



THOMAS CARR
COLLEGE

YEAR 10 SUBJECT INFORMATION

They will shine

2023

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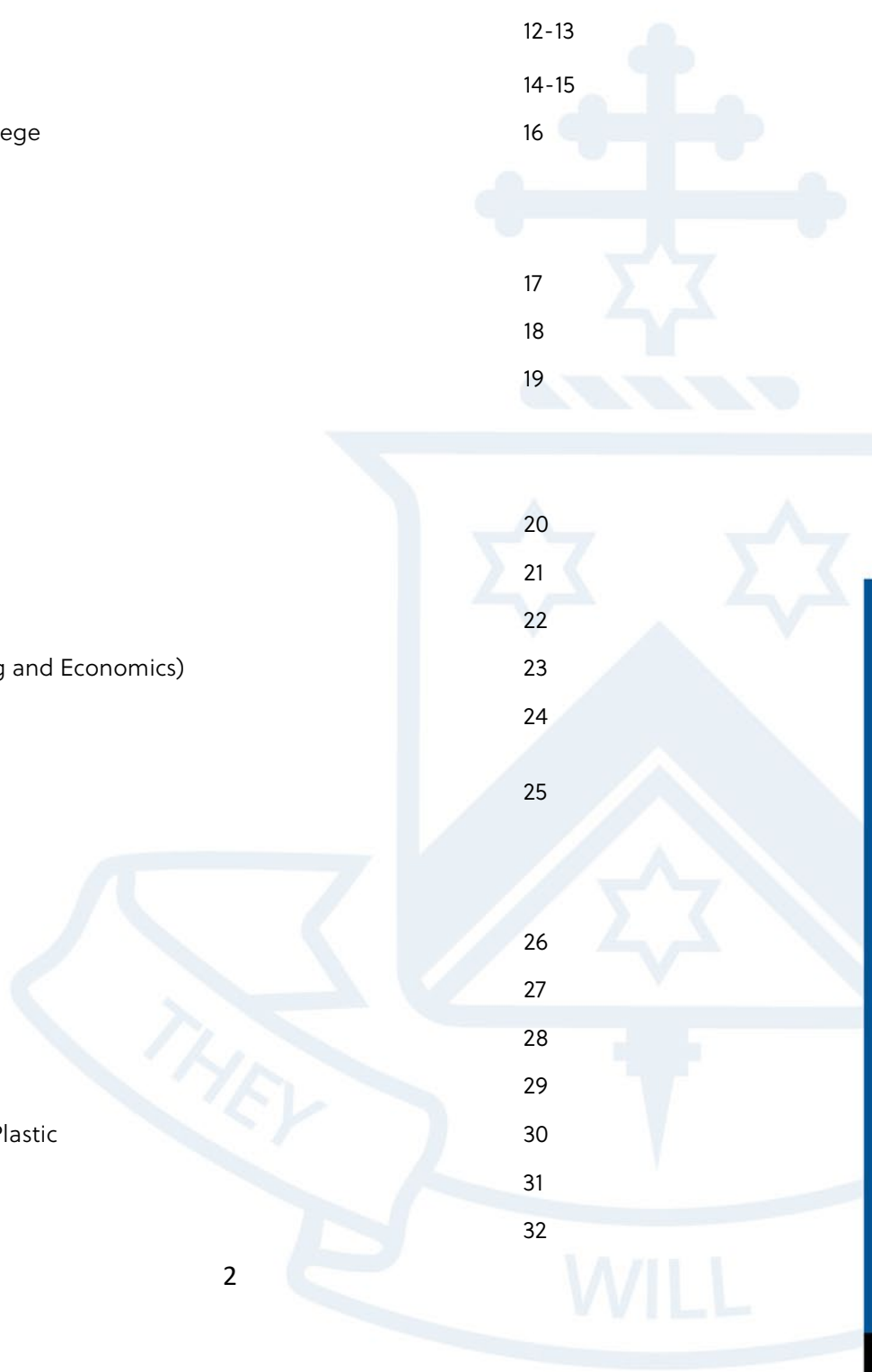
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For more information about the VCE options offered at Year 10 including a full list of Accelerated VCE Options please contact Mrs Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School).

INTRODUCTION

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates a breadth, and depth of choices in the subjects and Applied Learning pathways offered at Year 10 and within the senior school.

Students can undertake a combination of core year-long subjects and can select from various semester-based subjects including the the following pathway options (Study Streams) at Year 10:

- Mainstream (no VCE or VET subjects).
- Mainstream including a VCE subject.
- Mainstream including a VET subject.
- MAGIS Pathway including VCE Mathematics Methods (Units 1 & 2) and one other accelerated VCE subject.

Thomas Carr College offers a range of student pathways.

At the senior school level, this includes Religious Education and providing the option for our students to select from either one of the following senior secondary pathways:

- Victorian Certificate of Education (VCE)
- VCE Vocational Major (VM)
- Victorian Pathways Certificate (VPC)

Vocational Education and Training in School (VET) courses

VET can play an important role in senior secondary schooling. When you add VET to your VCE or VCE VM studies (in Year 11 and 12), you gain practical skills in an industry you are interested in.

VET courses:

- provide a nationally recognised qualification in a specific industry, or provide credit towards one contribute towards the completion of your VCE
- allow you to study through School-Based Apprenticeships and Traineeships, which are often paid positions.

Thomas Carr College Trade Training Centre will offer VET certificate courses in Carpentry, Bricklaying and Furniture Making.

The College is also part of the Wyndham VET cluster of schools offering a range of VET certificates for students in the cluster, a complete list can be found in the VET Handbook 2023.

The Year 10 curriculum is structured to allow students to select subjects based on their strengths, interests, further study options, and possible career options and future aspirations.

Further information about the VCE, VET and Applied Learning pathways including access to the Study Designs of all the VCE subjects offered at Thomas Carr College please visit the [VCAA website](#).

Outlined below is the learning and teaching program offered for Year 10 students.

MAINSTREAM COMPULSORY (CORE) SUBJECTS

Year 10 students study the following subjects for Semester 1 and 2.

- | | |
|------------------------------------|-----------|
| • Religious Education | 6 periods |
| • English | 9 periods |
| • Industry and Enterprise (Unit 1) | 3 periods |

MATHEMATICS (9 PERIODS PER CYCLE)

All students study Mathematics in Year 10. Students can select from the following Mathematics options:

- General Mathematics.
- Pre-Methods Mathematics (recommended for students planning to study Mathematical Methods in Year 11)
- VCE Mathematical Methods Units 1 & 2 (recommended Mathematics option for MAGIS students)
- Foundation Mathematics (recommended for students planning to study VCE Foundation Mathematics in Year 11).

Health and Physical Education (5 periods per cycle)

All students will study Health and Physical Education in Year 10. Students will study General HPE for one semester and are required to select from ONE of the following Health and Physical Education elective options for the other semester.

- Recreational Sports
- Team Sports

SCIENCE AND HUMANITIES (9 PERIODS PER CYCLE)

All Year 10 students will select from ONE of listed Science and Humanities options.

SEMESTER-BASED ELECTIVES (9 PERIODS PER CYCLE)

Students are required to select a combination of SIX electives. This will also include a combination of the listed Science, Humanities and/or accelerated VCE or VET options.

Note: All subject details are outlined in this Handbook.

MAGIS PROGRAM

The College's MAGIS program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through a gifted and talented pathway. New students may apply to participate in this program and entry is based on their current academic results and overall approach to learning with students undertaking testing prior to Year 7.

At Year 10, students undertaking the MAGIS Program can accelerate in two VCE subjects including Mathematical Methods. They may also wish to pursue additional VCE and other university pathway options that will continue to enhance and extend their learning beyond Thomas Carr.

ACCELERATION GUIDELINES

For current Year 9 students wishing to undertake a VCE Unit 1 AND 2 subject in Year 10:

- Selection by application only
- Students must meet selection criteria
 - an average grade of at least **80%** in the relevant subject.
 - an average grade of at least **80%** in the relevant subject in English.
 - Other subject results might also be considered.

VCE SUBJECTS OFFERED AT YEAR 10 ARE:

Applied Computing (Information Technology)
Biology
Business Management
Health and Human Development
Geography

Legal Studies
Media Studies
Outdoor Education
Psychology

IMPORTANT CONTACTS

To learn more about the Year 10 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

For all subject-specific questions please contact your subject teacher or the relevant Learning Area Leader.

For all the other questions related to the subject selection process and to learn more about the subjects offered at Years 10 including VCE options, please contact Mrs Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School).

For questions related to the College's Applied Learning programs or VET subjects, please contact Mr Casey Backhouse (Applied Learning and Vocational Training Leader).

For information about Careers and other pathway options please contact Ms Cheryl-Anne White (Careers Team Leader).

Role	Name	Email
Deputy Principal: Staff and Learning Operations	Mr Andrew Bryson	andrew.bryson@thomascarr.vic.edu.au
Deputy Principal: Strategic Development and Curriculum	Ms Lucy Angelico	lucy.angelico@thomascarr.com.edu.au
Head of Learning AND Teaching: Senior School	Mrs Daniela Bombardieri-Szabo	daniela.bombardieriszabo@thomascarr.vic.edu.au
Head of Learning AND Teaching: Middle School	Mr Stephen Manitta	stephen.manitta@thomascarr.vic.edu.au
Careers and Pathways	Ms Cheryl-Anne White	cherylanne.white@thomascarr.vic.edu.au
Learning Area Leader: Religious Education	Mrs Catherine Doman	catherine.doman@thomascarr.vic.edu.au
Learning Area Leader: English	Ms Jessica Atwood	jessica.atwood@thomascarr.vic.edu.au
Learning Area Leader: Humanities	Ms Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
Learning Area Leader: Mathematics	Mr Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Area Leader: Science/STEM	Ms Lucy Cassar	lucy.cassar@thomascarr.vic.edu.au
Learning Area Leader: The Arts	Mr Jacob Levy	jacob.levy@thomascarr.vic.edu.au
Learning Area Leader: Health AND Physical Education	Mr Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Area Leader: Languages	Mrs Sugarti Febrinaldi	sugarti.febrinaldi@thomascarr.vic.edu.au
Learning Area Leader: Technology	Mr Peter Murray	peter.murray@thomascarr.vic.edu.au
Applied Learning & Vocational Training	Mr Casey Backhouse	casey.backhouse@thomascarr.vic.edu.au

SUBJECT: ENGLISH

COURSE OVERVIEW

The study of English is central to the learning and development of all young Australians; it helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them be ethical, thoughtful, informed and active members of society. In this light, English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

LEARNING FOCUS

In Year 10, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face environments. Students create and engage with a variety of different texts. The primary purpose of these texts is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, short stories, and multimodal texts with themes and issues involving levels of abstraction, higher order reasoning and inter- textual references.

Students develop critical understanding of the contemporary media and the differences between media texts. Students will study texts from a range of genres that involve challenging plot sequences and hybrid structures. These texts explore themes of human experience, ethical and global dilemmas within real world and fictional settings from multiple perspectives.

In Year Ten, students will use a higher proportion of unfamiliar, technical and figurative language.

ASSESSMENT

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Text Response essays
- Creative Responses
- Oral Presentations
- Personal Responses
- Analytical Essays
- Semester Examinations

FUTURE PATHWAYS

Students continue with English as core throughout the Middle and Senior School. The study of subject English is regarded as a priority throughout secondary schooling and is compulsory at every level.

At the VCE level, students can select English, English Language or Literature.

SUBJECT: HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies in different movement environments to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity, and in shaping cultures. Students also have the opportunity to demonstrating leadership, teamwork and collaboration.

LEARNING FOCUS

Students focus on the development of movement skills and strategies through a variety of games and sports to build on learning in active play, minor games and fundamental movement skills. Students address the influence and impact regular physical activity participation has on individual and community health and wellbeing and explore the range of influences on physical activity participation. Students focus on how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan and includes individual and group fitness and active recreation activities.

Students address the safety issues they may encounter in their daily lives to make safe decisions and behave in ways that protect their own safety and that of others in situations and places such as: school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

All students will complete one semester of Health and Physical Education and then select either Team Sports or Recreational Sports for their second Semester.

Team Sports: Students will take part in a variety of team sports such as Basketball, Soccer and Netball with a focus on team participation and healthy competition.

Recreational Sports: Students will take part in various activities such as minor games, dance and yoga with a focus on individual participation and social interactions.

ASSESSMENT

Students are assessed by a variety of methods including:

- a written report, such as a media analysis, a research task or a case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation such as an annotated poster or a digital presentation
- structured questions, including data analysis

FUTURE PATHWAYS

After completing Year 10 Health and Physical Education students are encouraged to continue their studies in Year 11 Health and Human Development, and Year 11 Physical Education.

SUBJECT: INDUSTRY AND ENTERPRISE (UNIT 1)

COURSE OVERVIEW

Unit 1 Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviours, allowing them to recognise opportunity, manage risks and mobilise in resources in relation to community and work settings.

Students explore complex, changing and new twenty-first century career pathways.

LEARNING FOCUS

This Unit allows students to develop personal career goals and plan career pathways through work experience, career exploration, industry focus and other post year 12 options. This Unit also prepares students for job interviews through developing a resume, writing a cover letter and email for a job application, addressing selection criteria and participating in a “mock” interview.

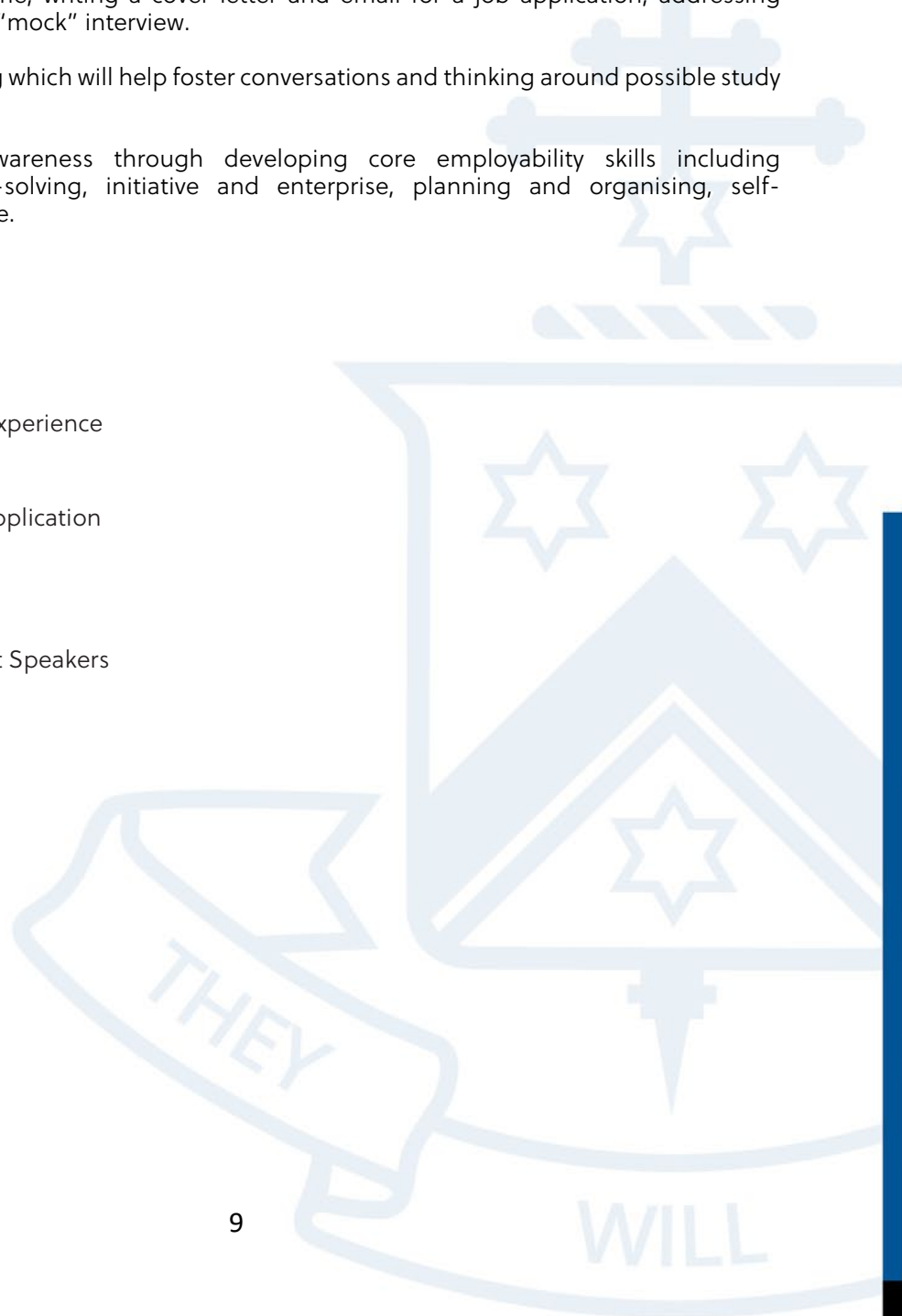
Students will complete Morrisby Testing which will help foster conversations and thinking around possible study and career options.

This Units focuses on personal awareness through developing core employability skills including communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-awareness, learning and technology use.

ASSESSMENT

Students will complete the following:

- Preparation Assessment for Work Experience
- Reflection of Work Experience
- Resume and Cover Letter for Job Application
- Mock Interview Participation
- Career Research Project
- TAFE, Industry and University Guest Speakers
- Interviews with Careers Team



SUBJECT: MATHEMATICS GENERAL

COURSE OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum provides students with a basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum focuses on developing sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by using mathematics to make informed decisions and solve problems.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work.
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline.
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

LEARNING FOCUS

The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each strand is organised into sub-strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Strands	Number and Algebra	Measurement and Geometry	Statistics and Probability
Sub-strands	Number and place value	Using units of measurement	Chance
	Fractions and decimals	Shape	Data representation and interpretation
	Real numbers	Geometric reasoning	
	Money and financial mathematics	Location and transformation	
	Patterns and algebra	Pythagoras and trigonometry	
	Linear and non-linear relationships		

ASSESSMENT

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Book work
- Mid topic quiz.

In addition, there will be an end of Semester Examination.

FUTURE PATHWAYS

On successful completion of Year 10 General Mathematics, students can choose to study General Mathematics Unit 1 and 2 or Foundation Mathematics Unit 1 and 2.



SUBJECT: PRE-METHODS MATHEMATICS

COURSE OVERVIEW

Year 10 Pre-Methods Mathematics is intended for students who require additional content to enrich and extend their mathematical study. Students who select Pre-Methods would be intending to pursue Mathematical Methods and/or Specialist Mathematics in the senior secondary years.

The curriculum provides students with a basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum aims to ensure that students:

- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline.
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

LEARNING FOCUS

The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each strand is organised into sub--strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Strands	Number and Algebra	Measurement and Geometry	Statistics and Probability
Sub-strands	Real numbers	Using units of measurement	Chance
	Patterns and algebra	Geometric reasoning	Data representation and interpretation
	Linear and non-linear relationships	Pythagoras and trigonometry	

ASSESSMENT

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Book work
- Mid topic quiz.

In addition, there will be an end of Semester Examination. Assessments are conducted with and without the use of calculators and student prepared annotated notes.

FUTURE PATHWAYS

On successful completion of Year 10 Pre-Methods Mathematics, students can choose to study Mathematical Methods (CAS) Units 1AND2, and/or Specialist Mathematics Unit 1AND2.

Some students may decide to select General Mathematics Unit 1AND2.



SUBJECT: GENERAL MATHEMATICS UNITS 1 AND 2

COURSE OVERVIEW

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.

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

LEARNING FOCUS

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

ASSESSMENT

Outcomes

On completion of these Units, the student should be able to.

1. 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.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyze and discuss these applications of mathematics.
3. 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.

Students will be assessed using School Assessed Coursework in the following ways.

Achievement of Outcome 1, a selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Achievement of Outcome 2, on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations.

Achievement of Outcome 3 should be based on the opportunity for computational thinking and the effective and appropriate use of technology.

FUTURE PATHWAYS

The minimum recommended prior learning is Year 10 Mathematics.

On successful completion of General Mathematics Units 1AND2, students can choose to study General Mathematics Units 3AND4.



SUBJECT: RELIGIOUS EDUCATION

COURSE OVERVIEW

Catholic schools were founded to proclaim Jesus' message of God's love for all; Archbishop Thomas Carr himself stated that there could be no true education without a religious basis. Our Catholic faith calls us to embrace the contemporary world with a Catholic lens, and a particular hope-filled view of the human person and all of creation. Thomas Carr College provides a foundation of faith where students develop knowledge and understanding, skills, capabilities, and the dispositions necessary for lifelong learning.

Students are invited to discover God's presence in their daily lives as well as be challenged and supported to understand themselves and the world in which they live through the context of the traditions and teachings of the Catholic community – its stories, its worship, its experiences, and its teachings.

LEARNING FOCUS

The Year 10 Religious Education program enables students to further their knowledge, skills and understanding of religion. Students study a range of units that enable them to develop their faith as well as bear witness to the values of the Catholic tradition.

Each unit allows students to personally and communally engage with their faith, showcase their religious knowledge and understanding, and demonstrate the skills of reasoning and responding.

Students recontextualise Gospel themes, such as his covenant, appreciating the relevance of the teachings of Jesus within their lives. They learn that healthy relationships with God, self, others and the environment are built on respect and moral maturity. Students investigate the relevance of an historical period to the life and mission of the Church today by demonstrating knowledge of the key aspects underpinning it. Finally, they learn to pose questions, research, and communicate information about those key aspects.

Learning and teaching at the Year 10 level in Religious Education is enhanced through a Reflection Day and the College's daily approach to Religious Education and Faith Development which is supported by the prayer, sacramental and liturgical life of Thomas Carr College.

ASSESSMENT

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and a student's self-understanding. Students will have several formative tasks and at least one summative task per Area of Study.

FUTURE PATHWAYS

On successful completion of Year 10 Religious Education, students will continue to build on their subject knowledge in Year 11 by electing to undertake **one** of the following areas of study:

- VCE Religion in Society Units 1 and 2
- Thomas Carr Religious Education: VCE Religion and Society Unit 2 (yearlong)

SUBJECT: SCIENCE – HALF SEMESTER

COURSE OVERVIEW

Offering students an opportunity to see where Science can be used in the general community. This learning and Teaching sequence is targeted at students who do not wish to pursue Science at VCE level.

By completing this subject, students will explore key aspects of Biology, Physics and Psychology. It will endeavour to engage students in critical and creative thinking activities and provide them with opportunities to draw connections between science streams and our society.

LEARNING FOCUS

This learning sequence will cover major concepts in science, including Biology, Psychology, Physics and Environmental Science.

In completing this subject, students will explore how science influences the community and how the community influences Science. They will also examine what it means to be a global citizen in the scientific community.

In this subject, students will explore the following topics:

- Genetics and inheritance
- Forces and motion
- Biological bases of behaviour and forms of conditioning
- Environmental Science

ASSESSMENT

This subject will be assessed in the following way:

- Written tests
- Student-led practical investigations
- Examinations

FUTURE PATHWAYS

There are no prerequisites for the study of this subject. This is a stand-alone subject not offering a formally recommended pathway to any VCE Sciences.



SUBJECT: SCIENCE – FULL YEAR

COURSE OVERVIEW

This learning and Teaching sequence is targeted at students who have a love and passion for Science. This subject is a year-long science stream that prepares students for any of the five VCE science units (Biology, Chemistry, Physics and Psychology and Environmental Science).

Through completing this subject, students will explore key aspects of all four of the major science units gaining a foundation for further studies. This Year long Science will engage students in critical and creative thinking activities and provide them with opportunities to draw connections between the major science streams and how this impacts our society

LEARNING FOCUS

In this subject, students will explore the following topics:

- Genetics and inheritance
- Human evolution and the impact of technology on the evolution
- Trends for the periodic table and how this influences chemical reactions
- How molecules bond/react based on their atomic structure
- Motion and how external and internal forces affect every atom in the universe
- Biological bases of behaviour and forms of conditioning
- Historical and future contexts of psychologists and pseudo-psychology.
- Explore the fundamentals of the biosphere, lithosphere, hydrosphere and atmosphere.
- Investigate human impact on the environment

ASSESSMENT

This subject will be assessed in the following way:

- Experiments
- Practical reports
- Examinations

FUTURE PATHWAYS

There are no prerequisites for the study of this subject. Students who choose to complete this subject can transition into any of the five major VCE science subjects (Biology, Chemistry, Physics, Psychology and Environmental Science).

This subject has been specially designed for those students who wish to pursue a Science sequence in VCE.

SUBJECT: SCIENCE - ADVANCED

COURSE OVERVIEW

This learning and Teaching sequence is targeted at students who have a love and passion for Science. This subject is a year-long science stream that prepares students for any of the five VCE science units (Biology, Chemistry, Physics and Psychology and Environmental Science).

Through completing this subject, students will explore key aspects of all four of the major science units gaining a foundation for further studies. This Year long Science will engage students in critical and creative thinking activities and provide them with opportunities to draw connections between the major science streams and how this impacts our society

LEARNING FOCUS

In this subject, students will explore the following topics:

- The structure and function of DNA and inheritance.
- Protein synthesis and mutations and contribution to genetic diversity.
- Human evolution and the impact of technology on evolution through exploring genetic engineering.
- Trends for the periodic table and how this influences properties and interactions between elements, and molecules (bonding) leading to chemical reactions and their applications.
- The origins of our universe and how theories evolve over time.
- Motion and how external and internal forces affect atoms in the universe, by examining Newton's Laws.
- Explore the fundamentals of the biosphere, lithosphere, hydrosphere and atmosphere.
- Investigate human impact on the environment

ASSESSMENT

This subject will be assessed in the following way:

- Experiments
- Practical reports
- Examinations

FUTURE PATHWAYS

There are no prerequisites for the study of this subject. Students who choose to complete this subject can transition into any of the five major VCE science subjects (Biology, Chemistry, Physics, Psychology and Environmental Science).

This subject has been specially designed for those students who wish to pursue a Science sequence in VCE.

SUBJECT: HISTORY: CIVIL RIGHTS AND IMMIGRATION

COURSE OVERVIEW

In this Humanities elective, students focus on the development of equality in Australia by looking at civil rights around the world. Students focus on how these movements have impacted the development of Aboriginal rights in Australia.

Students explore the effects and influence of the US 1950's civil rights movement in Australia and the struggle of Aboriginal and Torres Strait Islander peoples for equal rights.

LEARNING FOCUS

Students will investigate Australian history post-World War 2. Students focus on the impact the US 1950's civil rights movement had on Australia and the struggle of Aboriginal and Torres Strait Islander peoples, including the 1967 referendum to have equal rights and acknowledgement of land. Students engage with key events like the Stolen Generation and the Aboriginal Protest Movement.

Students will also engage with the recent Black Lives Matter movement and how this again has influenced media coverage in Australia. Students will also investigate the development of Australian culture by various influences, such as migration to Australia after wars and multi-culturalism. Students investigate how the US Civil Rights Movement and its leaders influenced similar actions in Australia, like the Freedom Ride.

You will also reflect on contemporary Australia focusing on how we have restored our relationship with Indigenous Australians including the Apology and the NT Emergency Response.

ASSESSMENT

Students will complete:

- Historical Research Task
- Historical Essay
- Source Analysis

FUTURE PATHWAYS

VCE History: Ancients

VCE History: Modern History



SUBJECT: HISTORY: WORLD WAR 2

COURSE OVERVIEW

In this Humanities elective, students delve into how the end of the First World War brought about the beginning of the Nazi Party and encouraged Hitler to spread his power throughout the world. Students study the effects of World War 2 and the changes in brought to like on the Australian Homefront. Students explore the significance of the international relationships Australia built with Britain, USA and Asia.

Student also look at an overview of the key events of World War 2 and the impact the Holocaust had on the world during the 20th Century and today.

LEARNING FOCUS

Students examine the key events and ideologies that led to the Second World War. Students learn about the lead up to Hitler's rise to power and the evolution of the Holocaust. Students study conflict and the Australian Battle experience including the events of Kokoda, Rats of Tobruk and Prisoners of War.

Students study the War in the Pacific and the impact it had on Australia, analysing Pearl Harbour and its effect on the war effort and how events in Hiroshima played a vital role in the war. Students complete a historical essay and visit the Holocaust Museum for a first had insight into the events of the War.

ASSESSMENT

Historical Essay on the impact of WWII on the Australian Home front

Source Analysis on the Australian Battle Experience

Research Task on the Atomic Bomb

Examination

FUTURE PATHWAYS

Unit 1 & 2 History: 20th Century

Unit 1 & 2 History: Ancients



SUBJECT: COMMERCE: BUSINESS AND LEGAL

COURSE OVERVIEW

In Business and Legal students build an understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups and the media influence government and decision-making processes. Students compare Australia's system of government with another system of government in the Asia region.

Students investigate the role of the United Nations and its involvement in past and current issues. Students also examine the role of innovation and its influence on business success.

Students explore the way the work and business environment is changing in contemporary Australia and how this will impact their own lives. Students also explore the concept of corporate social responsibility and look at contemporary business examples to make meaning of this.

LEARNING FOCUS

Students will learn about Australia's political system particularly focusing on the meaning of democracy. Students explore the meaning of being a citizen in their local, national and global communities and how their actions can cause change. Students analyse current political, social and environmental issues that they are passionate about and also explore the policies around these issues.

Students complete group work where they develop their own political campaigns to develop solutions to problems they are passionate about. Students also focus on business studies where they will learn introductory knowledge and skills that will assist them in VCE.

Students learn about business structures, the demands of running a business and corporate social responsibility. Students explore case studies about modern businesses and learn how to best interpret and evaluate these cases.

ASSESSMENT

Students will complete the following:

- Create a Political Campaign Group Assessment
- Analytical Essay on Media Influence
- Case Study and Structured Questions on Corporate Social Responsibility
- Exam

FUTURE PATHWAYS

VCE Business Management

VCE Legal Studies

VCE Accounting

SUBJECT: COMMERCE: MONEY MATTERS

COURSE OVERVIEW

In Money Matters, students build an understanding of the ways in which individuals, families, the community, workers, businesses and governments make decisions about the allocation of resources. Students learn about the processes of economic and business decision making at a local and global level.

Students develop transferable skills that enable them to identify and investigate contemporary economic and business issues and events.

LEARNING FOCUS

Students focus on consumer and financial literacy where they will learn about income, savings, and personal budgeting. Students complete tasks that require budgeting for a major purchase and explore ways to best manage their money. Students explore the meaning of dangerous debt and the consequences of credits and loans.

Students develop their consumer and financial literacy skills by identifying sources of finance for consumers, businesses and governments. Students learn about record keeping, the Australian economy and the business cycle.

ASSESSMENT

Students will complete:

- Budgeting Task
- Case Study and Questions
- Examination

FUTURE PATHWAYS

VCE Business Management

VCE Economics

VCE Accounting



SUBJECT: e SPORTS ENTREPRENEURIAL STUDIES

COURSE OVERVIEW

This elective option will provide students with an engaging contemporary way to develop many essential skills for a 21st century student.

Students learn entrepreneurship, technological, team building AND leadership skills through games, esports, IT AND content creation. We are solving the upcoming major skills crisis in IT by providing training in a medium that students enjoy.

This elective forms important links with IT, Humanities, Science (skills) and addresses the cross curricular priorities

LEARNING FOCUS

In the eSports Entrepreneurial Studies, students will explore the world of esports through a entrepreneurial lens. Students will look at the esports industry as a whole and many dimensions that impact modern society. They will explore the business and finance aspects as well as the coordination and operations involved with esports tournaments and teams.

Students will review IT set ups and cybersecurity including, broadcasting and PC building. They will also look at marketing of events and the complex world of influencers and sponsorships.

ASSESSMENT

Students will complete:

- Portfolio task
- Running of an eSports Tournament

FUTURE PATHWAYS

VCE Business Management

VCE Applied Computing



SUBJECT: GEOGRAPHY: HUMAN GEOGRAPHY

COURSE OVERVIEW

In Human Geography students look at the idea of human wellbeing and how this can be measured. Students explore factors of health, wealth, education and the economy and how these things impact our wellbeing. Students develop an understanding of how these change between developing and developed countries and evaluate the difference in living standards.

Students also investigate different land environments and the causes and consequences of changing environments. Students research different environments that are under threat due to human activity and explore strategies to manage change and protect these environments.

LEARNING FOCUS

Students will investigate and research indicators of human wellbeing and the impact of factors on living standards. Students will examine the influence of global brands and the impact these have on human wellbeing in host countries by exploring the idea of mass production and marketing.

Students look at the causes and effects of these issues on the community by analysing different types of media like graphs and data. Students will also complete fieldwork in this subject.

ASSESSMENT

Students will complete:

- Research Report
- Fieldwork and case study report
- Examination

FUTURE PATHWAYS

VCE Geography

VCE Outdoor Education

VCE Health and Human Development



SUBJECT: PAINTING AND DRAWING

COURSE OVERVIEW

Students develop their knowledge of equipment and mediums relevant to two-dimensional art, specifically drawing and painting. Students incorporate the elements of art and principles of composition, including exploring techniques to create a folio works and one finished artwork. This will be developed using the design process within a folio.

Students develop analytical skills to interpret the content, structure, characteristics and role of art in different cultural contexts. this is achieved through studying the way artists from different times and cultures have explored art practice and themes.

LEARNING FOCUS

To explore techniques and styles using two-dimensional media with a focus on Drawing AND Painting. Develop an ability to communicate ideas and meaning through art mediums and forms. To create and present a portfolio of two-dimensional work, including a final artwork which explores a theme, techniques and styles.

To analyse, interpret and discuss the aesthetic qualities of artworks in a written theory assignment that looks at how artists from different times and cultures have explored different themes in artworks.

ASSESSMENT

A Folio consisting of the following:

Task 1: Cross-hatching and stippling drawing

Task 2: Mixed media design drawing

Task 3: Appropriated Artwork

Task 4: Semester Examination

FUTURE PATHWAYS

VCE Studio Art



SUBJECT: ART SCULPTURE

COURSE OVERVIEW

Clay is a malleable material that has been used to sculpt art forms for thousands of years. Its versatility is ideal for exploring three-dimensional form, enabling students to add or subtract volume easily when considering and working on projects in the round (from all angles).

The current task involves the designing, making and decorating of a ceramic skull and a more challenging task is set out below whereby students will design and make a tea pot. Involving 4 key aspects - body, lid, spout and handle – the design/making of a tea pot will engage problem solving in the planning and concept stage through to the manipulation of materials, techniques and processes.

Students will be guided through the documentation of all stages in the art process in line with and in readiness for entry into VCE Art/Studio Arts/VCD.

LEARNING FOCUS

Slip Casting AND Decorative Techniques: Mimicking the steps undertaken in VCE art, students will be introduced and *trial* the slip casting, a construction technique, to make ceramic vessels. Students will then *trial* several decorative techniques, including, sgraffito, slip trailing, shellac, decal, and inlay which will be applied to the slip cast vessels. All steps of these decorative processes will be documented in student's visual diaries, using annotation and photographs of each technique.

Sculptural Tea Pot: Students will follow the *art process* to design, produce and decorate a sculptural tea pot using clay. Students will select a theme for their tea pot and document all steps of the art process in their visual diary using annotation and photographs.

Japanese Tea Ceremony/Bauhaus: This theory assessment will look at the Japanese Tea Ceremony and the design and symbolism behind tea pot designs.

ASSESSMENT

Task 1: Trials - Slip Casting AND Decorative Techniques:

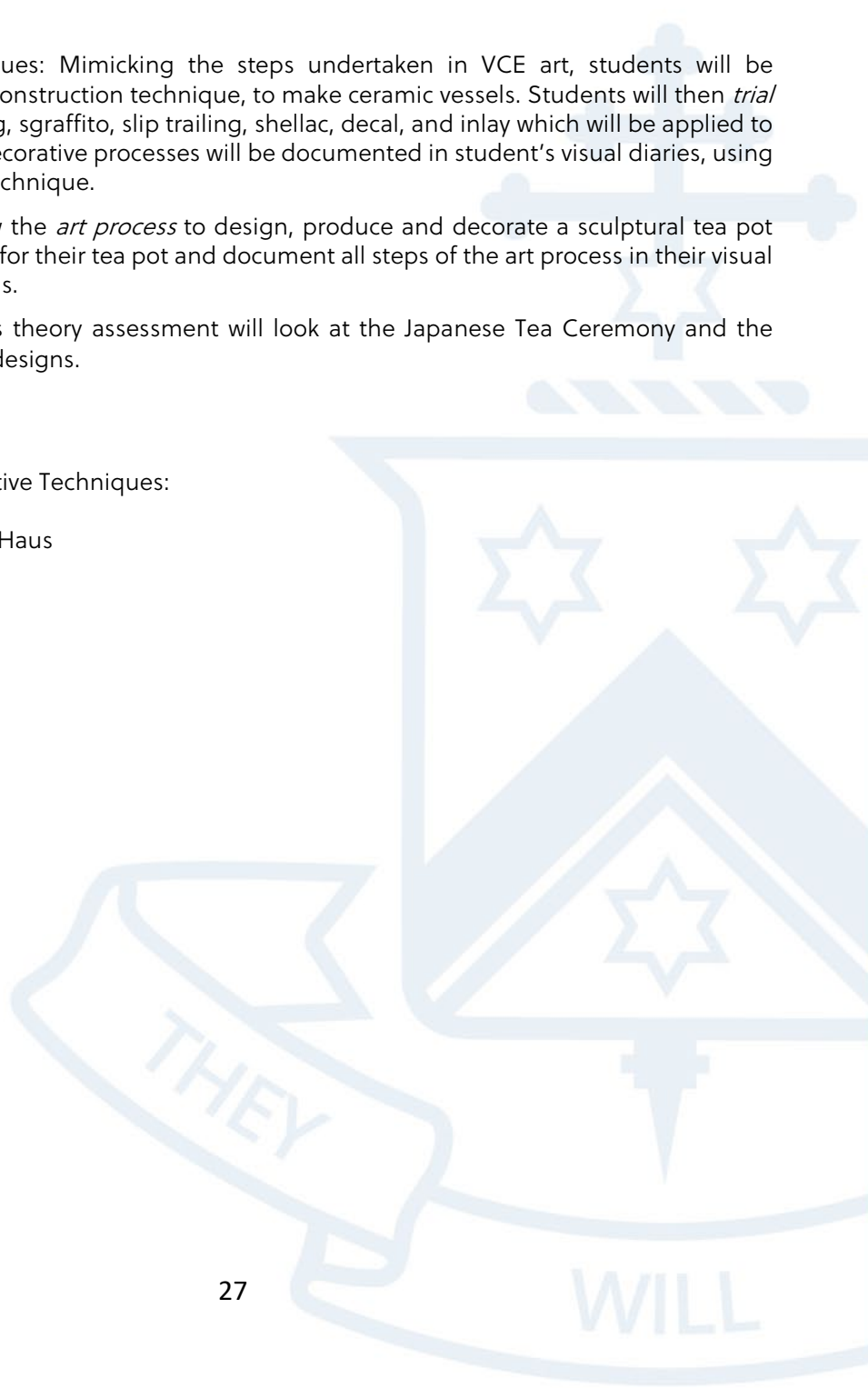
Task 2: Sculptural Tea Pot

Task 3: Japanese Tea Ceremony/ Bauer Haus

Task 4: EXAMINATION

FUTURE PATHWAYS

VCE Studio Art



COURSE OVERVIEW

Using digital technology is an important aspect in the world of business. This subject is designed to give an understanding of various tools used in the businesses.

LEARNING FOCUS

Students in IT for Business will develop an understanding of how to use the following tools:

- How networks are created and used in small/ large scale businesses
- How to create and use Databases and Spreadsheets for managing information like clients' details, stock information
- Flow systems for streamlining and automating tasks
- Problem solving for business

ASSESSMENT

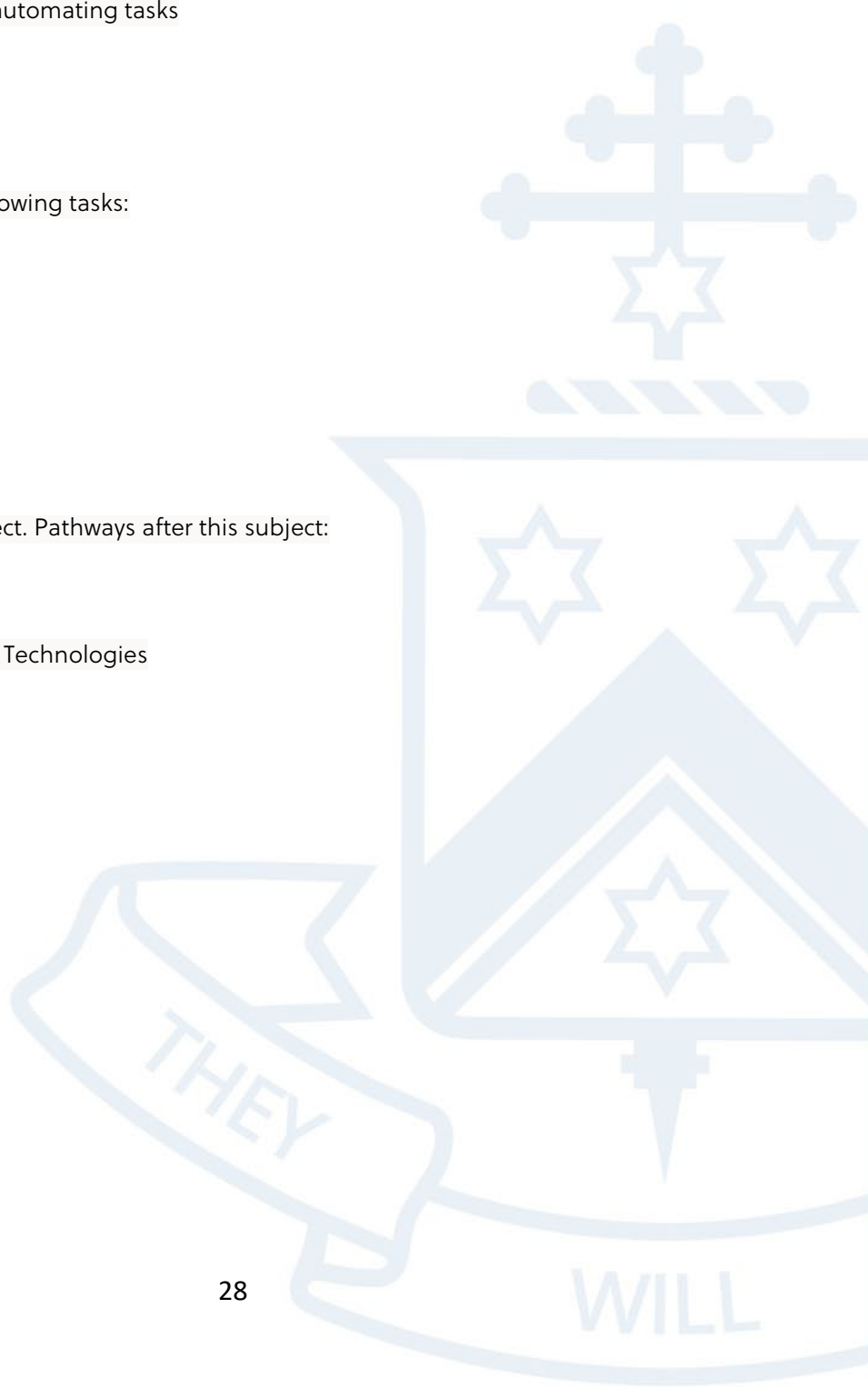
Students will be assessed using the following tasks:

- Creating a database
- Flow portfolio
- Network Portfolio
- Examination

FUTURE PATHWAYS

There are no prerequisites for this subject. Pathways after this subject:

- VCE Applied Computing
- VET Integrated Technologies
- VET Information, Digital Media and Technologies



SUBJECT: CREATIVE PHOTOGRAPHY

COURSE OVERVIEW

The study of Creative Photography aims to encourage, develop and enhance a student's deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide.

Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.

LEARNING FOCUS

Students are introduced or continue to learn about the features and functions of Digital Lens Reflex (DLR) cameras. The practical folio focuses on further exploring ideas and continuing to experiment with creative photographic techniques via digitally produced and enhanced imagery.

This unit is designed to offer both revision and extension tasks to those students who have previously undertaken a photography unit in Year 9. Creative Photography aims to develop individuals who are both aware of their environments and its particular aesthetic qualities.

Students study the conservation and preservation of the photographic art form and the display methods involved with this light sensitive art form during exhibitions. Written assessment tasks are also focused on photographic analysis.

ASSESSMENT

Practical Digital Folio
Theoretical Assignments
Examination

FUTURE PATHWAYS

VCE Studio Art
VCE Media



SUBJECT: DESIGN TECHNOLOGY: WOOD, METAL, PLASTIC

COURSE OVERVIEW

The study of Design Technology gives students a broad understanding of design with key learning broken down into the following stages of Investigating, Designing, Producing and Evaluating. Through the production of complex products students gain essential practical skills.

Students develop an understanding of the design process as well as an appreciation of how social, cultural, economic and environmental factors influence the development of their design ideas. Students plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.

Through the study of timber and the methods of timber processing students develop an understanding of the properties and characteristics of different types of timber.

LEARNING FOCUS

Design Technology (Wood) at Year 10 students explore and understand Technology by applying theoretical and practical outcomes to develop a product produced from timber.

The focus for Design Technology is on developing student skills in the preparation, of design briefs and to further develop students understanding of the Technology Process (Investigating and Designing; Producing; Analysing and evaluating) and its application in the Technology studies process.

The focus for theory lessons is on workshop and personal safety OHS. In addition to learning about OHS, students make use of Computer Aided Design/Drafting techniques to develop their designs.

In the workshop they develop skills in the safe use of hand tools and power tools to produce their product. Students learn about the properties, characteristics and classification of timber in both practical and theory lessons. They study aspects of forest management, and the impact of controlled logging has on the environment.

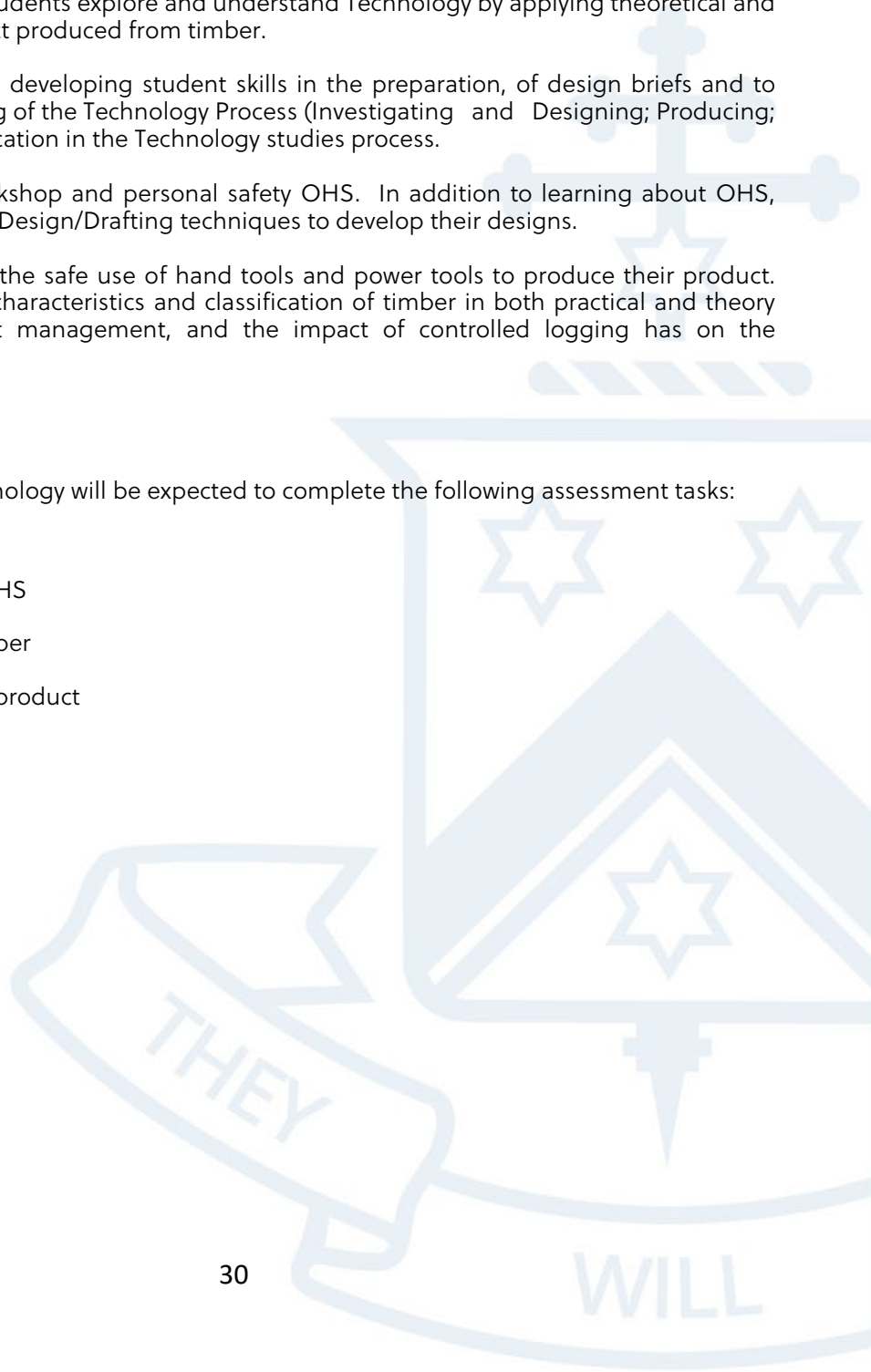
ASSESSMENT

Students studying Year 10 Design Technology will be expected to complete the following assessment tasks:

- Design Brief
- Investigation in Wood Joints and OHS
- Assessment Task on Plantation Timber
- Production and Evaluation of their product
- Examination

FUTURE PATHWAYS

VCE Product Design and Technology



SUBJECT: DRAMA

COURSE OVERVIEW

The study of Drama allows students to create and critically explore performances in contemporary and traditional genres.

Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

LEARNING FOCUS

This course focuses on non-naturalistic theatre styles from a range of cultural and historical sources. Students use stimulus material to create and present solo and ensemble performances. These performances explore various themes, issues and ideas, using various non-naturalistic devices and techniques. Students analyse their own work and that of other students. They study non-naturalistic ensemble performance, exploring various styles, conventions and devices.

Students use prescribed stimulus material to create and perform a non-naturalistic ensemble performance. They then study various forms of solo performance, such as monodrama, monologue and soliloquy.

Students use playmaking techniques such as research, brainstorming, improvisation, scriptwriting and editing to create and present a solo performance drawn from a literary stimulus.

ASSESSMENT

- Solo performance
- Group performance
- Theory Assignment
- Examination

FUTURE PATHWAYS

VCE Drama

VCE Media



SUBJECT: ELECTRO-MECHANICAL SYSTEM DESIGN

COURSE OVERVIEW

This subject offers students the opportunity to acquire an understanding of how technological concepts play a pivotal role in designing the systems and structures used in modern life.

The subject will also provide a sound basis for those students who choose Systems Engineering at VCE level.

LEARNING FOCUS

Students will be exposed to a variety of learning opportunities focussed on Electro–Mechanical system design.

The course will involve four discrete sections.

- Structures and Forces
- Mechanisms and Motion
- Electronic Systems
- Electro –Mechanical System Design

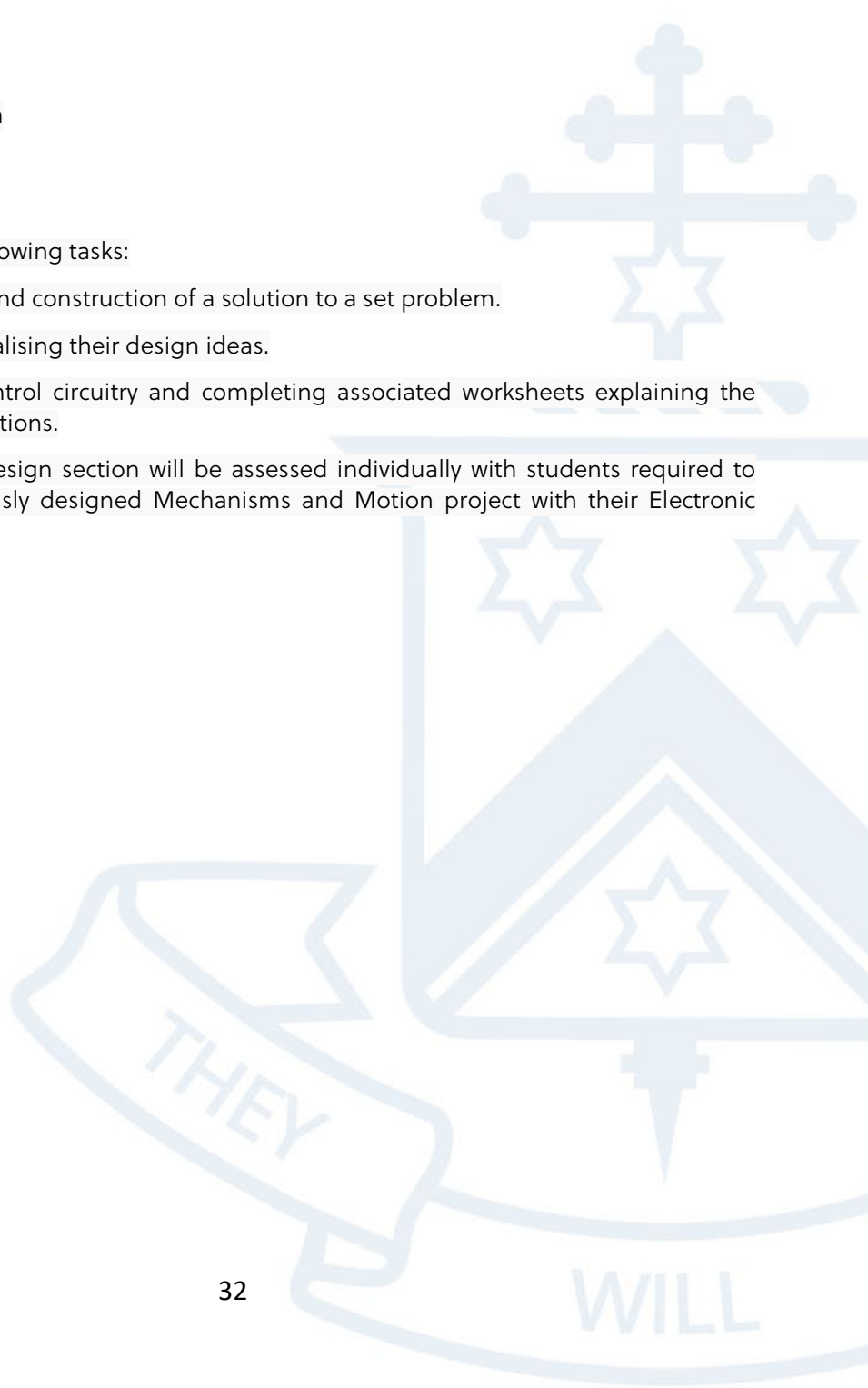
ASSESSMENT

Students will be assessed using the following tasks:

- A group task involving the design and construction of a solution to a set problem.
- A short engineering design folio realising their design ideas.
- Constructing simple electronic control circuitry and completing associated worksheets explaining the reasoning behind their chosen solutions.
- The Electro–Mechanical System Design section will be assessed individually with students required to successfully combine their previously designed Mechanisms and Motion project with their Electronic Control System designs.
- Semester examination

FUTURE PATHWAYS

VCE Systems Engineering



SUBJECT: FROM PAGE TO SCREEN

COURSE OVERVIEW

What is better, the movie or the book? This subject is all about those works of literature that have found their way from page to the big screen. Through studying movie adaptations or transformations and their well-known written counterparts, students will develop their comparative writing, close scene analysis, and creative media skills (podcasting).

Students will be reading and discussing a variety of classic and modern literary texts, their social and historical contexts, characterization, setting and related issues and concerns, and they will compare, contrast, and evaluate these with their on-screen equivalents.

LEARNING FOCUS

Literary and Cinematic Techniques – discovering and analyzing the techniques employed by authors and directors, as well as the impact on readers and audiences.

Critical Review – researching critical reviews and using them to direct students' own writing.

Directorial and Authorial Views and Values – How does an author or director's own context impact upon their work?

Symbolism and Translation to the Screen – What is symbolism? How is symbolism used? How does a literary work translate to the 'big screen'?

ASSESSMENT

Literary Adaptations and Techniques – writing task

Written research, critical and comparative review of a chosen pair of texts – written review

Media Focus – adapting your writing pieces into a creative Podcast

Semester Exam

FUTURE PATHWAYS

There are no prerequisites for this subject.

VCE Literature

VCE Media Studies

VET Screen and Media

SUBJECT: FOOD TECHNOLOGY: FOODS OF THE PACIFIC RIM

COURSE OVERVIEW

To provide students with the practical skills and theoretical knowledge needed to investigate, design, produce and analyse a range of traditional food items from the Pacific Rim. They work with a range of ingredients and traditional utensils used in the preparation of specific Asian and South American countries located along the Pacific Rim.

Students investigate, design, produce and analyse traditional Pacific Rim (Asian and South American) dishes for family members and school staff.

LEARNING FOCUS

Throughout this unit, the learning focus will be:

- The exploration of various ingredients, cooking techniques, flavours and traditional equipment used in the preparation and production of Asian and South American Pacific Rim dishes.
- Gain the knowledge and experience required to design and produce Pacific Rim inspired dishes based on dietary needs and preferences
- Design, produce and analyse Pacific Rim dishes for different contexts –home and school.

ASSESSMENT

Students complete the following tasks throughout this unit.

- Practical Evaluations -Completion of teacher generated evaluations of dishes prepared throughout the semester
- Survey and analysis -of Pacific Rim Dishes (Asia and South America) based on client preferences and needs.
- Design and Production Task -Students design suitable dishes for clients such as family members and college staff based on teacher generated design brief.

FUTURE PATHWAYS

VCE Unit 1 and 2 Food Studies
Vet Kitchen Operations

SUBJECT: FOOD TECHNOLOGY: INDULGENT DESSERTS

COURSE OVERVIEW

To provide students with the practical skills and theoretical knowledge needed to investigate, design, produce and analyse desserts which are suitable for commercial or large-scale production.

LEARNING FOCUS

Throughout this elective, the learning focus will be:

- The exploration of various ingredients, cooking techniques, flavours and traditional equipment used in the preparation and production of desserts.
- Gain the knowledge and experience required to design and produce desserts based on dietary needs and preferences.
- Design, produce and analyse desserts which replicate the quality standards of commercial dessert making.
- Compile a portfolio of tasks based on several desserts which are suited for different clients, contexts and budgets.

ASSESSMENT

Students complete the following tasks throughout this unit:

- Poster Presentation Festive Desserts
- Survey and analysis of Dessert Preferences and Needs
- Cultural Influences on student food Intake
- Design and Production Task
- Students design suitable dessert prototypes for commercial clients based on teacher generated design brief
- Examination.

FUTURE PATHWAYS

VCE Unit 1 and 2 Food Studies
VET Kitchen Operations



COURSE OVERVIEW

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Indonesian speaking, listening, viewing, reading, and writing, they compare aspects of life in Indonesia with those in multicultural Australia, and the impact of some of these aspects on the way people behave and use language.

Students explore the extent and limitations of their Indonesian, whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules, and differences from English. They realise that words and concepts may not have a direct equivalent in another language.

LEARNING FOCUS

In Year 10, students continue developing their writing, viewing, reading, speaking and listening skills in Indonesian both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on personal world, travelling around Indonesia, and looking into different cultural practices and products and Health.

Students will acquire understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE.

Students who select Indonesian in Year 10 must study it for two semesters to ensure a consistent acquisition of the language skills.

ASSESSMENT

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary, and grammar tests
- Role Play on self-introduction
- Writing imaginative stories about the Dayak or Torajan People
- Oral Presentation

FUTURE PATHWAYS

It is strongly recommended that students have completed Year 9 Indonesian to adequately prepare themselves for this subject.

However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Year 10 Indonesian without having completed Year 9 Indonesian. This could include students who wants to learn both Indonesian and Italian in Year 10.

Students who take Year 10 Indonesian have the option to progress to VCE Indonesian Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

COURSE OVERVIEW

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Italian speaking, listening, reading and writing, they compare aspects of life in Italian with those in multicultural Australia, and the ways in which these aspects influence how people behave and use language.

Students explore the extent and limitations of their Italian, whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules and differs from English. They realise that words and concepts may not have a direct equivalent in another language.

LEARNING FOCUS

In Year 10, students continue developing their writing, viewing, reading, speaking and listening skills in Italian both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on health, fitness and nutrition, future plans, the weather, childhood and the Renaissance period.

Students will acquire understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE.

Students who select Italian in Year 10 must study it for two semesters to ensure a consistent acquisition of the language skills.

ASSESSMENT

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary and grammar tests
- Role Play at the doctor
- Making a pamphlet for healthy living
- Oral Presentation

FUTURE PATHWAYS

It is strongly recommended that students have completed Year 9 Italian to adequately prepare themselves for this subject.

However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Year 10 Italian without having completed Year 9 Italian. This could include students who wants to learn both Indonesian and Italian in Year 10.

Students who take Year 10 Italian have the option to progress to VCE Italian Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

SUBJECT: MUSIC ARRANGING AND COMPOSING

COURSE OVERVIEW

Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the school. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.

LEARNING FOCUS

This course focuses on students arranging an existing musical work/s to a specific brief. This brief outlines the occasion, the instrumentation and the musical style given to the work. The realisation and the performance of the work may be in the solo or ensemble situation. Students also according to a brief compose a song for an event or situation. The composition utilises existing compositions models and modes. The performance of this work is performed to an audience outlined in their brief. Both the arrangement and the composition use ICT and the software Sibelius as an integral part of the process.

ASSESSMENT

Students present to a selected audience a solo or group performance of an arrangement of a popular song they have devised and published.

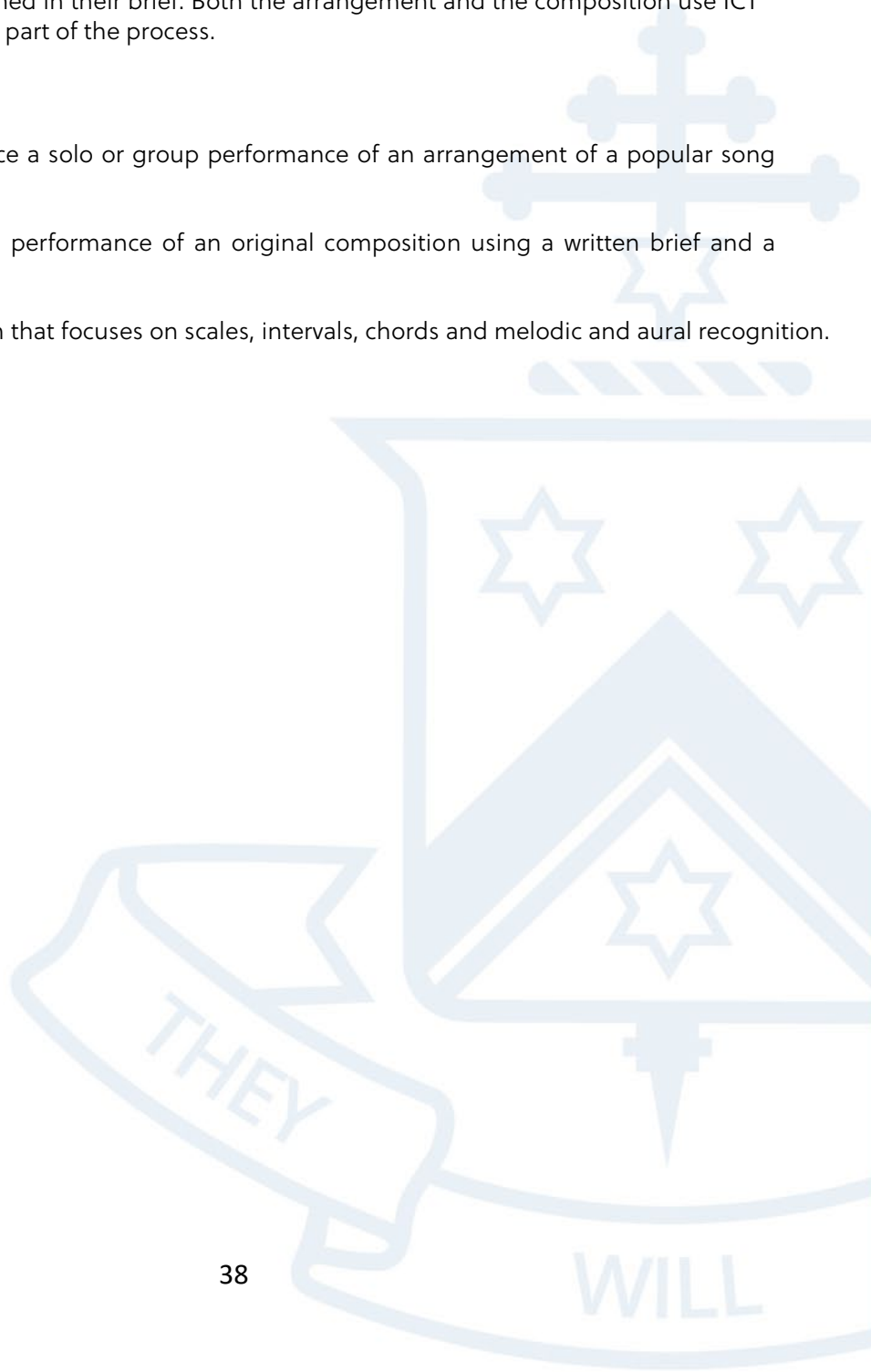
Students also present a solo or group performance of an original composition using a written brief and a traditional musical form as the basis.

A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.

FUTURE PATHWAYS

VCE Music Performance

VET Music Industry



SUBJECT: MUSIC SOLO PERFORMANCE

COURSE OVERVIEW

Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the school.

Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.

LEARNING FOCUS

This course focuses on preparing a solo performance program on the students chosen instrument. The program relies on students selecting and interpreting a wide and varied program with works. The chosen works come from a variety of contrasting genres and musical styles.

Performance conventions are focused upon to help shape and give style to their performances.

To assist in interpreting works theory lessons in chords, scales, melodic and rhythmic dictation are integral to the subject. It is recommended that all students have a weekly individual lesson their instrument.

ASSESSMENT

Students construct and perform a diverse solo performance program that includes works from a variety of genres and composers with musical pieces appropriate to their chosen audience.

A selection of technical work that assist and support their playing of their solo pro- gram.

A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.

FUTURE PATHWAYS

VCE Music Performance

VET Music Industry

SUBJECT: PRE-VCE PHYSICAL EDUCATION

COURSE OVERVIEW

Pre-VCE PE is designed to provide a solid foundation for further studies for students that are interested in the VCE Physical Education pathway. Students are introduced to skill acquisition principles and use practical activities to demonstrate how correct application of these principles can lead to improved performance.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

LEARNING FOCUS

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

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration.

Through practical activities students explore the interplay of the energy systems during physical activity and explore the acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical principles to improve and refine movement in physical activity, sport and exercise.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- structured questions
- case study analysis
- written report
- reflective folio
- oral presentation

FUTURE PATHWAYS

After completing Pre-VCE PE in year 10 students are encouraged to continue their studies in Year 11 Physical Education.

SUBJECT: PRE-VCE HEALTH AND HUMAN DEVELOPMENT

COURSE OVERVIEW

Pre-VCE HHD is designed to provide a solid foundation for further studies for students that are interested in the VCE Health and Human Development pathway.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider the factors that influence both the transition from youth to adulthood and later health status.

Students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Students research health improvements and evaluate successful health promotion campaigns or programs to promote health and wellbeing.

LEARNING FOCUS

Students look at the various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions and the complex interplay of influences on health and wellbeing. Students look at measurable indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status to analyse the extent to which health status data reflects concepts of health and wellbeing.

Students look at changes and expectations that are part of the progression from youth to adulthood and the management of health-related milestones and changes, including the impact of early life experiences on future health and development. Students look at different approaches to health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing and conduct a detailed study on a successful health promotion campaign or program.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- case study analysis
- structured questions
- data analysis
- written report
- oral presentation, such as a podcast

FUTURE PATHWAYS

After completing Pre-VCE in year 10 students are encouraged to continue their studies in Year 11 Health and Human Development.

SUBJECT: ROCKETRY

COURSE OVERVIEW

This course is designed for students who have a passion for science, technology, engineering, and mathematics. Rocketry will provide students with the opportunity to engage with rocket systems, coding, and entrepreneurship. This course links in with industry experts to build essential skills, through a 'hands-on' and teamwork approach to learning.

LEARNING FOCUS

Students will explore a wide variety of industrial applications of rockets and the future of rockets in humanity's story. Students will design, prototype a working rocket, and gain a deep understanding of the science and technology behind how rockets work.

This will be explored through the following:

- The importance of rocket systems
- Colonisation
- Rocket design
- Prototyping
- Artificial intelligence
- Space: the final frontier.

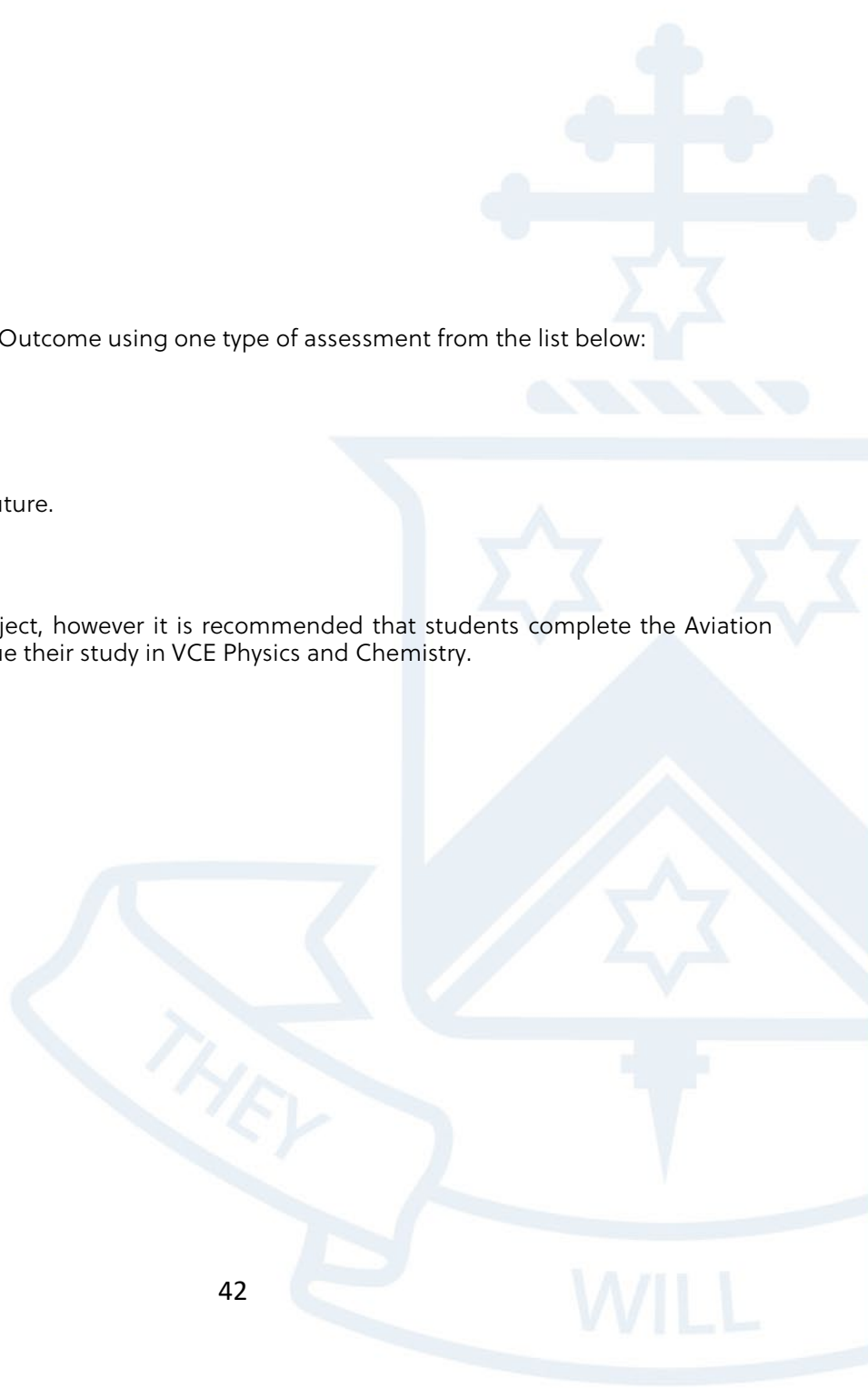
ASSESSMENT

Students will be assessed against each Outcome using one type of assessment from the list below:

- Learning Portfolio
- Practical - Live firing of a rocket
- Written Report – Planning for the future.

FUTURE PATHWAYS

There are no prerequisites for this subject, however it is recommended that students complete the Aviation elective in Year 9. Students may continue their study in VCE Physics and Chemistry.



SUBJECT: ROBOTICS

COURSE OVERVIEW

In the 21st Century, robotics is a fast-growing industry with automated systems being created to solve problems. How has Artificial intelligence developed in the service industry and at what point does AI go too far?

Students will develop and design prototypes using 3D printing and electronics, allowing them to get a glimpse into the changing world of robotics. Robotics will be a growth industry in the future of digital and design technology, students who have an interest in robotics and robotic literacy will find many new avenues of learning and employment open to them.

LEARNING FOCUS

Students will learn about the following

- What are robots?
- Artificial intelligence and ethics
- Designing and creating simple prototypes

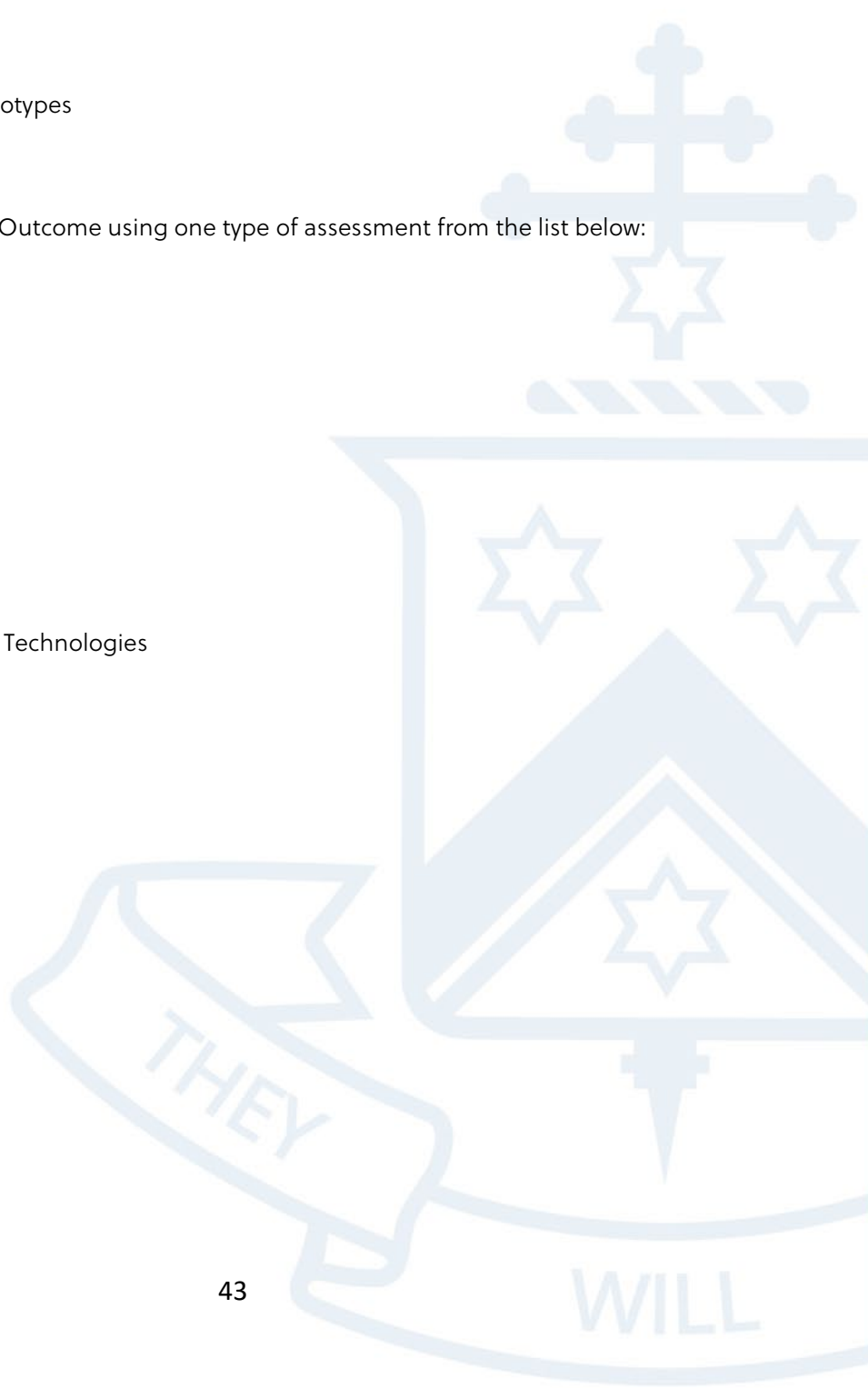
ASSESSMENT

Students will be assessed against each Outcome using one type of assessment from the list below:

- Design Portfolio
- Prototype
- Investigation
- Examination

FUTURE PATHWAYS

- VCE Applied Computing
- VET Screen and Media
- VET Integrated Technologies
- VET Information, Digital Media and Technologies
- VCE Systems Engineering



SUBJECT: SUSTAINABILITY AND OUR FUTURE

COURSE OVERVIEW

The future of the environment is a highly debated concept in today's political climate. It is crucial that people understand the impact waste and non-renewable energy sources have on the future of humanity.

When students take part in 'Sustainability and our Future' they will explore the hard-hitting facts surrounding climate change and some of the things we can do to protect future generations. In undertaking, this study students will have the opportunity to work with experts in the industry to explore sustainable solutions to some of the real-world challenges that our community is faced with.

LEARNING FOCUS

In 'Sustainability and our Future', students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

Students will focus on the following topics:

- Renewable energy sources exploring the advantages, disadvantages and the challenges
- Global warming, examining the real causes and the future both apocalyptic and pristine.
- Conservation practices and techniques to prevent extinction and protect endangered organisms
- Human impact and our impact as living members in a delicate global system.

ASSESSMENT

The assessment for this subject will consist of one or more of the following:

- a fieldwork reports
- a case studies
- a report of a practical activity involving the collection of primary data
- Scientific poster
- Community engagement/awareness campaign.
- Practical report using primary and/or secondary data

FUTURE PATHWAYS

There are no prerequisites for this subject. This study will lead to VCE Environmental Science, VCE Geography, VCE Biology and VCE Outdoor Education.

SUBJECT: TEXTILES STREETWEAR

COURSE OVERVIEW

Streetwear is a style of road fashion established in Californian surf and skate culture. It has developed to envelop components of hip-hop design, Japanese street form, and present-day high fashion.

Students will become critical users of technologies, designers and producers of designed solutions for sustainable futures. They will use critical and creative thinking strategies to generate innovative ethical design ideas to communicate to a range of audiences.

Using industry practices students will learn how to manipulate a range of materials and components to transfer the knowledge and skills from design and technologies to create new design options.

LEARNING FOCUS

Students' progress from basic drawing to using technical terms and techniques and using digital technologies to produce three-dimensional drawings and prototypes focusing on fast fashion streetwear.

Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.

ASSESSMENT

Folio 1: Investigate AND Generate
Folio 2: Planning, managing AND Evaluation
Production: Streetwear
Semester Examination

FUTURE PATHWAYS

VCE Product Design and Technology Textiles
VCE VET Cert II Applied Fashion Design and Technology



SUBJECT: TEXTILES COUTURE

COURSE OVERVIEW

Textiles Couture is an introduction to what High End Fashion is. It aims to create high quality designed solutions across a range of technologies contexts.

Students research the haute couture fashion industry and the designers that have embraced and influenced fashion to the next level, Chanel, Dior and Yves Saint Laurent. Students plan and manage projects from design ideas to realisation making their garment.

Students will apply design thinking and processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

LEARNING FOCUS

Students will spend a substantial amount of time engaged in developing processes and production skills required for delicate finishes in couture fashion.

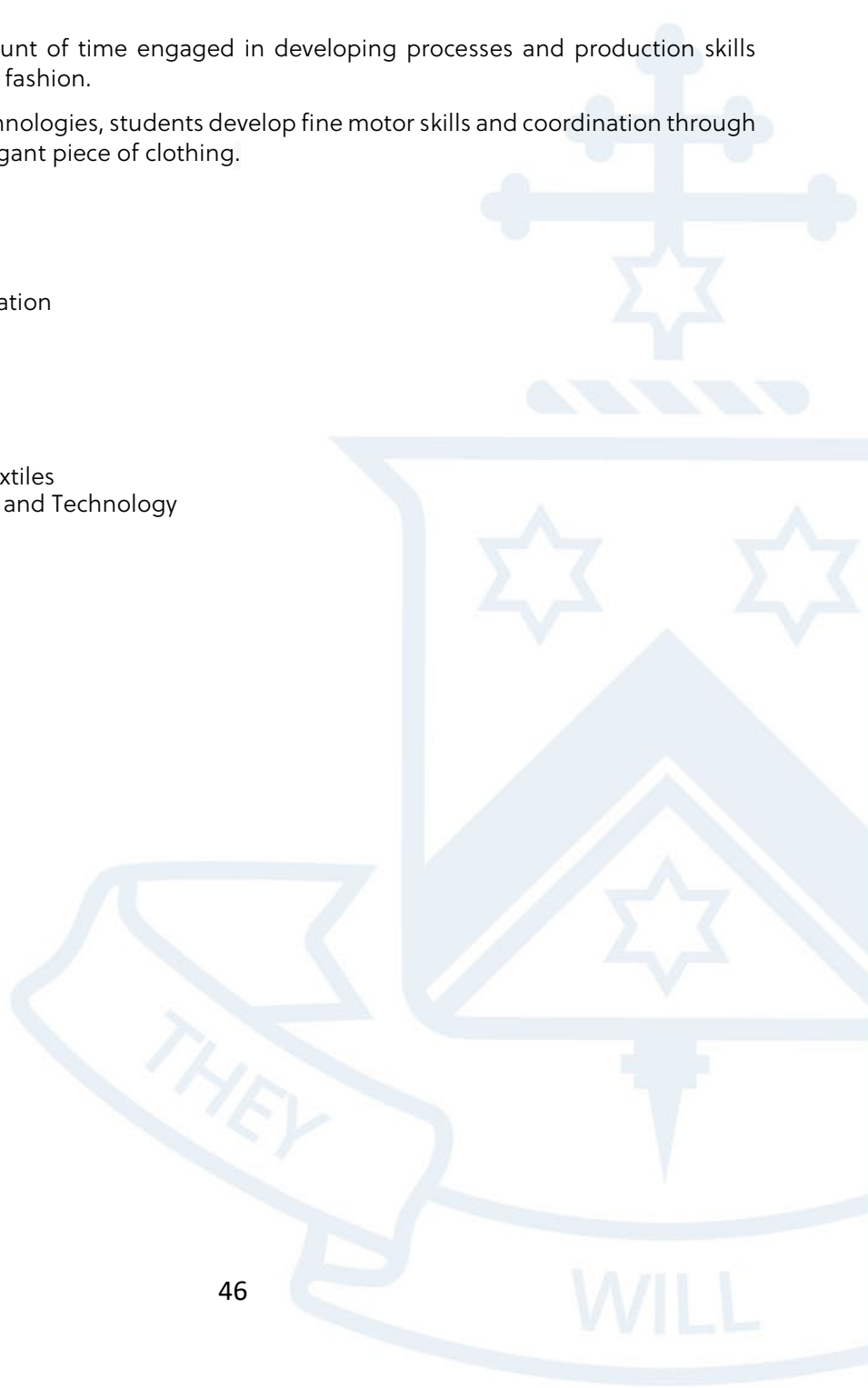
Through the practical application of technologies, students develop fine motor skills and coordination through experiential activities to produce an elegant piece of clothing.

ASSESSMENT

Folio 1: Investigate AND Generate
Folio 2: Planning, managing AND Evaluation
Production: Evening wear
Semester Examination

FUTURE PATHWAYS

VCE Product Design and Technology Textiles
VCE VET Cert II Applied Fashion Design and Technology



SUBJECT: THE EVOLUTION OF ENGLISH

COURSE OVERVIEW

This subject will cover the 'building blocks' of the English language. Students who have an interest in learning words, their origins, and the many ways they can be used, would enjoy this subject.

This subject provides a taster of what is required in VCE English Language, without having to commit to that pathway in Year 11 and 12.

If you are someone who finds reading novels and plays boring, but still have an interest in the language you speak, this subject might be for you.

From phonetics (how we make the 'sounds' of English), to the history of English language, this subject is all about what makes English... English!

LEARNING FOCUS

Students will study the following topics:

- The 'nuts and bolts' of English – grammar and punctuation.
- Phonics and the significance in spelling.
- How the English language that we are familiar with was created?
- How is English linked to other languages of the world?
- How was 'acceptable' English decided upon?
- How is English used to interact in modern society?

Students who study this subject will develop a deeper understanding of the English language both in written and oral form and will find this knowledge transferable to every subject that uses English as the primary mode of communication.

ASSESSMENT

Students will be assessed using a variety of methods including:

- Written reports
- Class presentations
- Written tests
- Research projects

FUTURE PATHWAYS

There are no prerequisites for this subject.

Components of this study will assist with the study of VCE English Language, and VCE English, in Year 11 and 12.

SUBJECT: TIMELESS TALES OF GODS AND HEROES

COURSE OVERVIEW

This elective examines the comparative study of myth and storytelling and their importance in the history of anthropological thought.

The unit focuses predominantly on forms, recurrent themes and cross-cultural comparisons of myths and stories across multiple faiths.

LEARNING FOCUS

Students will investigate mythology across many different religions and compare it to Christianity. They will gain an insight into how stories of creation, heroism and Godliness shaped a person's beliefs.

Students will also analyse eternal return and the concept of mythical archetypes such as trickster and hero. Students will compare tricksters from mythology to those found in the New Testament along with a focus on the different ideas of heroism across cultures. The unit critically evaluates different theoretical approaches centering on concepts of mythical thought and the human unconscious.

Through this unit, students will learn about core religious beliefs, myth and how these stories have influenced many facets of life. They will also learn how myths have validated and shaped cultures as well as developed one's feeling of belonging in the world.

Students do not need any pre-requisite study for this elective.

ASSESSMENT

This subject will be assessed through the following:

- An Exegesis Assessment where students read a Norse Myth and try to ascertain the underlying meaning within, and purpose of, the story
- Mythology comparative
- Students present a mythological tale through a Catholic lens

The Capabilities will be assessed through each assessment task

FUTURE PATHWAYS

This elective develops some key knowledge and skills for the VCE Religion and Society Study Design, in particular Units 1 and 4.

SUBJECT: PRODUCT DESIGN

COURSE OVERVIEW

Students investigate a range of contemporary design processes, styles, media, materials, equipment and technologies in VCD. They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim.

Students learn to evaluate their own and other people's designs showing some understanding of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles.

LEARNING FOCUS

Students further develop their knowledge of relevant technologies, equipment and mediums to create design. The emphasis will be on product and promotional design: conceptual development of design language. They apply the techniques needed to produce their final designs, incorporating elements of art elements and principles of composition (e.g. exploring different textures and forms in Adobe Illustrator).

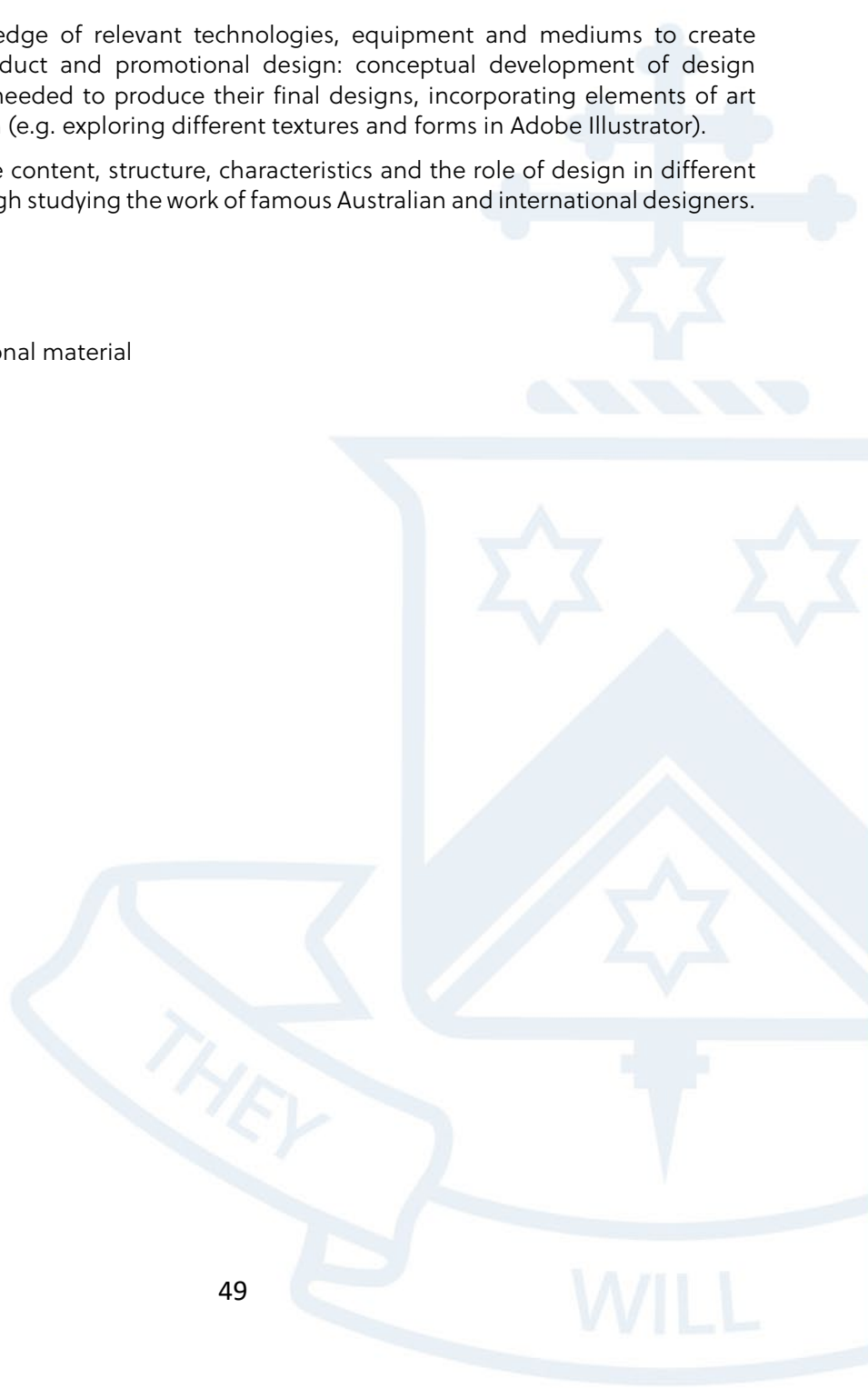
Students also analyse and interpret the content, structure, characteristics and the role of design in different cultural contexts: they achieve this through studying the work of famous Australian and international designers.

ASSESSMENT

Practical Design Folio:
Exploring product design and promotional material
Theoretical Assignment:
Design Analysis

FUTURE PATHWAYS

VCE Visual Communication and Design



SUBJECT: SPACE AND ARCHITECTURE

COURSE OVERVIEW

Students investigate a range of traditional design and drawing processes, styles, media, materials, equipment and technologies in VCD. They learn ways of constructing designs through paraline drawing techniques. With some guidance, they keep a record of their planning and development (for example, in a visual diary or multimedia journal) documenting their progress towards achieving their aim.

Students learn to self-evaluate and appraise other people's designs showing some appraisal of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles.

LEARNING FOCUS

Students consolidate their knowledge of pertinent technologies, equipment and mediums to construct design. The emphasis will be on instrumental drawing and interior/architectural design. They apply the techniques needed to produce their final designs, incorporating art elements and principles of composition.

Students also analyse and interpret the content, structure, characteristics and the role of design in different cultural contexts: they achieve this through studying the work of famous Australian and international designers.

ASSESSMENT

Practical Design Folio:

Exploring technical drawing systems such as perspective and paraline conventions

Theoretical Assignment:

Design Analysis

FUTURE PATHWAYS

VCE Visual Communication AND Design

VCE Studio Art



SUBJECT: WEBSITES FOR GAMING AND DESIGN

COURSE OVERVIEW

Being able to manipulate websites in a world heavily based in the world wide web is an important skill to develop. In this subject, students will develop a basic understanding of how websites work, good website design and how to use coding to build and tweak websites.

LEARNING FOCUS

Students will have the opportunity to use html to create a website, templates and tweak html for problem solving. Students with an interest in gaming will use their website as a gaming platform for different 2D games, students with an interest in business and design will build websites to host these types of interests.

Students will learn to integrate media properties, use templates, tweak code and write coding for websites. In addition, students will investigate current website design practices, copy write legislation, and design elements and principles.

ASSESSMENT

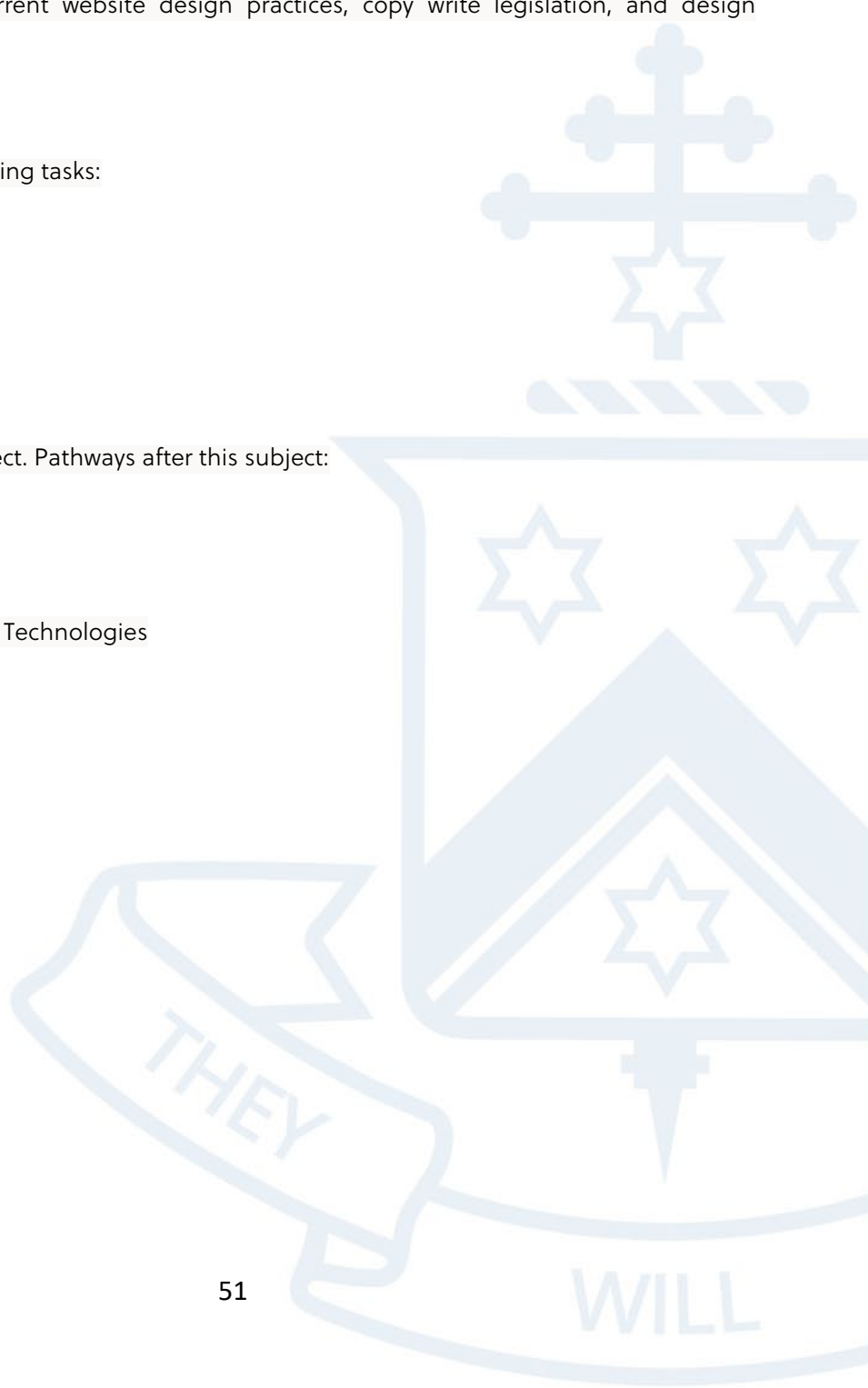
Students will be assess using the following tasks:

- Investigation project
- Website project
- Examination

FUTURE PATHWAYS

There are no prerequisites for this subject. Pathways after this subject:

- VCE Applied Computing
- VET Screen and Media
- VET Integrated Technologies
- VET Information, Digital Media and Technologies



SUBJECT: APPLIED COMPUTING UNITS 1 & 2

COURSE OVERVIEW

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies.

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills.

Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

LEARNING FOCUS

Unit 1: Applied computing in this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Unit 2: Applied computing in this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

ASSESSMENT

Students will be assess using the following tasks:

- A presentation (oral, multimedia, visual) of an innovative solution
- A written report
- An annotated visual report
- A case study with structured questions
- The design of a wireless network or a working model of a wireless network.
- Examinations

FUTURE PATHWAYS

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

SUBJECT: BIOLOGY UNITS 1 & 2

COURSE OVERVIEW

VCE Biology enables students to investigate the processes involved in sustaining life. In undertaking this subject, students develop an understanding that, all life is connected, and all change has consequences that may affect an individual, a species or all life on the planet.

Students gain insights into how key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

LEARNING FOCUS

In Unit 1, students examine the structure and function of cells as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in new and emerging technologies. They explore how systems function through special cells in plants and animals and consider the role internal systems play in maintaining an animal's internal environment.

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

ASSESSMENT

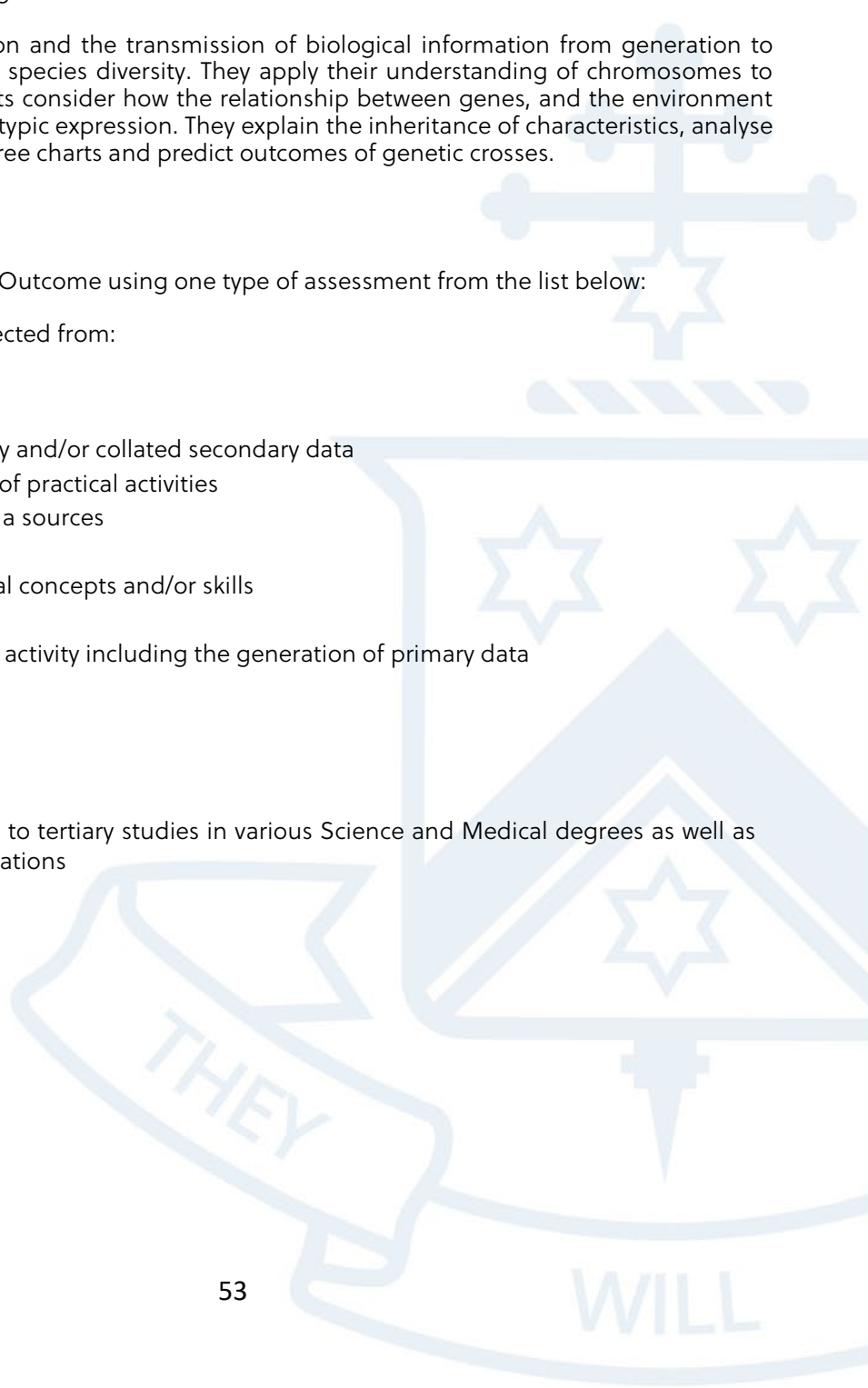
Students will be assessed against each Outcome using one type of assessment from the list below:

For each outcome, at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster

FUTURE PATHWAYS

The completion of this subject will lead to tertiary studies in various Science and Medical degrees as well as Animal/Zoology certificates and qualifications



SUBJECT: BUSINESS MANAGEMENT UNITS 1 & 2

COURSE OVERVIEW

In Business Management students explore factors affecting business ideas and the internal and external environments within which businesses operate, as well as the affect these have on business planning. Students consider the importance of the business sector to the national economy and on social wellbeing.

Students also explore the establishment phase of the business and the legal requirements involved in doing so. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

LEARNING FOCUS

Students will investigate the concept of entrepreneurship and how businesses create ideas and foster ideas to emerge. Students consider the decisions that need to be made before a business is established by exploring factors in the internal and external environments. Students explore different business models, legal structures and requirements, and staffing issues to consider how planning decisions impact the success of a business.

Students analyse management practices and apply these to contemporary case studies. Students also explore the relationship between marketing, a customer base and the achievement of business objectives.

ASSESSMENT

Students will complete:

- Case study and structured questions

FUTURE PATHWAYS

Unit 3 and 4 Business Management



SUBJECT: GEOGRAPHY UNITS 1 & 2

COURSE OVERVIEW

In Geography students examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world.

These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

LEARNING FOCUS

Students will investigate how people respond to types of hazards and disasters. Students will examine the process of hazard events, consider their causes and impacts, look at human responses to the hazard and the interconnections between human activity and climate change.

Students will undertake fieldwork and produce a fieldwork report. Students also investigate the characteristics of tourism, where it has developed, how it has changed and continues to change and the issues around ethical tourism.

Students explore examples of tourism in Australia and the world and analyse the impact on local, regional and national environments.

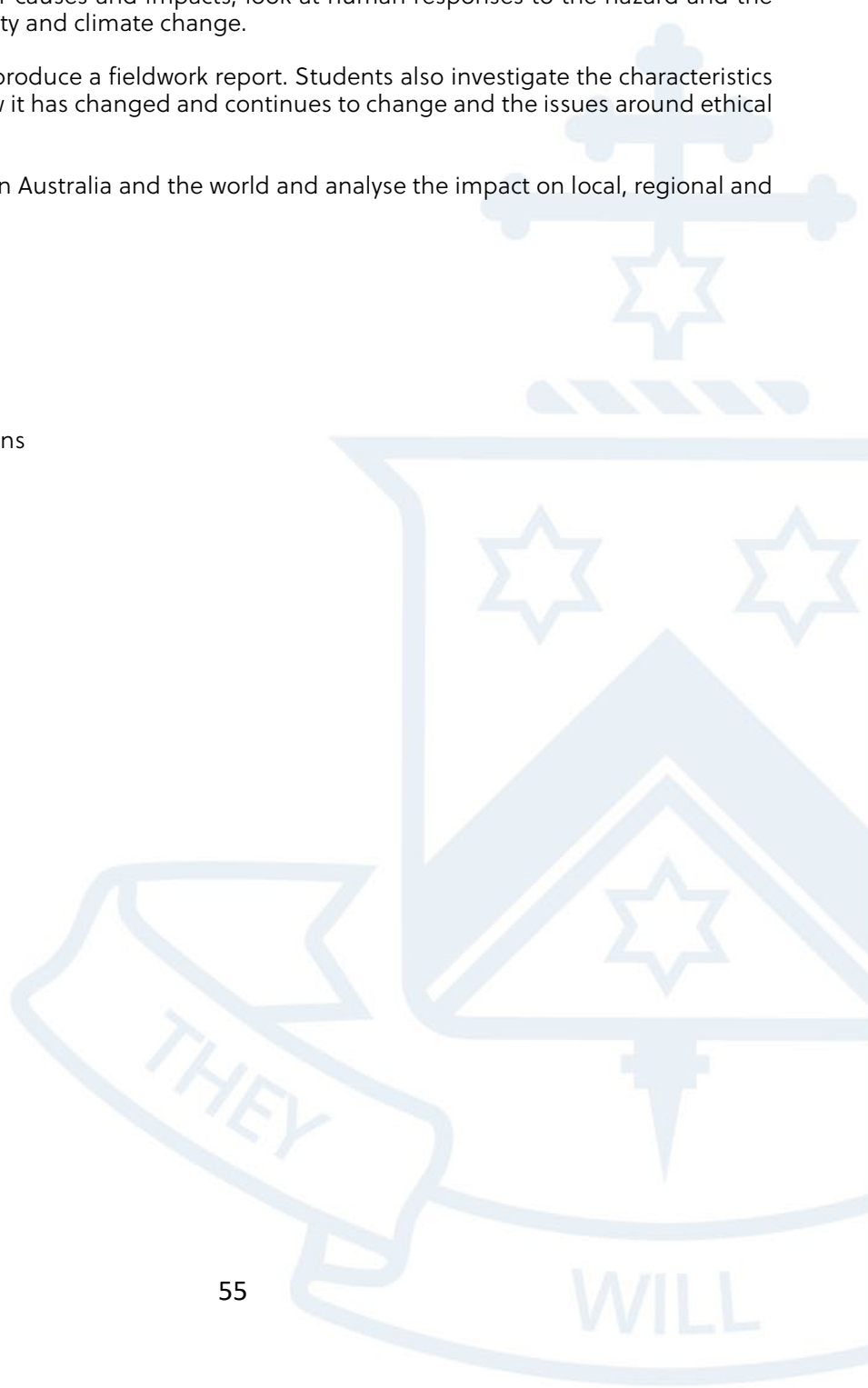
ASSESSMENT

Students will complete:

- Fieldwork
- Case Study and Structured Questions

FUTURE PATHWAYS

Unit 3 and 4 Geography



SUBJECT: HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

COURSE OVERVIEW

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.

Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

LEARNING FOCUS

Students look at health and wellbeing as a concept with varied and evolving perspectives and definitions with different meanings for different people. As a foundation to understanding health, students investigate the World Health Organization's definition and also explore other interpretations. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Students look at changes and expectations that are part of the progression from youth to adulthood in health and wellbeing, and development. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- case study analysis
- structured questions
- data analysis

FUTURE PATHWAYS

Students may continue to study Health and Human Development Units 3 and 4.

SUBJECT: LEGAL STUDIES UNIT 1 & 2

COURSE OVERVIEW

In Legal Studies students examine the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

LEARNING FOCUS

Students evaluate the role of the law in a range of settings including home, at work and in the wider community. Students understand the creation and purpose of laws in society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature.

Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

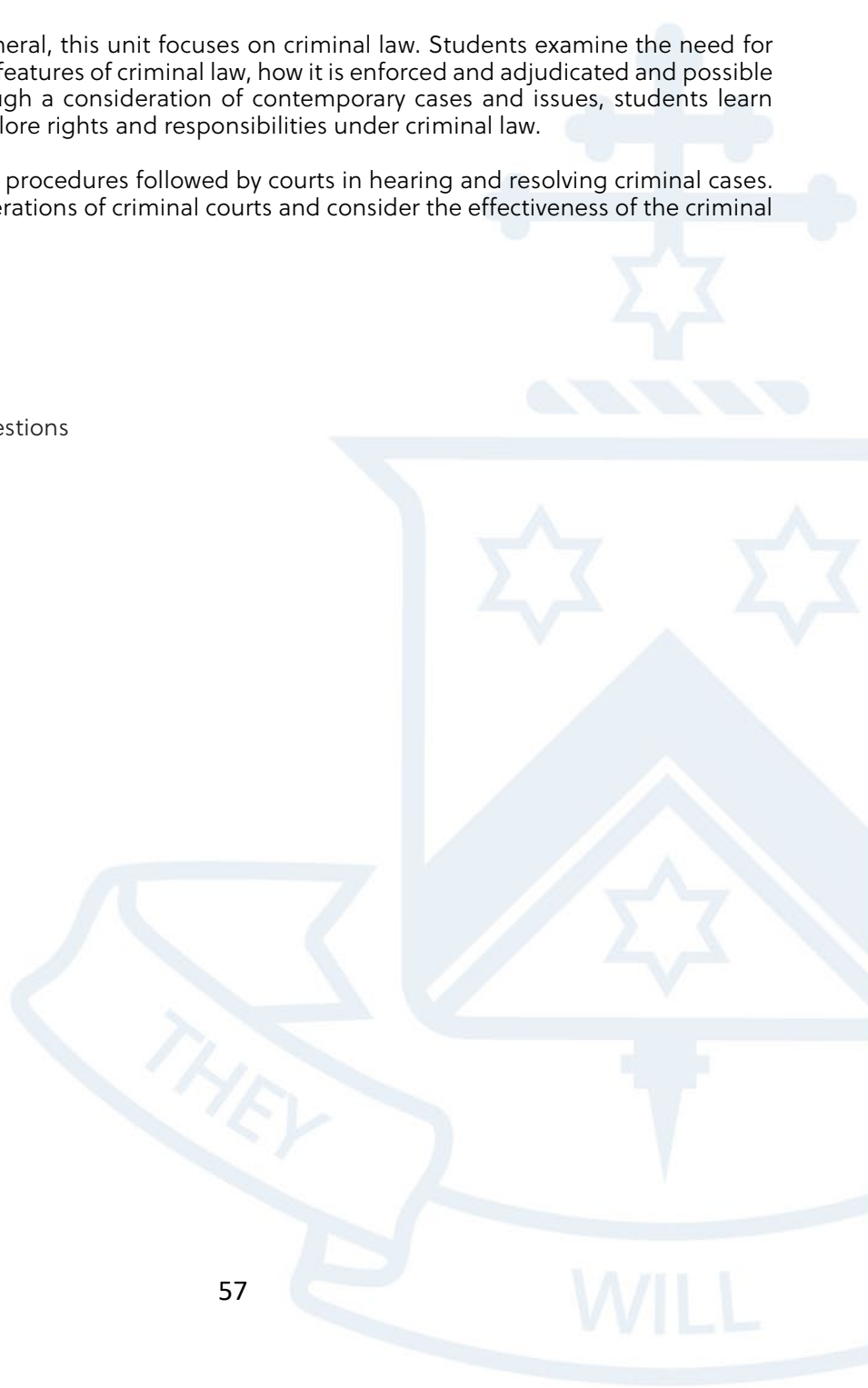
ASSESSMENT

Students will complete:

- Case Study and Structured Questions

FUTURE PATHWAYS

Unit 3 and 4 Legal Studies



SUBJECT: MEDIA STUDIES UNITS 1 & 2

COURSE OVERVIEW

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society.

Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products, ultimately producing their own Media Productions.

LEARNING FOCUS

This study enables students to:

- Investigate and analyse their and others' experience of the media and examine the relationship between audiences and the media.
- Understand the codes and conventions that are used to construct media narratives, products and to develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application.
- Develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms, products and to analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged.
- Develop skills in critically understanding the significance and aesthetics of the media and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

ASSESSMENT

Unit 1: Media forms, representations and Australian stories

Unit 2: Narrative across media forms

Theory: These include written SAC's

Practical: Media Productions (SAT's) which are the project-based assessments. These can be in the form of short films, podcasts, animations, and print based media.

FUTURE PATHWAYS

VCE Media (Units 3 and 4)

VCE Literature

VCE Drama

SUBJECT: OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 & 2

COURSE OVERVIEW

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and

Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

LEARNING FOCUS

Students focus on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

Students focus on the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

ASSESSMENT

The student's performance on each outcome is assessed using the following:

- a journal or report
- a case study
- data analysis
- structured questions

FUTURE PATHWAYS

Students may continue to study Outdoor and Environmental Studies Units 3 and 4.

COURSE OVERVIEW

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

LEARNING FOCUS

Unit 1 - How are behaviour and mental processes shaped?

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research methodology and creative and critical thinking to evaluate the validity of a research study by analysing secondary data.

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

In this unit, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, including Aboriginal and Torres Strait Islander peoples' experiences within Australian society.

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes.

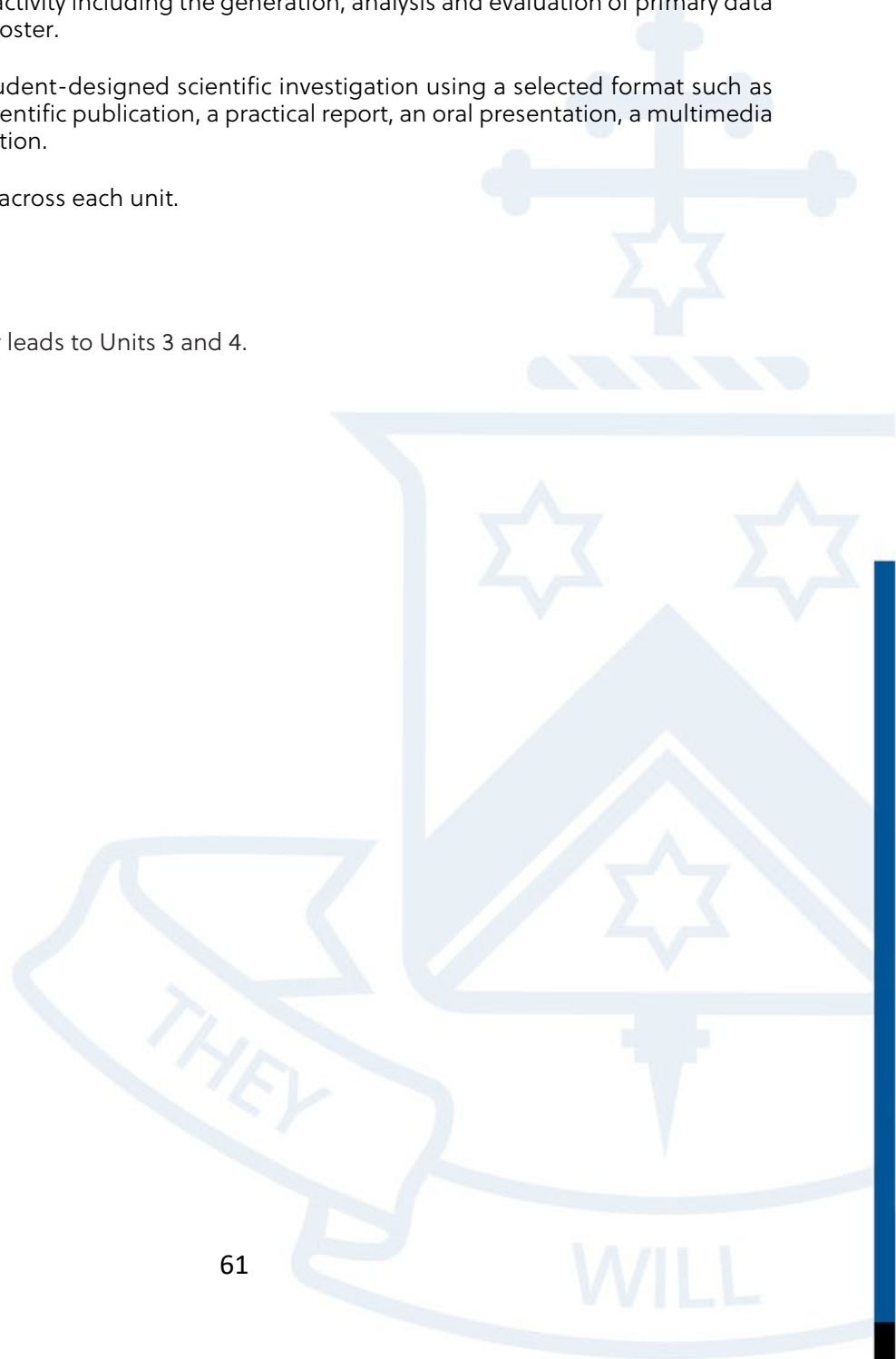
ASSESSMENT

School Assessed Coursework can include:

- analysis and evaluation of a case study
- a data analysis and evaluation of generated primary and/or collated secondary data
- an investigation or literature review involving the collation of secondary data
- reflective annotations of a logbook of practical activities or in a response to an issue
- media analysis of one or more contemporary media texts
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a laboratory or fieldwork activity including the generation, analysis and evaluation of primary data presented as a report or scientific poster.
- a report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation, or a visual representation.
- Written Examination each semester across each unit.

FUTURE PATHWAYS

Completion of Units 1 and 2 Psychology leads to Units 3 and 4.



SUBJECT: VET SMALL BUSINESS

COURSE OVERVIEW

The VCE VET Small Business program aims to provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects within small business contexts across a range of industry sectors.

LEARNING FOCUS

The VCE VET Small Business program comprises one certificate II with VCE VET credit at Units 1 to 4 level, including a Units 3 and 4 sequence. Certificates II are typically completed over two years.

The identified units of competency in the VCE VET Small Business program have been selected for recognition purposes and may vary from the qualification packaging rules.

Students must achieve twelve units of competency to gain 22480VIC Certificate II in Small Business (Operations/Innovation), including:

- eight core units of competency
- four elective units of competency

Units 1 to 4		
Year 1		
BSBWHS201	Contribute to health and safety of self and others	20
VU22520	Contribute to small business operations and innovation	50
VU22521	Develop elementary skills for small business environments	50
VU22522	Follow small business policies and procedures	40
VU22523	Undertake basic market research and promotion for a small business product or service	60
Year 2		
BSBINN201	Contribute to workplace innovation	35
FNSFLT301	Be MoneySmart	40
SITXCCS006	Provide service to customers	25
VU22524	Participate in small business quality processes	25
VU22525	Assist with the presentation of public activities and events	25
VU22526	Follow procedures for routine financial activities of a small business	20
VU22527	Contribute to small business planning	40
Total Sample Program Hours:		430

ASSESSMENT

Students will be assessed in a variety of ways that can include but are not limited to:

- Oral Presentations (Podcast, video, performance)
- Portfolio of collected works
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
- Research and Investigation reports

FUTURE PATHWAYS

The Certificate II in Small Business Operations and Innovation does not offer a scored program so will not directly contribute to a students ATAR. It does however count towards a unit 3 and 4 sequence which is important to achieving the Vocational Major.

