

Unit Focus (Semester 2): Recounting past events, the environment and future

Required Student Outcomes

At the end of this unit students should be able to:

- Exchange information about past events, the environment and future
- Read aloud with some fluency and accuracy of pronunciation and intonation
- Understand overall meaning and details in various spoken and written texts
- Write in some detail about past events, the environment and the future
- Compare aspects of life in France and Australia
- Elaborate on life after high school

Likely Learning Activities

- Listening to and reading various texts in French
- Completing reading comprehension activities
- Participating in role-plays, interviews and other speaking activities
- Writing in a number of text-types: talkback programs, cartoons, flyers, TV scripts, TV guides, emails sport, health and lifestyles
- Playing interactive language games
- Keeping a vocabulary list and grammar notes
- Participating in French role-plays and interviews
- Completing regular vocabulary and grammar quizzes and tests
- Watching and discussing audio-visual material related to French-speaking locations and celebrations
- Using technology tools for learning and communication
- Making and eating French food

10 Japanese

(Elective) JA062

Unit Focus (Semester 1): Shopping, department stores in Japan, leisure activities, theme parks, city and country, neighbourhood, directions, school trips, travel time and transport

Required Student Outcomes

At the end of this unit students should be able to:

- Exchange information about seasons, weather, school and lifestyles
- Read aloud with some fluency and accuracy of pronunciation and intonation
- Understand overall meaning and details in various spoken and written texts
- Write in some detail about seasons, school, houses, and lifestyles
- Understand and apply an increasing number of grammar rules in writing and speech
- Compare aspects of life in Japan and Australia

Unit Focus (Semester 2): Part time work, spending money, careers and aspirations, what you are good at and like doing, seeing your home through Japanese eyes.

Required Student Outcomes

At the end of this unit students should be able to:

- Exchange information about personal physical characteristics, shopping, food and lifestyles in Japan
- Read aloud with some fluency and accuracy of pronunciation and intonation
- Understand overall meaning and details in various spoken and written texts
- Write in some detail about personal characteristics, shopping, food and lifestyles in Japan
- Understand and apply an increasing number of grammar rules in writing and speech (introducing casual forms)
- Compare aspects of life in Japan and Australia

Likely Learning Activities

- Listening to and reading various texts in Japanese
- Completing reading comprehension activities
- Participating in role-plays, interviews, oral presentations and other speaking activities
- Writing a number of text-types including letters and e-mails
- Writing in a number of text-types about Japanese personal description, shopping and lifestyle
- Playing interactive Japanese games
- Completing regular vocabulary and grammar quizzes and tests
- Watching audio-visual material related to Japanese culture and lifestyle
- Making and eating Japanese food

Languages and the VCE Bacculaureate

Another language can enrich your personal communication skills and resources, add to your ways of spending leisure time, let you communicate with a wider range of people and increase career opportunities. The travel and hospitality industries have seen the advantage of employing multilinguals, and many banks, large business firms and media organisations have overseas offices where preferred employees are bilingual. Also Government agencies and businesses with a wide range of clients need interpreters and translators, and with the language programs in schools now, teachers skilled in languages are very much in demand. Two languages are better than one. Increased access to other countries through the Internet, student exchanges and greater travel opportunities has opened up the world to students of Languages.

The VCE Bacculaureate has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE Bacculaureate the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

Tertiary institutions have indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling.

Tertiary selection practices vary across institutions. Further information should be sought from particular tertiary providers.

VCE French

More detail about the content of this course can be found by accessing the [French Study Design here](#) or reaching out to the KLA Coordinator Mrs Julia Smith.

Unit 1

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to exchange meaning in a spoken interaction in French.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Unit 2

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to respond in writing in French to spoken, written or visual texts presented in French.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Unit 3

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to participate in a spoken exchange in French to resolve a personal issue.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to interpret information from texts and write responses in French.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in French.

Unit 4

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in French.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in French.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

VCE Japanese Second Language

More detail about the content of this course can be found by accessing the [Japanese Second Language Study Design here](#) or reaching out to the KLA Coordinator Mrs Julia Smith.

Unit 1

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Japanese.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

Unit 2

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

Unit 3

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to participate in a spoken exchange in Japanese to resolve a personal issue.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to interpret information from texts and write responses in Japanese.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Unit 4

Area of Study 1: Interpersonal communication

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese.

Area of Study 2: Interpretive communication

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.

Area of Study 3: Presentational communication

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

Additional Languages Online

Some students choose to study languages not offered at Emmanuel online through the Victorian School of Languages. More detail about the content of this course can be found by accessing the [VSL website](#) and by contacting the KLA Coordinator Mrs Julia Smith. Students cannot choose VSL courses through the subject selection portal but need to talk with the Director of Senior School. Please note that for any student enrolling in a subject through Virtual School of Victoria, Virtual School of Languages or similar external offering there will be an additional charge on the fee statement to cover the cost of enrolment. Emmanuel will provide a subject credit but then pass on the additional costs.

Language	Secondary	VCE
Arabic	Offered ▾	Offered ▾
Chinese - Mandarin FL		Offered ▾
Chinese - Mandarin SL	Offered ▾	Offered ▾
Chinese - Mandarin SLA		Offered ▾
German	Offered ▾	Offered ▾
Greek	Offered ▾	Offered ▾
Hindi		Offered ▾
Indonesian FL		Offered ▾
Indonesian SL	Offered ▾	Offered ▾
Italian	Offered ▾	Offered ▾
Latin	Offered ▾	Offered ▾
Punjabi		Offered ▾
Spanish	Offered ▾	Offered ▾
Vietnamese SL		Offered ▾

Mathematics

Year 10

- **Mathematics (General)**
- **Mathematics (Methods)**
- **Mathematics (Foundation)**
- **Maths for Life**

VCE

- **Foundation Mathematics**
- **General Mathematics**
- **Mathematical Methods**
- **Specialist Mathematics**

MATHEMATICS

MATHEMATICS PATHWAYS		
Year 10 <i>Compulsory:</i> Mathematics (General) Mathematics (Methods) Mathematics (Foundation) Maths for Life <i>Students select one of these subjects.</i>	Year 11 <i>VCE Units 1 & 2</i> General Mathematics Mathematical Methods Specialist Mathematics Foundation Mathematics	Year 12 <i>VCE Units 3 & 4</i> General Mathematics Mathematical Methods Specialist Mathematics Foundation Mathematics
<i>Year 10 students may undertake certain VCE subjects as part of the PACE program.</i>		

10 Mathematics (General)

MA062

Unit Focus: Number & Algebra, Measurement & Space, Statistics & Probability.

At the end of Year 10 students will have the opportunity to pursue VCE General Mathematics or VCE Foundation Mathematics. Students wishing to pursue VCE Mathematical Methods will require a recommendation from their teacher.

Required Student Outcomes

By the end of Year 10 students should be able to demonstrate skills across the three content strands of the mathematical curriculum as outlined below:

Number and Algebra

- Recognise the connection between simple and compound interest
- Solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
- Substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology
- Represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems

Measurement and Geometry

- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes
- Use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions

Statistics and Probability

- Compare univariate data sets by referring to summary statistics and the shape of their displays
- Describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables
- Evaluate the use of statistics in the media
- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments

Likely Learning Activities

- Theoretical application of key mathematical concepts
- Skill development activities
- Use of technology/software applications
- Problem solving activities
- Group work

10 Mathematics (Methods)

MA066

Unit Focus: Number & Algebra, Measurement & Space, Statistics & Probability.

Students will be introduced to concepts aligned with the Level 10 and 10A Victorian Mathematics curriculum. The aim is to give students the opportunity to experience mathematical skills that are a focal point of the VCE Mathematical Methods and Specialist Mathematics. At the end of Year 10 students will have the opportunity to pursue any VCE Mathematics subject.

Required Student Outcomes

By the end of Year 10 students should be able to demonstrate skills across the three content strands of the mathematical curriculum as outlined below:

Number and Algebra

- Define rational and irrational numbers and perform operations with surds and fractional indices
- Solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems
- Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
- Use the definition of a logarithm to establish and apply the laws of logarithms and investigate logarithmic scales in measurement

Measurement and Space

- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
- Establish the sine, cosine and area rules for any triangle and solve related problems
- Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies
- Solve simple trigonometric equations
- Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles

Statistics and Probability

- Compare univariate data sets by referring to summary statistics and the shape of their displays
- Describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables
- Evaluate the use of statistics in the media
- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments

Likely Learning Activities

- Theoretical application of key mathematical concepts
- Skill development activities
- Use of technology/software applications
- Problem solving activities
- Group work

10 Mathematics (Foundation)

MA065

Unit Focus: Number & Algebra, Measurement & Space, Statistics & Probability.

At the end of Year 10 students will have the opportunity to pursue VCE Foundation Mathematics. Students wishing to pursue VCE General Mathematics will require a recommendation from their teacher.

Required Student Outcomes

By the end of Year 10 students should be able to demonstrate skills across the outcomes as outlined below:

- Form estimates and carry out relevant calculations using mental and by-hand methods
- Use technology effectively for accurate, reliable and efficient calculation
- Solve practical problems which require the use and application of a range of numerical computations involving integers, decimals, fractions, ratios, proportions, percentages and rates
- Check for accuracy and reasonableness of results
- use mathematical modelling to solve practical problems involving financial contexts.
- Collect, organise, collate and represent categorical and numerical data
- Accurately read and interpret diagrams, charts, tables and graphs
- Identify and use common metric and other relevant measurements
- Convert between a range of metric and other relevant units.
- Estimate and accurately measure different quantities using appropriate tools
- Calculate and interpret length, area, surface area, volume, capacity and duration

Likely Learning Activities

- Use of concrete materials to model and solve mathematical problems
- Skill development activities
- Use of technology/software applications
- Problem solving activities
- Group work

10 Maths for Life

MA064

Unit Focus: Basic mathematical skills.

Maths for Life focuses on practical numeracy skills that students will use in everyday situations. This course emphasises applying number, algebra, measurement, space and statistics to real-world problems, such as budgeting, travel planning, interpreting data, and design. Students will explore concepts like financial arithmetic, working with formulae, and reading contemporary graphs seen in modern media. The subject aims to make mathematics meaningful and engaging by connecting learning to students' daily lives, future careers, and interests, including design and production for market events. It offers an accessible and hands-on approach to building confidence in essential mathematics.

Required Student Outcomes

By the end of Year 10 students should be able to demonstrate skills across the outcomes as outlined below:

- Apply number skills to real-life contexts involving fractions, decimals, percentages, and financial decision-making.
- Estimate, round, and use calculators appropriately to check the reasonableness of results.
- Solve practical problems involving rates, measurement, and time.
- Model everyday situations using formulae and algebraic thinking.
- Interpret and create a variety of graphs and displays, including modern visualisations like bubble graphs and heat maps.
- Understand and apply statistics used in everyday contexts to make informed decisions.
- Connect mathematical concepts to fields such as art, textiles, woodwork, and business planning.

Likely Learning Activities

- Use of concrete materials to model and solve mathematical problems
- Skill development activities
- Use of technology/software applications
- Problem solving activities
- Group work

Structure of VCE Mathematics

The structure of VCE Mathematics is summarised below.

Units 1 and 2

Foundation Mathematics

Unit 1

Unit 2

Foundation Mathematics Unit 1 & 2 allows students a pathway to study a VCE Mathematics with the option of undertaking a Unit 3 & 4 Mathematics. The content focuses on life-skills Mathematics.

General Mathematics

Unit 1

Unit 2

General Mathematics Unit 1 & 2 is for students who wish to study a VCE Mathematics to meet or support career requirements. They contain assumed knowledge for related material in General Mathematics Unit 3 & 4.

Mathematical Methods

Unit 1

Unit 2

Mathematical Methods Unit 1 & 2 may be taken alone or with Specialist Mathematics Unit 1 & 2. They contain the assumed knowledge for Mathematical Methods Unit 3 & 4. These units, in conjunction with Specialist Mathematics Unit 1 & 2, form the best preparation for the study of Mathematical Methods Unit 3 & 4.

Specialist Mathematics

Unit 1

Unit 2

Specialist Mathematics Unit 1 & 2 is recommended for students who are studying Mathematical Methods Units 1 & 2. These two subjects taken in conjunction form the best preparation for the study of Mathematical Methods Unit 3 & 4. All students who intend to do Specialist Mathematics Unit 3 & 4 must take these units along with Mathematical Methods Unit 1 & 2.

Units 3 and 4

Foundation Mathematics

Unit 3

Unit 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

General Mathematics

Unit 3

Unit 4

General Mathematics Unit 3 & 4 may be taken alone or with Mathematical Methods Unit 3 & 4.

Methods Mathematics

Unit 3

Unit 4

Mathematical Methods Unit 3 & 4 may be taken alone or with either General Mathematics Unit 3 & 4 or Specialist Mathematics Unit 3 & 4.

Specialist Mathematics

Unit 3

Unit 4

Specialist Mathematics Unit 3 & 4 is normally taken in conjunction with Mathematical Methods Unit 3 & 4. Mathematical Methods Unit 3 & 4 contain assumed knowledge and skills for Specialist Mathematics.

VCE Foundation Mathematics

More detail about the content of this course can be found by accessing the [VCE Foundation Mathematics Study Design here](#) or contacting the KLA Coordinator Richard Hodson.

Unit 1 and Unit 2 Foundation Mathematics

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

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

Areas of Study

Area of Study 1: Algebra, number and structure

In this area of study students cover estimation, the use and application of different forms of number and related calculations and the representation of generalisations and patterns in number, including formulas and other symbolic expressions in practical, everyday and routine work contexts.

Area of Study 2: Data Analysis, probability and statistics

In this area of study students cover the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.

Area of Study 3: Discrete mathematics

In this area of study students cover the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.

Area of Study 4: Space and measurement

In this area of study students cover shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1

On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3 and Unit 4 Foundation Mathematics

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Areas of Study

Area of Study 1: Algebra, number and structure

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Area of Study 2: Data Analysis, probability and statistics

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Area of Study 3: Discrete mathematics

In this area of study students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Area of Study 4: Space and measurement

In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE General Mathematics

More detail about the content of this course can be found by accessing the [VCE General Mathematics Study Design here](#) and referring to the 'study design for implementation 2023' or contacting the KLA Coordinator Richard Hodson before the end of term 2, 2025 or Caroline Ryan from the beginning of term 3, 2025.

Unit 1 and Unit 2 General Mathematics

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

Unit 1 Areas of Study

Area of Study 1: Data analysis, probability and statistics

In this area of study students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.

Area of Study 2: Algebra, number and structure

In this area of study students cover the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

Area of Study 3: Functions, relations and graphs

In this area of study students cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

Area of Study 4: Discrete mathematics

In this area of study students cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Unit 2 Areas of Study

Area of Study 1: Data analysis, probability and statistics

In this area of study students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Area of Study 2: Discrete mathematics

In this area of study students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Area of Study 3: Functions, relations and graphs

In this area of study students cover direct and inverse variation, transformations to linearity and modelling of some non-linear data.

Area of Study 4: Space and measurement

In this area of study students cover units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3 and Unit 4 General Mathematics

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics

Areas of Study

Area of Study 1: Data analysis, probability and statistics

Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Area of Study 2: Discrete mathematics

Recursion and Financial Modelling

Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Matrices

Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Networks and Decision Mathematics

Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE Mathematical Methods

More detail about the content of this course can be found by accessing the [VCE Mathematical Methods Study Design here](#) or by contacting the KLA Coordinator Richard Hodson.

Unit 1 and Unit 2 Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 1 Areas of Study

Area of Study 1: Functions, relations and graphs

In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2: Algebra, number and structure

This area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study, and content is to be distributed between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.

Area of Study 3: Calculus

In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Area of Study 4: Data analysis, probability and statistics

In this area of study students cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

Unit 2 Areas of Study

Area of Study 1: Functions, relations and graphs

In this area of study students cover graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2: Algebra, number and structure

This area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study. In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. This area of study provides an opportunity for the consolidation and revision, further development and

application of content prescribed in Unit 1, as well as the study of additional algebra material introduced in the other areas of study in Unit 2.

Area of Study 3: Calculus

In this area of study students cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

Area of Study 4: Probability and Statistics

In this area of study students cover the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Outcomes

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3 and Unit 4 Mathematical Methods

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Areas of Study

Area of Study 1: Functions, relations and graphs

In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2: Algebra, number and structure

In this area of study students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

Area of Study 3: Calculus

In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

Area of Study 4: Data analysis, probability and statistics

In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Outcomes

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE Specialist Mathematics

More detail about the content of this course can be found by accessing the [VCE Specialist Mathematics Study Design here](#) or contacting the KLA Coordinator Richard Hodson.

Unit 1 and Unit 2 Specialist Mathematics

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Unit 1 Areas of Study

Area of Study 1: Algebra, number and structure

In this area of study students cover the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.

Area of Study 2: Discrete mathematics

In this area of study students cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Unit 2 Areas of Study

Area of Study 1: Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

Area of Study 2: Space and measurement

In this area of study students cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.

Area of Study 3: Algebra, number and structure

In this area of study students cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

Area of Study 4: Functions, relations and graphs

In this area of study students cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

Outcomes

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3 and Unit 4 Specialist Mathematics

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Areas of Study

Area of Study 1: Discrete mathematics: Logic and proof

In this area of study students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.

Area of Study 2: Functions, relations and graphs

In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

Area of Study 3: Algebra, number and structure: Complex numbers

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Area of Study 4: Calculus.

In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

Area of Study 5: Space and measurement

In this area of study students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

Area of Study 6: Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

Outcomes

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Performing Arts

Year 10

- Drama
- Music

VCE

- Drama
- VCE VET Certificate III Music Industry (Performance)

PERFORMING ARTS

PERFORMING ARTS		
Year 10 <i>Elective:</i> Drama Music	Year 11 VCE Unit 1 & 2 Drama VCE VET Certificate III in Music Industry (Performance)	Year 12 VCE Unit 3 & 4 Drama VCE VET Certificate III in Music Industry (Performance)
<i>Year 10 students may undertake certain VCE subjects as part of the PACE accelerated program if their application is approved by the College.</i>		

10 Drama

(Elective) DRA64

Unit Focus: Character development, scene development, the history of theatre.

Required Student Outcomes

At the end of this unit students should be able to:

- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
- Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect

Likely Learning Activities

- Drama journal
- Live theatre performance review
- Improvisation and play making

10 Music

(Elective) MC066

Unit Focus: Improvise and arrange music.

Required Student Outcomes

At the end of this unit students should be able to:

- Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance
- Manipulate combinations of the elements of music in a range of styles, using technology and notation
- Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill
- Perform music applying techniques and expression to interpret the composer's use of elements of music
- Evaluate a range of music and compositions to inform and refine own compositions and performances

Likely Learning Activities

- Rehearse both as a soloist and as a member of an ensemble
- Active involvement in instrumental or voice skill development
- Review other musicians work
- Musicianship and aural training
- Solo and group performances

VCE Drama

More detail about the content of this course can be found by accessing the [VCE Drama Subject Study Design here](#) or reaching out to the KLA Coordinator Megan Davies.

Unit 1: Introducing performance styles and contemporary drama practices

Area of Study 1: Creating a devised performance

On completion of this unit the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories.

Area of Study 2: Presenting a devised performance

On completion of this unit the student should be able to perform devised drama works to an audience.

Area of Study 3: Analysing a devised performance

On completion of this unit, the student should be able to describe, reflect on and analyse the exploration and development of a devised performance to an audience.

Area of Study 4: Analysing and evaluating a professional drama performance

On completion of this unit the student should be able to analyse and evaluate the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Contemporary drama practices and Australian identity

Area of Study 1: Using Australia as inspiration

On completion of this unit, the student should be able to devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.

Area of Study 2: Presenting a devised performance

On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.

Area of Study 3: Analysing and evaluating a devised performance

On completion of this unit, the student should be able to reflect on, describe, analyse and evaluate the development of a performance to an audience of their devised work.

Area of Study 4: Analysing and evaluating an Australian drama performance

On completion of this unit the student should be able to analyse and evaluate a performance by Australian practitioners.

Unit 3: Devising and presenting ensemble performance

Area of Study 1: Devising and presenting ensemble performance

On completion of this unit the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

Area of Study 2: Analysing and evaluating a devised ensemble performance

On completion of this unit, the student should be able to describe, analyse and evaluate the use of processes, play-making techniques and skills to create, develop, and present a devised ensemble performance.

Area of Study 3: Analysing and evaluating a professional drama performance

On completion of this unit the student should be able to analyse and evaluate a professional drama performance from the prescribed VCE Drama Playlist

Unit 4: Devised solo performance

Area of Study 1: Demonstrating techniques of solo performance

On completion of this unit, the student should be able to demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.

Area of Study 2: Devising a solo performance

On completion of this unit the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Area of Study 3: Analysing and evaluating a devised solo performance

On completion of this unit, the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Religious Education

Year 10

- **Religion**

VCE

- **Religion and Society**
- **Search for Meaning**

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION PATHWAYS		
Year 10 Compulsory: Religion & Society	Year 11 Compulsory: VCE Religion and Society Unit 2 (Year long unit)	Year 12 Compulsory: Search for Meaning (School-based)

10 Religion

RE101

Unit Focus: the role of religion in society, both past and present

Religion & Society is a school-based, year-long, Year 10 Religion program. Throughout this program students explore the nature and purpose of religion. They research the significance of religion through the ages and explore religion in an Australian context

The program's outcomes are designed so:

- the student should be able to discuss the nature and purpose of religion and explain the aspects of religion.
- the student should be able to discuss the changing roles and influence of religion in society.
- the student should be able to discuss the presence of religion in Australia, past and present.

Year 11 - VCE Religion and Society (Unit 2)

More detail about the content of this course can be found by accessing the [VCE Religion and Society Study Design here](#) or reaching out to the KLA Coordinator Brigid Foard.

Unit 2: Religion and Ethics

Area of Study 1: Ethical decision making and moral judgement

On completion of this unit the student should be able to explain the variety of influences on ethical decision-making and moral judgement in societies where multiple worldviews coexist.

Area of Study 2: Religion and ethics

On completion of this unit the student should be able to explain how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews coexist.

Area of Study 3: Ethical issues in society

On completion of this unit the student should be able to explain two or more debates on ethical issues in societies in which multiple worldviews coexist

Year 12- Search for Meaning (School-based)

The Search for Meaning unit is a school-based, year-long, Year 12 Religion program.

The program's outcomes are designed to:

- link with and complement the RETREAT experience at this level
- acknowledge and affirm the students' position as leaders of the College
- provide an opportunity for personal faith development through activities which reflect the needs and interests of the students in Year 12
- allow for personal reflection which encourages students to suggest and implement topics of individual interest that may be incorporated in an agreed structure
- encourage students to look critically at their own generation within the context of a Christian perspective
- provide opportunities for various experiences of prayer, reflection and liturgical celebration
- have a strong understanding of the Founders of Emmanuel College – the Sisters of Mercy and the Christian Brothers
- provide opportunities for the students to reflect on the works of Mercy and Edmund Rice education Australia
- provide opportunities for the students to be of service in Caritas Australia, Mercy works, Edmund Rice or St Vincent de Paul programs.

Topics for Study

The program covers a number of topics in a thematic approach – each term has a new theme:

Term 1 – 'We are Jesus' (to others); the Passion of Christ

Term 2 – 'Filthy rich and homeless'

Term 3 – 'Giving back, moving forward!'

Term 4 – 'Preparing to fly'

Science

Year 10

- **Biology**
- **Chemistry**
- **Environmental Science**
- **Life Science**
- **Physics**
- **Psychology**

VCE

- **Biology**
- **Chemistry**
- **Physics**
- **Psychology**

SCIENCE

SCIENCE PATHWAYS		
<p>Year 10</p> <p>Compulsory: <i>Students choose two subjects from this list.</i></p> <p>Biology Chemistry Environmental Science Life Science Physics Psychology</p> <p>Elective: Cold Case</p>	<p>Year 11</p> <p>VCE Unit 1 & 2</p> <p>Biology Chemistry Physics Psychology</p> <p>VET VET Certificate II Agriculture (SW TAFE)</p>	<p>Year 12</p> <p>VCE Unit 3 & 4</p> <p>Biology Chemistry Physics Psychology</p> <p>VET VET Certificate II Agriculture (SW TAFE)</p>
<p><i>Year 10 students may undertake Biology or Psychology as part of the PACE accelerated program if their application is approved by the College.</i></p> <p><i>It is highly recommended that students planning to study VCE Unit 1 & 2 Chemistry that they complete Chemistry in Year 10.</i></p>		

10 Biology

(Core) SC073

Required Student Outcomes

At the end of this unit students should be able to:

- Explain the role of DNA and genes in cell division and genetic inheritance
- Evaluate the evidence for scientific theories that explain the diversity of life on Earth
- Apply geological timescales to elaborate their explanations of both natural selection and evolution
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Likely Learning Activities

- Practical Investigations
- Research Assignments
- Group Work
- Examination

10 Chemistry

(Core) SC072

Required Student Outcomes

At the end of this unit students should be able to:

- Balance chemical equations to summarise and identify chemical reactions
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Likely Learning Activities

- Practical Investigations
- Research Assignments
- Group Work
- Examination

It is highly recommended that students planning to study VCE Unit 1 & 2 Chemistry that they complete Chemistry in Year 10.

10 Environmental Science

(Core) SC074

Required Student Outcomes

At the end of this unit students should be able to:

- Describe how energy can be transferred and transformed but not created or destroyed.
- Describe how energy from the Sun is transferred to the Earth and then either distributed or reflected due to the structure of the atmosphere.
- Investigate Greenhouse Gases and their impact on climate
- Discuss biodiversity and identify how species are affected by changes in environmental conditions, whether natural or human-induced.
- Investigate what changes have taken place in selected ecosystems and reflected in the biodiversity, how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere.
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data.
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Likely Learning Activities

- Practical Investigations
- Research Assignments
- Group Work
- Examination

10 Life Science

(Core) SC075

Required Student Outcomes

At the end of this unit students should be able to:

- Apply science skills and concepts to health and exercise, driving and car construction, and workplace environments.
- Develop general knowledge and understanding regarding the dietary requirements of various elite athletes in comparison to the average person throughout different life stages.
- Investigate the development of modern car construction and safety and the incorporation of technology throughout the past century.
- Discuss the impact science has had on the evolution of various jobs and vocations.
- Explore current and applicable science content.
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data.
- Communicate scientific ideas and information for a particular purpose, including

constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Likely Learning Activities

- Practical Investigations
- Research Assignments
- Group Work

10 Physics

(Core) SC071

Required Student Outcomes

At the end of this unit students should be able to:

- Describe the motion of objects using the laws of physics
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Likely Learning Activities

- Practical Investigations
- Research Assignments
- Group Work
- Examination

10 Psychology

(Core) SC070

Required Student Outcomes

At the end of this unit students should be able to:

- Demonstrate an understanding of the roles, training requirements and responsibilities of psychologists
- Identify key brain areas and some of their functions
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language and conventions
- Describe how psychological knowledge and skills are applied in clinical and forensic psychology

Likely Learning Activities

- Practical Investigations
- Research Assignments

- Paired/Group work
- Topic Tests
- Examination

10 Cold Case - Let the evidence do the talking

(Elective) SC077

Unit Focus: This elective offers an exciting opportunity for students to actively study various forensic case studies - like a forensic veterinary pathology death scene. Whilst undertaking these case studies, students will be able to enrich and develop their understanding of: Locard's principle, forensic science disciplines, the definitions of wounds and have a better understanding of justice versus injustice. Students will be given opportunities to think critically and answer questions like: does absence of evidence equal evidence of absence, does presence of evidence equal evidence of presence?

"When you have eliminated the impossible, whatever remains, however improbable, must be the truth?"

(Sherlock Holmes)

Required Student Outcomes

At the end of this unit students should be able to demonstrate:

- A basic understanding of how science helps the law
- A basic appreciation of public health
- A basic understanding of injury prevention
- A basic understanding of how to be responsible citizens of the future
- A basic understanding of how to make the world a safer and better place
- A basic understanding of how to fight crime with science
- A basic awareness of the justice system
- A basic understanding of the concept of distributive justice

Likely Learning Activities

- Learning about the science of forensics, its principles and definitions
- Learning how to Analyse, Compare, Evaluate and Verify (ACE-V)
- Working through forensic case studies
- Scientific practical investigations
- Research assignments
- Group work
- Examination

NOTE:

This elective will expose learners to the basic principles of forensics. A board-certified forensic pathologist (Prof Ryan Blumenthal) assisted in the development of this elective. This elective will address sensitive content in a responsible manner. The content of the elective is of a serious and important nature. No graphic material will be displayed which will trigger any of the learners. Students will be educated in a responsible manner, with dignity and respect.

VCE Biology

More detail about the content of this course can be found by accessing the [VCE Biology Study Design here](#) or reaching out to the KLA Coordinator Michael Clements.

Unit 1: How do organisms regulate their functions?

Area of Study 1: How do cells function?

On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Area of Study 2: How do plants and animal systems function?

On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

Area of Study 3: How do scientific investigations develop understanding of how organisms regulate their functions?

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2: How does inheritance impact on diversity?

Area of Study 1: How is inheritance explained?

On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Area of Study 2: How do inherited adaptations impact on diversity?

On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Area of Study 3: How do humans use science to explore and communicate contemporary bioethical issues?

On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Unit 3: How do cells maintain life?

Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?

On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Area of Study 2: How are biochemical pathways regulated?

On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

Area of Study 1: How do organisms respond to pathogens?

On completion of this unit the student should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Area of Study 2: How are species related over time?

On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Area of Study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?

On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

VCE Chemistry

More detail about the content of this course can be found by accessing the [VCE Chemistry Study Design](#) or reaching out to the KLA Coordinator Michael Clements.

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

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

On completion of this unit the student should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Area of Study 2: How are materials quantified and classified?

On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

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

On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Unit 2: How do chemical reactions shape the natural world?

Area of Study 1: How do substances interact with water?

On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Area of Study 2: How are chemicals measured and analysed?

On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Unit 3: How can design and innovation help to optimise chemical processes?

Area of Study 1: What are the current and future options for supplying energy?

On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the

electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

Area of Study 2: How can the rate and yield of chemical reactions be optimised?

On completion of this unit the student should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4: How are carbon-based compounds designed for purpose?

Area of Study 1: How are organic compounds categorised and synthesised?

On completion of this unit the student should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society..

Area of Study 2: How are organic compounds analysed and used?

On completion of this unit the student should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Area of Study 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

On completion of this unit the student should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

VCE Physics

More detail about the content of this course can be found by accessing the [VCE Physics Study Design](#) or reaching out to the KLA Coordinator Michael Clements.

Unit 1: How is energy useful to society?

Area of Study 1: How are light and heat explained?

On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Area of Study 2: How is energy from the nucleus utilised?

On completion of this unit the student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.

Area of Study 3: How can electricity be used to transfer energy?

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Unit 2: How does physics help us to understand the world?

Area of Study 1: How is motion understood?

On completion of this unit the student should be able to investigate, analyse, mathematically model and apply force, energy and motion.

Area of Study 2: How does Physics inform contemporary issues and applications in society?

On completion of this unit the student should be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.

Area of Study 3: How do physicists investigate questions?

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Unit 3: How do fields explain motion and electricity?

Area of Study 1: How do physicists explain motion in two dimensions?

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.

Area of Study 2: How do things move without contact?

On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

Area of Study 3: How are fields used in electricity generation?

On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Area of Study 1: How has understanding about the physical world changed?

On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

Area of Study 2: How is scientific inquiry used to investigate fields, motion or light?

On completion of this unit the student should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

VCE Psychology

More detail about the content of this course can be found by accessing the [VCE Psychology Study Design here](#) or reaching out to the KLA Coordinator Michael Clements.

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1: What influences psychological development?

On completion of this unit the student should be able to discuss the complexity of psychological development over the lifespan and evaluate ways of understanding and representing psychological development.

Area of Study 2: How are mental processes and behaviour influenced by the brain?

On completion of this unit the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Area of Study 3: How does contemporary psychology conduct and validate psychological research?

On completion of this unit the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

Area of Study 1: How are people influenced to behave in particular ways?

On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Area of Study 2: What influences a person's perception of the world?

On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?

On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

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

Area of Study 1: How does the nervous system enable psychological functioning?

On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect psychobiological functioning.

Area of Study 2: How do people learn and remember?

On completion of this unit the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4: How is mental wellbeing supported and maintained?

Area of Study 1: How does sleep affect mental processes and behaviour?

On completion of this unit the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Area of Study 2: What influences mental wellbeing?

On completion of this unit the student should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Area of Study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

VCE Vocational Major

VCE (VM)

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills

VCE VOCATIONAL MAJOR

As VCE VM subjects do not receive a study score, they do not contribute to an ATAR score.

VCE (VM) Literacy

More detail about the content of this course can be found by accessing the [VCE Vocational Major Literacy](#) here or reaching out to the KLA Coordinator Rebecca Down.

Unit 1

Area of Study 1: Literacy for personal use

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Area of Study 2: Understanding and creating digital texts

On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Unit 2

Area of Study 1: Understanding issues and voices

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.

Area of Study 2: Responding to opinions

On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

Unit 3

Area of Study 1: Accessing & understanding informational, organisational and procedural texts

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Area of Study 2: Creating and responding to organisational, informational or procedural texts

On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 4

Area of Study 1: Understanding and engaging with literacy for advocacy

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

Area of Study 2: Speaking to advise or to advocate

On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

VCE (VM) Numeracy

More detail about the content of this course can be found by accessing the [VCE Vocational Major Numeracy](#) here or reaching out to the KLA Coordinator Rebecca Down.

Unit 1

Area of Study 1: Number

Area of Study 2: Shape

Area of Study 3: Quantity and measures

Area of Study 4: Relationships

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1: On completion of this unit, the student should be able to select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.

Outcome 2: On completion of this unit, the student should be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Outcome 3: On completion of this unit, the student should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Unit 2

Area of Study 5: Dimension and direction

Area of Study 6: Data

Area of Study 7: Uncertainty

Area of Study 8: Systematics

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1: On completion of this unit, the student should be able to select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies.

Outcome 2: On completion of this unit, the student should be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in Areas of Study 5-8, and across the chosen range of numeracies.

Outcome 3: On completion of this unit, the student should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

Unit 3

Area of Study 1: Number

Area of Study 2: Shape

Area of Study 3: Quantity and measures

Area of Study 4: Relationships

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1: On completion of this unit, the student should be able to extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.

Outcome 2: On completion of this unit, the student should be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Outcome 3: On completion of this unit, the student should be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Unit 4

Area of Study 5: Dimension and direction

Area of Study 6: Data

Area of Study 7: Uncertainty

Area of Study 8: Systematics

Outcomes

For each unit the student is required to demonstrate achievement of the three outcomes listed below.

Outcome 1: On completion of this unit, the student should be able to extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.

Outcome 2: On completion of this unit, the student should be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Outcome 3: On completion of this unit, the student should be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

VCE (VM) Personal Development Skills

More detail about the content of this course can be found by accessing the [VCE Vocational Major Personal Development Skills](#) here or reaching out to the KLA Coordinator Rebecca Down.

VCE VM subjects don't receive a study score, so they won't count towards an ATAR

Unit 1: Healthy individuals

Area of Study 1: Personal identity and emotional intelligence

Outcome 1: Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.

Area of Study 2: Community health and wellbeing

Outcome 2: Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Area of Study 3: Promoting a healthy life

Outcome 3: Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Unit 2: Connecting with community

Area of Study 1: What is community?

Outcome 1: Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Area of Study 2: Community cohesion

Outcome 2: Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.

Area of Study 3: Engaging and supporting community

Outcome 3: Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Unit 3: Leadership and teamwork

Area of Study 1: Social awareness and interpersonal skills

Outcome 1: Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

Area of Study 2: Effective leadership

Outcome 2: Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

Area of Study 3: Effective teamwork

Outcome 3: Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Unit 4: Community Project

Area of Study 1: Planning a community project

Outcome 1: Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

Area of Study 2: Implementing a community project

Outcome 2: Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

Area of Study 3: Evaluating a community project

Outcome 3: Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

VCE (VM) Work Related Skills

More detail about the content of this course can be found by accessing the [VCE Vocational Major Work Related Skills](#) here or reaching out to the KLA Coordinator Rebecca Down

VCE VM subjects don't receive a study score, so they won't count towards an ATAR.

Unit 1: Careers and learning for the future

Area of Study 1: Future careers

Outcome 1: Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Area of Study 2: Presentation of career and education goals

Outcome 2: Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Unit 2: Workplace skills and capabilities

Area of Study 1: Skills and capabilities for employment and further education

Outcome 1: Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Area of Study 2: Transferable skills and capabilities

Outcome 2: Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

Unit 3: Industrial relations, workplace environment and practice

Area of Study 1: Workplace wellbeing and personal accountability

Outcome 1: Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.

Area of Study 2: Workplace responsibilities and rights

Outcome 2: Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Area of Study 3: Communication and collaboration

Outcome 3: Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Unit 4: Portfolio preparation and presentation

Area of Study 1: Portfolio development

Outcome 1: Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

Area of Study 2: Portfolio presentation

Outcome 2: Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal

VCE (VM) Industry and Enterprise

Unit 1: Workplace Participation

Area of Study 1: Contributing to the workforce

On completion of this unit the student should be able to explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.

Area of Study 2: Developing work-related skills

On completion of this unit the student should be able to explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.

Area of Study 3: Workplace effectiveness

On completion of this unit the student should be able to explain the OH&S requirements and one other workrelated issue for a selected occupation in a specific workplace, and discuss ways in which work-related skills may be used to deal with that issue.

Unit 2: Being Enterprising

Area of Study 1: Enterprising individuals and leadership

On completion of this unit the student should be able to identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership

Area of Study 2: Enterprise and innovation in industry

On completion of this unit the student should be able to explain what innovation is, describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviour is applied in selected work settings within the selected industry, and explain the role of work-related skills in supporting innovation in the selected industry.

Area of Study 3: Industry issues

On completion of this unit the student should be able to analyse the impact of two significant issues on an Australian industry within the last four years and discuss how the industry has responded to the issues in an enterprising way.

Victorian Pathways Certificate

- **VPC Literacy**
- **VPC Numeracy**
- **VPC Personal Development Skills**
- **VPC Work Related Skills**

VICTORIAN PATHWAYS CERTIFICATE

More detail about the content of this course can be found [here](#) or reaching out to the KLA Coordinator Rebecca Down.

VPC subjects don't receive a study score, so they won't count towards an ATAR

VPC Literacy

Unit 1

Module 1: Literacy for personal use

On completion of this module the student should be able to:

- identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film
- develop and demonstrate an understanding that texts are created for different purposes and audiences
- create a range of material for specific audiences and purposes.

Module 2: Understanding and creating digital texts

On completion of this module the student should be able to:

- engage with, understand and create a range of digital texts for different audiences and purposes
- explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
- recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.

Unit 2

Module 1: Exploring and understanding issues and voices

On completion of this module the student should be able to:

- identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion
- explain how language and visuals are used to influence an audience
- identify how bias and perspective influence a speaker, author and audience.

Module 2: Informed discussion

On completion of this module the student should be able to:

- influence a specific audience through a variety of language devices
- lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques
- use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.

Unit 3

Module 1: Literacy for civic participation

On completion of this module the student should be able to:

- identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life
- skim and scan informational documents to determine relevance for deeper reading
- summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.

Module 2: Literacy for pathways and further learning

On completion of this module the student should be able to:

- identify documents that are required for future learning and work opportunities
- locate the sources of information they need through research methodology and review the accuracy and validity of the information
- research and understand the requirements of the workplace and further learning documentation and plan, draft, create and/or complete the required documents.

Unit 4

Module 1: Negotiated project

On completion of this module the student should be able to:

- communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation
- provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2
- refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan
- complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.

VPC Numeracy

Unit 1

Module 1: Personal numeracy

Focus area: Location

On completion of this module students should have the knowledge to be able to:

- find location and direction in relation to everyday, familiar places within the vicinity
- find location and direction with everyday, simple and familiar maps and technologies
- use everyday oral directions using informal language such as left/right, up/down, front/back, under/beside/over.

Focus area: Systematics

On completion of this module students should have the knowledge to be able to:

- find common and familiar information and data inputs
- read data outputs
- summarise information.

Module 2: Financial numeracy

Focus area: Number

On completion of this module students should have the knowledge to be able to understand:

- place value and numbers up to 1000
- whole numbers and monetary amounts up to \$1000
- addition and subtraction (with no borrowing or decomposition) of whole numbers and familiar monetary amounts into the 100s
- common, simple unit fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{10}$
- common decimals and percentages such as 0.5, 0.25, 50%, 25%.

Focus area: Change

On completion of this module students should have the knowledge to be able to understand:

- pattern prediction with shapes
- repeating patterns with one element such as with shapes, or \$2, \$4, \$6, \$8, ...
- changes and number matching with simple numbers. For example, prices increasing or decreasing, matching corresponding numbers.

Unit 2

Module 3: Health and recreational numeracy

Focus area: Shape

On completion of this module students should have the knowledge to be able to understand:

- common and familiar one- and two-dimensional shapes such as lines, triangles, circles, squares, etc.
- common properties of different one- and two-dimensional shapes such as size, colour, number and type of sides (straight/curved).

Focus area: Quantity and measures

On completion of this module students should have the knowledge to be able to:

- use common and familiar basic metric measurements and quantities such as length, mass, capacity/volume, time and temperature such as personal height and weight, door height, liquid measurement, temperatures
- recognise common and familiar units such as m, cm, Kg, L, degrees C
- recognise 12-hour digital time, including minutes and hours on digital clocks, and hours, quarter-, and half-hours on analogue clocks

- recognise day and month dates.

Module 4: Civic numeracy

Focus area: Data

On completion of this module students should have the knowledge to be able to understand:

- simple data collection by hand or with tables
- simple cases of data, graphs and infographics.

Focus area: Likelihood

On completion of this module students should have the knowledge to be able to:

- use everyday language to talk about the likelihood of an event occurring such as possible, impossible, unlikely, likely, certain, “Buckley’s chance”, “pigs might fly”, “dead-set”
- understand language and relative magnitude of simple and highly familiar chance events.

Unit 3

Module 1: Personal numeracy

Focus area: Location

On completion of this module students should have the knowledge to be able to:

- find locations and give directions in relation to everyday, familiar places within their extended vicinity
- find locations and give directions using simple navigation with everyday, familiar maps and technologies
- use informal, and some formal, language of location and direction, including simple angle measures and representations such as: quarter and half turns, left and right, N, S, W, E.

Focus area: Systematics

On completion of this module students should have the knowledge to be able to:

- use common and familiar information including data
- read and interpret data inputs and outputs
- summarise information
- plan and schedule

Module 2: Financial numeracy

Focus area: Number

On completion of this module students should have the knowledge to be able to understand:

- place value and reading numbers up to 10 000
- whole numbers and monetary amounts up to \$10 000
- common decimals and fractions and percentages such as $\frac{1}{4}$, $\frac{1}{10}$, 50%, 0.25, 0.75 and other common decimals up to two decimal places, such as money and time
- addition and subtraction with borrowing and decomposition
- multiplication and division related to small whole-value numbers
- the order of the four arithmetical operations

Focus area: Change

On completion of this module students should have the knowledge to be able to understand:

- familiar and simple patterns or sequences in patterns and in a series of numbers
- familiar mathematical language and terms used in numerical pattern prediction
- changes and reconciliation in sets of numbers into the 1000s
- repeating patterns with two or more elements such as simple pricing structures

Unit 4

Module 3: Health and recreational numeracy

Focus area: Shape

On completion of this module students should have the knowledge to be able to understand:

- common two-dimensional shapes such as circles, triangles, quadrilaterals
- simple three-dimensional objects such as cube, cylinder, simple prisms
- common properties and language of two-dimensional shapes and three-dimensional objects (such as edges, faces, corners) and making connections between nets and three-dimensional objects; for example, matching solids and nets

Focus area: Quantity and measures

On completion of this module students should have the knowledge to be able to understand:

- common metric distance and length measurements and quantities
- simple perimeter and area measurements such as measuring area by squares
- simple conversions between common and familiar metric units or common measures such as one teaspoon is 5 ml, one cup is 250 ml
- common units of quantities, such as mass (g, Kg) and volume (ml, L) and temperature in degrees Celsius
- analogue and digital times, including 12-hour time in hours (AM and PM), minutes and seconds on digital clocks, and hours, quarters, and halves, 10 and 5 to/from on analogue clocks
- digital and analogue calendars

Module 4: Civic numeracy

Focus area: Data

On completion of this module students should have the knowledge to be able to understand:

- collect, collate, sort and order data sets, for example use survey to collect data, use tallies to collate data and insert sets of data into a table/spreadsheet, sort from lowest to highest
- construct simple charts or graphs using familiar data with simple scales, for example in 1's, 5's or 10's
- read, identify and interpret familiar information and facts from simple tables, graphs and infographics
- make simple comparisons and interpretations between provided simple data sets and their representations

Focus area: Likelihood

On completion of this module students should have the knowledge to be able to understand:

- likelihood of familiar events or occurrences happening, using everyday language of chance
- common likelihoods and chance events such as weather predictions, dice or spinner success rates
- language and relative magnitude of the risk of common or familiar events of chance

VPC Personal Development Skills

Unit 1

Module 1: Understanding self

On completion of this module the student should be able to:

- develop and demonstrate an understanding of self through positive, active reflection
- use a range of teamwork, communication, time management and problem-solving skills
- understand and apply the skills required for setting and achieving personal goals.

Module 2: Developing self

On completion of this module the student should be able to:

- describe the principles of health and wellbeing and the key indicators of self-care
- explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving
- create tools and/or strategies for practicing self-care
- discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent
- practise the strategies for building skills in online safety, personal assertiveness and effective self-expression.

Unit 2

Module 1: Exploring and connecting with community

On completion of this module the student should be able to:

- understand and discuss the concepts of community
- identify ways to connect with both local and global communities
- explain the rights and responsibilities of being an effective member of a community.

Module 2: Community participation

On completion of this module the student should be able to:

- research and locate community support systems
- identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging
- explain the benefits of community involvement.

Unit 3

Module 1: Collaborate and negotiate

On completion of this module the student should be able to:

- outline advantages of group diversity and the challenges of developing and maintaining group harmony
- describe the individual attributes required to be an effective team leader and team member
- explain a variety of effective, respectful group communication and collaboration techniques
- describe and demonstrate conflict resolution methods.

Module 2: Motivate and lead

On completion of this module the student should be able to:

- identify effective leadership qualities and styles
- explain contexts and settings where leadership is appropriate and necessary
- investigate and develop planning techniques
- describe and practise ways to motivate self and others.

Unit 4

Module 1: Collaborate and negotiate

On completion of this module the student should be able to:

- outline advantages of group diversity and the challenges of developing and maintaining group harmony
- describe the individual attributes required to be an effective team leader and team member
- explain a variety of effective, respectful group communication and collaboration techniques
- describe and demonstrate conflict resolution methods.

VPC Work Related Skills

Unit 1

Module 1: Interests, skills and capabilities in the workplace

On completion of this module the student should be able to:

- differentiate between interests, personal attributes and capabilities
- discuss the application of a range of employability skills
- describe how different technical skills, capabilities and personal attributes are applied in different industry groups.

Module 2: Employment opportunities and workplace conditions

On completion of this module the student should be able to:

- research employment opportunities
- recognise and consider different types of roles in a workplace
- identify the role of qualifications and further study relating to employment opportunities
- describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace.

Module 3: Applying for an employment opportunity

On completion of this module the student should be able to:

- identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft
- use reflection and feedback to improve the resume and cover letter.

Unit 2

Module 1: Identifying and planning for a work-related activity

On completion of this module the student should be able to:

- utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity
- use the collaborative planning skill of seeking and applying feedback to enrich plan
- identify the employability skills that align to the activity
- evaluate the effectiveness of the plan.

Module 2: Completing and reviewing a small-scale work-related activity

On completion of this module the student should be able to:

- implement planned small-scale work-related activity
- utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity.

Module 3: Reporting on a small-scale work-related activity

On completion of this module the student should be able to:

- create and present a report on a small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity
- demonstrate communication and technology skills through the manner in which they report on a work-related activity
- reflect on how future work-related outcomes can be improved.

Unit 3

Module 1: Healthy workplace practice

On completion of this module the student should be able to

- identify and describe physical and mental health in the workplace
- discuss ways in which employees can contribute to physical and mental health in the workplace
- explain the role of employers regarding health in the workplace, including company policies.

Module 2: Rights and responsibilities

On completion of this module the student should be able to:

- describe unlawful workplace practices
- identify processes to address and report unsafe practices
- present understandings of employee responsibilities in the workplace.

Module 3: Physical health and safety

On completion of this module the student should be able to:

- identify a range of strategies to improve safety in the workplace
- recognise and assess potential hazards and harms
- develop recommendations to respond to the identification of hazards and harms.

Unit 4

Module 1: Explore and plan for potential pathways

On completion of this module the student should be able to:

- identify a potential pathway
- access and assess online platforms to explore pathway options
- apply knowledge to draft a pathway plan
- seek feedback on and refine pathway plan.

Module 2: Employment seeking activities and the application process

On completion of this module the student should be able to:

- source and evaluate information relating to employment opportunities
- apply knowledge in preparing a job application.

Module 3: Interview

On completion of this module the student should be able to:

- identify possible interview questions and suitable responses
- apply strategies to prepare for and participate in a mock interview and evaluate performance to improve future employment prospects.

VCE FLEXIBILITY

Q How many units should I choose in total for my VCE?

A You may choose as low as the VCAA minimum of 16 or as high as 26. Most full-time students attempt in the range of 20 to 24 units over the two years; the vast majority of these complete 23 units (13 in Year 11 and 10 in Year 12)

Q Can I take longer than 2 years to complete my VCE?

A Yes. You may spread your VCE over 3 or more years.

Q If I spread my VCE over 3 years will I be disadvantaged for tertiary entrance?

A No. However, if you take more than 3 years your score could be penalised in some courses. Check with your Careers Teacher.

Q Should I consider doing some Unit 3 & 4's in my first year of VCE?

A If you are a very capable student, you should extend yourself. These Unit 3 & 4 studies completed in your first year will be counted as part of your ATAR Score. You could then do five 3/4 studies in Year 12 to maximise your opportunities.

Q Can I change my VCE course for the second semester?

A Yes, for Unit 2. However, Units 3 & 4 must be done as a sequence and so can't be changed halfway through.

Q Can I attempt some Unit 2 studies without doing the corresponding Unit 1 to give me more options?

A Yes. For example, you can do Physics 2 and Chemistry 2 or Biology 2 and Chemistry 2 (without having done their Unit 1's) to enable you to study more units, which are prerequisites for Units 3 & 4. It is recommended where possible to complete a sequence of a subject.

Q Can I combine VCE with part-time work?

A Yes. However, you will need to check your programme with a Year Level Coordinator to see if you can match the units you want with your non-work times.

Q Is there special provision due to a physical disability?

- A** Yes. VCAA makes special provisions for students
- with physical disabilities
 - who are from non-English speaking backgrounds
 - who have interrupted studies
 - who have transferred into Victoria

Q What can I do if I don't need a university score and I'm struggling with my work?

- A** You are encouraged to discuss your options with the VCE coordinator or Director of Learning.