

CLONARD

Senior Years

Handbook

2019



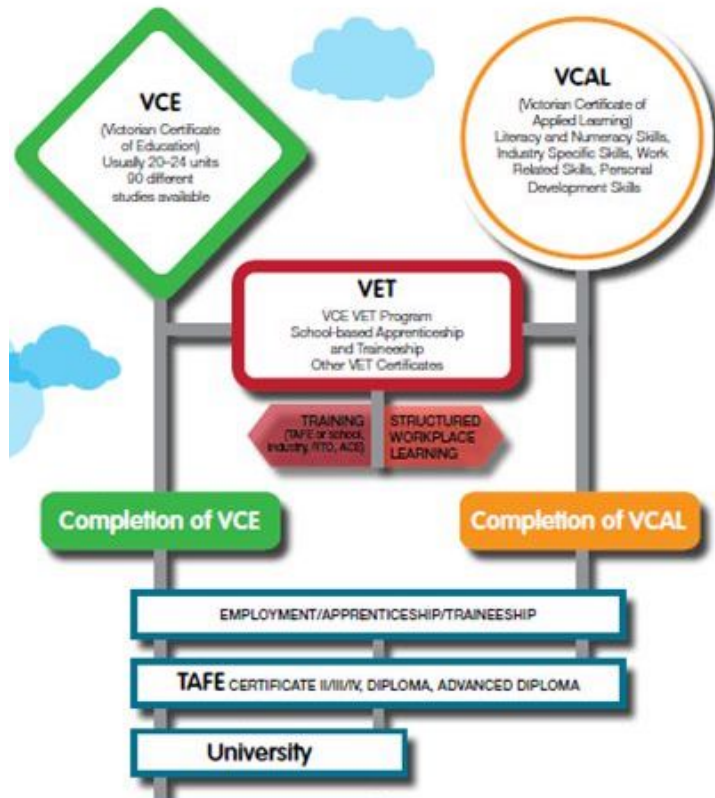
Clonard College
Geelong

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SENIOR SCHOOL PATHWAYS

LEARNING.PATHWAYS



YEAR 9 – 12 CURRICULUM OVERVIEW FOR 2019

LEARNING AREA	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education	6	6	6	6
Pastoral Care/IC program	4	2	0	0
English	8	8	8	10
Mathematics	8	8	8 EB1	10 EB1
Science	8	8	8 EB2	10 EB2
Health and Physical Education	8 (1 Core)	8 (1 Core)	8 EB3	10 EB3
Design Art and Technology	8 (1 x Core Digital T)	8 EB1	8 EB4	10 EB4
Humanities - History and Geography	8 (1 x Core)	8 EB2	8 EB5	Spares 4
The Arts	8 (1 x Core)	8 EB3	Spares 6	
LOTE / Language program • Indonesian • French • Language Support/EAL	8 EB1	8 EB4		
VCAL		Pre-VCAL Literacy Numeracy WRS/PD 2 – 4 electives VET (if available)	Literacy Numeracy Work Related Skills Personal Development Work placement VET	Literacy Numeracy Work Related Skills Personal Development Work placement VET
Additional	PE/SPORT 2	PE/SPORT 4	Spares 6	
Elective options (semesters)	2	5	5	4
Acceleration options	✓	✓	✓	✓
TOTAL	60	60	60	60

- EB - elective block
- Core subjects shaded grey
- All Year 9 and 10 electives are one semester
- Advanced options – students can self-elect into advanced options at Year 9
- Acceleration options – classes taken from the offerings of the year level above – requires an application
- VET options – available to Year 10 Pre-VCAL students (where available) and all Year 11/12 VCE students in the place of one VCE subject. VET is mandatory for all VCAL students.
- Additional subjects are available through Distance Education Victoria where necessary.

VCE – VICTORIAN CERTIFICATE OF EDUCATION

INTRODUCTION

The VCE is awarded to students who satisfactorily complete a full program of studies. The program of a full-time student will normally comprise about 22 - 24 units taken over four Semesters or two years. Students are required to complete a minimum of 16 units

No one-size fits all. Some students will complete their VCE in the standard two years but there are advantages to spreading the load over more than two years. Students who accelerate into VCE studies at year 9 and/or year 10 may complete the VCE over three years or even four years. We encourage students to consider their own pathway and what really works for them as an individual learner.

VICTORIAN Curriculum and Assessment Authority (VCAA)

REQUIREMENTS OF THE VCE

To meet the graduation requirements of the VCE continuing students (other than students returning to study) must:

- satisfactorily complete a total of no fewer than 16 units
- Satisfactorily completed units must include:
 - three units of the common study of English (Units 1, 2, 3 and 4) or Literature or English Language (two of which must be a Unit 3-4 sequence)
 - three sequences of Units 3 and 4 studies other than English

NOTE: A sequence of Units 3 and 4 may be accumulated over more than one year. All Year 12 students are expected to complete five Unit 3/4 sequences unless there are extenuating circumstances. If this is the case, students may apply to do four subjects in their final year. Under the current acceleration policy, students can accelerate into VCE at Year 9 in one subject maximum, Year 10 in two subjects maximum. It must be noted that some subjects are not available for acceleration without having advanced in the subject earlier in the student learning pathway.

VCAL – VICTORIAN CERTIFICATE OF APPLIED LEARNING

The VCAL is an accredited senior secondary school certificate undertaken in Years 11 and 12.

VCAL is designed to cater for students who wish to acquire skills that will lead towards further vocational training or employment. The competency-based assessment used does not revolve around testing and examinations and does not result in an ATAR or lead to direct entry to university.

A VCAL course can lead to tertiary study (and can even lead to degree courses following certificate courses after completing the Certificate). Students who do VCAL are more likely to be interested in going on to training at TAFE, doing a traineeship or apprenticeship, or getting a job after completion of their schooling.

The VCAL is a hands-on, vocationally oriented option for students. The course is focused on the development of work- related and industry specific skills. These are focused on participation in ongoing, compulsory study of Literacy, Numeracy and Personal Development Strands. These are delivered at school in VCAL classes. The Work Related Strand is delivered by Structured Work Placement 1 or 2 days per week. The Industry Specific Strand is covered with either a VET or Australian School Based Apprenticeship (SBAT) option.

REQUIREMENTS OF THE VCAL

To be awarded a VCAL, students must successfully complete a learning program, which is designed to comply with the following credit requirements.

It must:

- be made up of 10 credits - literacy/numeracy strands must be included.
- include curriculum components each of which can be justified against the purpose statement for one of the four VCAL curriculum strands
- include VET at the intermediate and senior level
- contain curriculum components drawn from:
 - VCE Units
 - VCAL Units
 - VCE VET Units

Vocational Education and Training (VET) accredited curriculum or Further Education (FE) accredited curriculum (one credit is awarded on successful completion of 90 nominal hours of accredited curriculum).

VET – VOCATIONAL EDUCATION AND TRAINING

ENTRY

VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL. All VCAL students must take a VET subject as part of their course and VCE students can elect to take a VET subject as part of their pathway. In this instance the VET subject takes the place of one VCE subject.

Additional fees apply to VET programs. The fee will be added to the College Annual Fee Statement.

Successful Completion Of VET In a Senior Secondary Program May Provide Students With:

- A VCE or VCAL certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation. (RTO)
- Two statements of results issued by the VCAA giving details of units completed in the VCE and units of competence/modules completed in the VET qualification
- An enhanced ATAR which can improve access to further education
- Pathways into employment and or further VET qualifications
- Workplace experience including structured workplace training

Students Value VET Because it:

- Allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- Provides direct experience of business and industry.

Employers Value VET Because It:

- Contributes to the development of entry level skills for their industry
- Provides students with a practical and focussed introduction to workplace requirements
- Enhances the employability of students
- Enables industry to contribute to educational programs in schools
- Enables industry to participate in local community networks

Students Can Undertake VET Within Their Senior Secondary Certificate In The Following Ways

- VCE VET Programs
- Apprenticeships and Traineeships

REQUIREMENTS FOR ENTRY TO A VICTORIAN TERTIARY INSTITUTION

In order to be eligible for admission to a course of study at any of the Victorian tertiary institutions, applicants must usually satisfy:

- the minimum institutional entrance requirements, and
- any specific course or other requirements including prerequisites of the individual course concerned.

Once eligibility has been established applicants can then be considered in competition with other eligible applicants for a quota place.

Minimum Entrance Requirements (VCE):

These requirements are written in terms of the VCE. Any applicant who previously qualified for university or college entrance under provisions contained in any earlier years will hold their status.

The minimum entrance requirements for all tertiary institutions are:

- the satisfactory completion of the VCE, and
- the satisfactory completion of Units 3 and 4 of English (or EAL) or English Literature (Units 3 and 4 completed in the one year)

Pre-requisites:

All prerequisites must be met before an applicant is eligible to be selected for that course.

Prerequisites are Units 1, 2, 3 and 4 levels. If there is no specified level, they can be taken at either level. Applicants with other qualifications are assessed to determine whether their subjects are equivalent to the stated prerequisites. Failure to meet the specified requirements at Unit 3 and 4 level will mean that the applicant will not be included in the rank order for that course. Results however will still be provided to the institution for that course.

Pre-requisites Units 1 and 2:

An “S” must be awarded in both Units 1 and 2 of the study to meet prerequisites.

Pre-requisites Units 3 and 4:

A minimum study score of 10, with at least two assessment component grades better than “UG”, is required to meet prerequisites. A higher study score may be specified for individual courses. An “S” must be awarded in both Units 3 and 4 of the study, completed in that order and in one calendar year. This testing process is usually carried out by VTAC. With the exception of applicants with a current interstate Year 12, the prerequisite testing process for applicants with Notional ATARs is carried out by course selection authorities.

Tertiary institutions selection processes:

Courses use one of two models when selecting Year 12 students:

- a rank order derived from VCE results which incorporates the two-stage process and / or
- a rank order derived from an index of criteria which may include reference to VCE results. (Included in the index are interviews, folios, preselection tests, etc.)

Where the latter model is used, it applies to all applicants from any background. Where the former model is used, applicants other than those proceeding direct from Victorian Year 12 are generally considered on the basis of all academic achievements to date.

AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR):

Each student undertaking a VCE study will receive from the Victorian Curriculum & Assessment Authority for each study:

- a letter grade for each assessment component in that study,
- a VCE study score (relative position) for that study, indicating the student's position in the cohort of students taking the study. This will be a numerical score out of 50. The rank order derived from VCE results is based on Equivalent National Tertiary Entrance Ranks. These are developed from an aggregate produced by adding:
 - the scaled score in English/ESL
 - the next best three scaled scores

10% of any fifth and / or sixth scaled score that is available, and then ranking candidates in order of these aggregates. The ranking is amongst the relevant age group rather than being restricted to successful VCE candidates. In all up to six study scores may be used in calculating the aggregate, and all study scores are scaled, that is, adjusted to reflect differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies. The "Primary four" refers to studies that will be counted first when creating an ATAR. These are the English study plus three other studies with the highest scaled scores.

CLONARD COLLEGE ACCELERATION POLICY

The opportunity to undertake one or two VCE units 1/2 in Year 10 (or one in Year 9) and Unit 3/4 in Year 11 is open to students who have demonstrated a high level of commitment to their studies, are organised and have achieved a high standard in Year 8. The College will not place a student under the pressure of a VCE unit if, after consultation, we believe she is not ready to undertake such a unit. As a result, students wishing to apply must complete the "Acceleration Learning Program" application which is on Simon. They must also meet the requirements outlined on the form in order to be considered for acceptance into a VCE unit or a Year 10 subject at Year 9. Students must discuss this application with their parents, Homeroom teacher and the Career's Practitioner.

The following guidelines will apply to all applications:

- Students will generally only be permitted to undertake one accelerated subject sequence however, some students may qualify for two.
- Students will only be able to accelerate into subjects offered at Clonard College.
- Exceptional circumstances may be considered on application to the Assistant Principal (Learning and Teaching).
- Not all subjects are appropriate for acceleration. These subjects are determined by the College.
- Students will need to demonstrate the necessary academic ability and rigour. The relevant semester one report must be attached to the acceleration application form.
- Students will not have a reduced load of their mainstream subjects in order to undertake an accelerated study.
- Even if a student has undertaken a 1/2 sequence, entry into 3/4 will not be automatic. Application will need to be made at subject selection in any case.

- Relevant Learning Leaders, in consultation with the named subject teacher and Assistant Principal (Learning and Teaching) and, in some circumstances, the VCE Coordinator, will make the decision as to the success of the student's application.

Change of Subject Guidelines

A subject change will only take effect if it can be accommodated within the student's timetable. Taking time to select subjects that are suitable to the student's abilities, interests and post-school pathway reduces the need to change subjects and thereby interrupting the Unit 1 – 4 sequence. For some students a change of subject is recommended or necessary. Students who wish to apply for a change of subject can do so at the following times:

- After the end of year examinations
- At the beginning of the year (end of week 2)
- At the end of Unit 1
- Withdrawing from VET subjects in VCE or VCAL can occur at the end of Semester One however new VET subjects cannot be commenced after Week Three of Term One.
- Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the VCE Coordinator or VET Coordinator, the teacher of the subject being exited and entered (this teacher may consider the application inappropriate) and the Careers' Practitioner.

Please note: students moving into Unit 3 and 4 cannot change subjects after Orientation Week because they will be notably disadvantaged having missed the content of the week.

ACCOUNTING

Unit 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders and students learn to analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students also learn to record financial data and prepare reports for service businesses.

Areas of study:

1. The Role of Accounting
2. Recording financial data and reporting accounting information for a service business

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Areas of study:

1. Accounting for inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

Unit 3: Financial accounting for a trading business

In this unit students use the double entry system of recording financial data and preparing reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Areas of study:

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students use both manual methods and ICT to further develop their skills and recording and reporting using accrual basis accounting. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

Areas of study:

1. Extension of recording and reporting
2. Budgeting and decision-making

WHERE DOES IT LEAD?

Post-secondary Education: Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resource Management, Advertising, etc.

Employment: Accounting Firms, Banking, Large and Small Business, Retail Companies, Human Resource Management, Office Management, Real Estate, State and Federal Government Organisations, Law Enforcement

Life Skills: budgeting, filling in tax returns, running a small business, organising your own personal finances.

AUSTRALIAN AND GLOBAL POLITICS

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power with a contemporary focus on case studies from within the last 10 years. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.

Areas of study:

1. Power and ideas
2. Political actors and power

Unit 2: Global connections

This unit introduces students to the global community and the global actors that are part of this community. Students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Using contemporary examples, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Areas of study:

1. Global links
2. Global cooperation and conflict

GLOBAL POLITICS

Unit 3: Global actors

In this unit students investigate the key global actors of contemporary global politics, including the UN, states, NGO's and TNC's. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state (China) uses power to achieve its objectives.

Areas of study:

1. Global actors
2. Power in the Asia-Pacific

Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law (Human rights, people movement, development or arms control). They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises (terrorism, climate change or armed conflict) and consider the varying effectiveness of responses and challenges to resolving them.

Areas of study:

1. Ethical issues and debates
2. Global crises

WHERE DOES IT LEAD?

Post-secondary Education: Arts, Communication, Education, Criminology, Law, Social Sciences, Film and Television, Politics, International Relations, International Development, Public Relations, Business, Commerce, etc.

Employment: Journalist, Politician, Author, Lawyer, Government Agencies, University Lecturer, Non-government Organisations, Federal and State Police, Defence Forces, Teacher, Large Business and Corporations...

Life Skills: An understanding of politics allows students to gain a greater understanding of their place within their own society, as well as the global world. It allows for a deeper understanding and appreciation for how past and current events can shape the future. Students learn how to research and analyse events, while developing critical thinking skills.

BIOLOGY

Please note: Clonard College completes Unit 2 prior to Unit 1 because it segues more naturally to Units 3 & 4

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Areas of Study:

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Areas of Study:

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Areas of Study:

1. How do cellular processes work?
2. How do cells communicate?

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Areas of Study:

1. How are species related?
2. How do humans impact on biological processes?

WHERE DOES IT LEAD?

Biology is a pre-requisite for University studies in some of the Higher Education Provider courses.

Post-secondary Education: Science, Nursing, Para medicine, Medicine, Scientific Research, Physiotherapy, Allied Health, Science Education, Medical Imaging, Ecology, Zoology, Animal Studies, Veterinary Science, Agriculture, Pharmacy,

Employment: Scientist, Medical Doctor, Nurse, Paramedic, Researcher, Immunologist, Environmental Scientist, Physiotherapist, Osteopath, Sports Scientist, Doctor, Dentist, Microbiologist, Science Teacher, Pharmacist, Zoologist, Agronomist, Occupational Therapist, Veterinarian, Speech Pathologist, Pathologist, Pharmaceutical Industry, Geneticist, Genetic Counsellor, Sports Scientist,

Life Skills: Biology promotes a deep understanding of the how the human body functions, which underlies how to live a healthy lifestyle. It also promotes an understanding of the structure and function of living things. Students build an understanding of the interconnectedness of all living things and the environment.

BUSINESS MANAGEMENT

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study:

1. The business idea
2. External environment
3. Internal environment

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

Areas of Study:

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Areas of Study:

1. Business foundations
2. Managing employees
3. Operations management

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study:

1. Reviewing performance – the need for change
2. Implementing change

WHERE DOES IT LEAD?

Post-secondary Education: Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resource Management, Tourism and Hotel Management, Hospitality, Construction Management, Advertising, etc.

Employment: Tradesman, Retail Manager, Travel Consultant, Data Processing Operator, Hotel Manager, Business Owner, Banking, Accounting and Business Firms, Real Estate, Agribusiness, Teaching, Stockbroker, Market Researcher, Building Contractor...

Life Skills: budgeting, running a small business, communication.

CHEMISTRY

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Areas of Study:

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation.

Unit 2 what makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study:

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation.

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Areas of Study:

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute the living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented.

Areas of study:

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry food

WHERE DOES IT LEAD?

Chemistry is a pre-requisite for University studies in some of the Higher Education Provider courses.

Post-secondary Education: Science, Engineering, Medicine, Veterinary Science, Pharmacy, Forensic Science, Agronomy, Agricultural Science, Nano Technology, Environmental Science, Biomedical Science, Applied Science (Med Radiations), Nuclear Medicine, Dentistry, Meteorology, etc.

Employment: Medical Practitioner, Engineer, Pathologist, Radiologist, Teacher, Geneticist, Forensic Scientist, Environmental Scientist, Agronomist, Agricultural Scientist, Chemist, Anaesthetist, Laboratory Technician, Meteorologist...

Life Skills: Chemistry is the branch of science that deals with the identification of the substances of which matter is composed; the investigation of their properties and the ways in which they interact, combine, and change; and the use of these processes to form new substances. As such, the study of Chemistry will enable you to have a deeper understanding of what is happening in the world around you.

DANCE

Unit 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

Areas of Study:

1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance
4. Awareness and maintenance of the dancer's body

Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Areas of Study:

1. Dance perspectives
2. Choreography, performance and dance- making analysis
3. Dance technique, performance and dance analysis

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of body actions and use of performance practices. Students also learn a group dance work created by another choreographer. The dance-making and performance practices involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers.

Areas of Study:

1. Dance perspectives
2. Choreography, performance and dance- making analysis
3. Dance technique, performance and analysis

Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work.

Areas of Study:

1. Dance perspectives
2. Choreography, performance and dance making analysis

WHERE DOES IT LEAD?

Post-secondary Education: Dance, Education, Performing Arts, Music, Theatre Studies, Media, Film and Television, Events, etc.

Employment: Dancing, Acting, Music Theatre, Arts Administrator, Entertainer, Film and Stage and Television Director, Media Presenter, Musician, Stage Manager, Producer, Screen Writer, Teacher, Events Manager, Public Relations Professional...

Life Skills: Skills obtained in this subject will enable students to further develop their talent in dance whilst giving students the confidence to perform in public, choreograph their own pieces, as well as analyse and interpret dance performances.

ECONOMICS

Unit 1: The behaviour of consumers and business

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Areas of Study:

1. Thinking like an economist
2. Decision making in markets

Unit 2: Contemporary Economic Issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards.

Students consider the influence on the world's living standards of decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations.

Areas of Study:

1. Economic growth, long-term economic prosperity and environmental sustainability
2. Economic efficiency and equity
3. Equity

Unit 3: Australia's Economic Prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Areas of Study:

1. An introduction to microeconomics: the market system, resource allocation and government intervention
2. Domestic macroeconomic goals
3. Australia and the world economy

Unit 4: Managing the Economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Areas of Study:

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

WHERE DOES IT LEAD

Post-secondary Education: Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resource Management, Tourism and Hotel Management, Advertising, Education, Actuarial Studies, Urban Planning, Agribusiness, etc.

Employment: Government Agencies, Accounting Firms, Banking, Business Firms, Human Resources, Real Estate, Small and Large Business, Portfolio Manager, Town Planner, Economist, Stock Broker...

Life Skills: Skills in this subject will enable students to understand budgeting, factors involved in running a small business, communication, and interest rates, etc.

ENGLISH

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study:

1. Reading and responding
2. Analysing and presenting argument

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Areas of Study:

1. Reading and comparing texts
2. Analysing and presenting argument

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

Areas of Study:

1. Reading and creating texts
2. Analysing argument

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

Areas of Study:

1. Reading and comparing texts
2. Presenting argument.

WHERE DOES IT LEAD

English is a pre-requisite subject for all University courses. Most University courses require students to achieve a minimum 25/50. Some University Courses will require higher scores – e.g. Journalism.

Post-secondary Education: Arts, Humanities, Social Sciences, Social Work, Psychology, Public Relations, Communication, Journalism, Media, Screen Writing, Speech Pathology, Librarianship, Education, etc.

Employment: Marketing, Playwright, Public Relations Officer, Journalist, Script Writer, Speech Pathologist, Editor, Interpreter, Film and Television Producer, Author, Script Writer, Historian, Lecturer, Teacher...

Life Skills: It provides students with skills that will be vital to their home and working life. Skills developed include the ability to communicate with others, the ability to continue to learn independently, and to appreciate their environment through written and verbal forms.

ENVIRONMENTAL SCIENCE

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Areas of Study:

1. How is life sustained on Earth?
2. How is Earth a dynamic system?
3. Practical investigation

Unit 2: How can pollution be managed

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Areas of Study:

1. When does pollution become a hazard?
2. What makes pollution management so complex?
3. Case study

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Areas of Study:

1. Is maintaining biodiversity worth a sustained effort?
2. Is development sustainable?

Unit 4: How can the impacts of human energy use be reduced?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Areas of Study:

1. What is a sustainable mix of energy sources?
2. Is climate predictable?

WHERE DOES THIS LEAD

Post-secondary Education: Environmental Science and Engineering, Urban Planning, Environments, Science, Agricultural Science, Applied Science, Conservation and Land Management, Sport and Recreation, Anthropology, Geography, Biological Sciences, International Development, etc.

Employment: Agricultural Scientist, Scientist, Environmental Scientist, Forester, Ecologist, Engineer, Hydrologist, Landscape Architect, Park Ranger, Town Planner, Geologist, Government Agencies, Non-government Organisations, Botanist, Marine Scientist, Surveyor, Landscaper...

Life Skills: Develops an understanding of the relationship between people and their impact upon the environment from a scientific perspective.

FOOD STUDIES

Unit 1: Food Origins Where does our food come from?

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Areas of Study:

1. Food around the world
2. Food in Australia

Unit 2: Food Makers. How is food made and marketed?

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Areas of Study:

1. Food industries
2. Food in the home

Unit 3: Food in daily Life

Does food matter? – An investigation into what is in our food and how to make and select food for health.

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Areas of Study:

1. The science of food
2. Food choice, health and wellbeing

Unit 4: Food Issues, challenges and futures

Sustaining Food for the Future.

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Areas of Study:

1. Environment and ethics
2. Navigating food information

WHERE DOES THIS LEAD

Post-secondary Education: Bachelor of Design and Technology, Food Science, Hospitality, Science, Food and Nutrition, Environmental Health, Health, Dietetics, Home Economics/Food Technology Education, Marketing and Advertising, Retail, Agricultural Science, Health Science and Environmental Science (Sustainability), etc.

Employment: Food Technologist, Food Science, Food Author, Food Stylist, Food Chemistry, Chef, Advertising and Marketing Professional, Environmental Health Officer, Caterer, Food Processing Technician, Dietician, General Manager, Retail Manager, Agricultural Scientist, Health Science and Environmental Science (Sustainability), etc.

Life Skills: This subject facilitates the attainment of knowledge and skills to assist with the development of independent, resourceful consumer citizens capable about making informed decisions about food and nutrition as well as the opportunity to develop more creative and practiced cooking skills. Communication, design, problem solving.

GEOGRAPHY

Unit 1: Hazards and Disasters

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Areas of Study:

1. Characteristics of hazards
2. Response to hazards and disasters

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, it's various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

Areas of Study:

1. Characteristics of tourism
2. Impact of tourism.

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Areas of Study:

1. Land use change
2. Land cover change

Unit 4; Human Population – Trends and Issues

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

Areas of Study:

1. Population dynamics
2. Population issues and challenges

HEALTH & HUMAN DEVELOPMENT

Unit 1: Understanding Health and Wellbeing

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

Areas of Study:

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood, through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students will 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.

Areas of Study:

1. Developmental transitions
2. Health care in Australia

Unit 3: Australia's Health in a Globalised World

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

Areas of Study:

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Unit 4: Health and Human Development in a Global Context

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

Areas of Study:

1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals

WHERE WILL THIS LEAD

Post-secondary education: Health promotion, community health research and policy development, humanitarian aid work, allied health practices, health and physical education, health sciences, Para medicine, childcare, community service, sports science, medicine, allied health, etc.

Employment: Dietician, Medical Practitioner, Nurse, Midwife, Pharmacist, Occupational Therapist, Food Scientist, Child Care Worker or Manager, Paramedic, Sport and Recreation Manager, Humanitarian Aid Worker, Health Promotion Officer, Health and Physical Education Teacher, Massage Therapist, Myotherapist, Exercise Physiologist, Physiotherapist, Osteopath....

Life Skills: This subject allows students to develop skills which give them the abilities to research and enquire, make decisions, foster health literacy and consider concepts in a local and global context. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, to understand Australia's health care system 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.

HISTORY – AUSTRALIAN

Unit 3: Transformations: Colonial Society to Nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Areas of Study:

1. The reshaping of Port Phillip District/Victoria, 1834-1860
2. Making a people and a nation 1890-1920

Unit 4: Transformations: Old Certainties and New Visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929 –1939 or World War Two 1939 –1945.

Areas of Study:

1. Crises that tested the nation 1929-1945
2. Voices for change 1965-2000

HISTORY – 20TH CENTURY

Unit 1: 1918 - 1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures.

Areas of Study:

1. Ideology and conflict
2. Social and cultural change

Unit 2: 1945 – 2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Areas of Study:

1. Competing ideologies
2. Challenge and change

HISTORY – FRENCH & RUSSIAN REVOLUTIONS

Units 3 & 4: Revolutions

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

Areas of Study:

1. Causes of revolution
2. Consequences of revolution

WHERE WILL THIS LEAD

Post-secondary Education: Arts, Communication, Anthropology, Archaeology, Education, Criminology, Law, Social Sciences, Film and Television, Politics, International Relations, Photography

Employment: Journalist, Anthropologist, Statistician, Author, Lawyer, Cultural Heritage Officer, Editor, Film and Television Producer, Government Agencies, University Lecturer, Teacher, Photographer, Library Technician, Soldier, Travel Consultant, Tour Guide...

Life Skills: An understanding of history allows students to gain a greater understanding of their own heritage as well as an appreciation for how past events can shape the future. Students learn how to research and analyse events, while developing critical thinking skills.

LEGAL STUDIES

Unit 1: Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of Study:

1. Legal foundations
2. The presumption of innocence
3. Civil Liability

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of Study:

1. Civil law
2. Remedies
3. Rights

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study:

1. The Victorian criminal justice system
2. The Victorian civil justice system

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Areas of Study:

1. The people and the Australian Constitution
2. The people, the parliament and the courts

WHERE WILL THIS LEAD

Post-secondary Education: Law, Arts, Media, Commerce, Criminology, Justice Studies, Community Services, International Studies, International Development, Social Science, etc.

Employment: Federal and State Government Agencies, State and Federal Police, Lawyer, Legal Clerk/Secretary, Barrister, Court Officer, Corrective Services, Defence, Large Business and Corporations, Community and Social Services

Life Skills: The law influences all aspects of society – at home, at work and in the wider community. Students develop an understanding of the processes and the way law is made and changed, and a means to identify legal problems and the ways they are resolved.

LITERATURE

Unit 1: Approaches to Literature

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

Areas of Study:

1. Reading practices
2. Ideas and concerns in text

Unit 2: Context and Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

Areas of Study:

1. The text, the reader and their contexts
2. Exploring connections between text

Unit 3: Forms and Transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Areas of Study:

1. Adaptions and transformations
2. Creative responses to texts

Unit 4: Interpreting Texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Areas of Study:

1. Literary perspectives
2. Close analysis

WHERE WILL THIS LEAD

English Literature can be used as the English pre-requisite for University English.

Post-secondary Education: Arts, Humanities, Social Sciences, Psychology, Public Relations, Communication, Journalism, Media, Screen Writing, Librarianship, Education, etc.

Employment: Marketing, Playwright, Public Relations Officer, Journalist, Script Writer, Editor, Literature Critic, Film and Television Producer, Author, Script Writer, Historian, Lecturer, Teacher.

Life Skills: The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts. These skills will assist students in a variety of work places, as well as in future academic study.

LOTE

FRENCH

Unit 1

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communications

Unit 3

In this unit students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

INDONESIAN

Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

WHERE WILL THIS LEAD

Post-secondary Education: Arts, Applied Language Studies, LOTE, Linguistics, International Relations, International Development, Education, Public Relations, Commerce, Law, Tourism etc.

Employment: Interpreter, Linguist, Customs Officer, Exporter/Importer, tour guide,, Travel agent, teacher, University Lecturer, Business Manager, Hotel Manager, Diplomat, Librarian, Public relations Officer, Police Officer.

Life Skills: The study of a language, besides providing students with the ability to communicate in another language, also promotes cultural awareness and understanding of different attitudes and values beyond Australia. Studying languages improves communication skills, confidence, cognitive developments, literacy and general knowledge.

MATHEMATICS SPECIALIST

Units 1&2:

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

Areas of Study:

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

Units 3&4:

Specialist Mathematics Units 3 and 4 consist of the Areas of Study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

WHERE WILL THIS LEAD

Math Specialist can be used in place of Chemistry in some University course pre-requisites.

Post-secondary Education: Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Accounting, Commerce, Information Technology, Aviation, Nanotechnology, Radiography, Pharmacy, Science, Applied Science, Environments, etc.

Employment: Engineer, Accountant, Surveyor, Pilot, Geophysicist, Medical Practitioner, Computer Programmer, Biochemist, Naval Architect, Meteorologist, Optometrist, Psychiatrist, Quantity Surveyor, Mathematics Teacher, Astronomer, Financial Advisor, Actuary, Army/Navy/Airforce Officer...

Life Skills: This subject teaches students to break down difficult and long problems into logical sequences. It will aid with the development of strong mathematical problem solving skills useful in both work and in daily life.

MATHEMATICS METHODS

Units 1&2:

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

Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

Units 3&4:

Mathematical methods units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

WHERE WILL THIS LEAD

Mathematics Methods CAS is a pre-requisite for all University Engineering Courses, some Science courses, and some Commerce/Business courses.

Post-secondary Education: Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Accounting, Commerce, Information Technology, Aviation, Nanotechnology, Radiography, Pharmacy, Science, Applied Science, Environments, etc.

Employment: Engineer, Accountant, Surveyor, Pilot, Geophysicist, Medical Practitioner, Computer Programmer, Biochemist, Naval Architect, Meteorologist, Optometrist, Psychiatrist, Quantity Surveyor, Mathematics Teacher, Astronomer, Financial Advisor, Actuary, Army/Navy/Airforce Officer...

Life Skills: This subject teaches students to break down difficult and long problems into logical sequences. It will aid with the development of strong mathematical problem solving skills useful in both work and in daily life

MATHEMATICS FURTHER

Mathematics General Unit 1&2: (MA071 & MA 072)

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Areas of Study:

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry (not covered at SJC)
5. Graphs of linear and non-linear relations (not covered at SJC)
6. Statistics

This subject should be selected by students considering taking Further Mathematics 3 / 4.

Further Mathematics

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core area of study comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules: 'Matrices' and 'Networks and decision mathematics'.

In undertaking these units, students will develop relevant mental and by-hand approaches to estimation and computation. The appropriate use of technology to support and develop the teaching and learning of mathematics will be incorporated throughout the units.

WHERE WILL THIS LEAD

Mathematics Further may be required for entry into some Higher Education degrees.

Post-secondary Education: Accounting, Architecture, Commerce, Economics, Nursing, Science, Agricultural Science, Agri-business, Business Management, Aviation, Construction Management, Information Technology, Building Trades, Building Design, etc.

Employment: Business Manager, Small Business Owner, Accountant, Financial Advisor, Economist, Nurse, Scientist, Teaching, Defence Forces, State and Federal Police, Community Service, Paramedic, Architect, Draftsperson, Building and Construction Trades...

Life Skills: General / Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in life, such as financial arithmetic and construction.

MEDIA

Unit 1: Media Forms, Representations and Australian Stories

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

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

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Areas of Study:

1. Media Representations
2. Media Forms in Production
3. Australian Stories

Unit 2: Media Production and the Media Industry

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions.

New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

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

Areas of Study:

1. Narrative, Style and Genre
2. Narratives in Production
3. Media and change

Unit 3: Media Narratives and Pre-Production

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

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of Study:

1. Narrative and Ideology
2. Media production development
3. Media production design

Unit 4: Media Production and Issues in the Media

In this unit students focus on the production and post- production stages of the media production process, bringing the media production design created in Unit3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study:

1. Media Production
2. Agency and control in and of the Media

WHERE WILL THIS LEAD

Post-secondary Education: Advertising, Graphic Design, Communication (Digital Media), Arts, Creative Arts, Media, Journalism, Communication, Sound Production, Multi-media Studies, Information Technology, Film and Television, Public Relations, Arts and General Studies Courses.

Employment: Media, Public Relations, Advertising, Marketing, Museum Curator, Multi-media Developer, Marketing Researcher, Film, Stage and Television Producer, Script Writer, Journalist, Actor, Audio-visual Technician, Camera Operator, Web Designer/Developer, Games Designer/Developer, Magazine/Book Publisher, Editor, Teacher or Policy Writer.

Life Skills: This subject provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students examine industry production and distribution context, audience receptions and the media's contribution to society as well as its impact.

MUSIC PERFORMANCE

Performance Unit 1:

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:

1. Performance
2. Preparing for performance
3. Music language

Performance Unit 2:

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:

1. Performance
2. Preparing for performance
3. Music language
4. Organisation of sound

Performance Units 3 & 4:

These units focus on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:

1. Performance
2. Preparing for performance
3. Music language

WHERE WILL THIS LEAD

Some Universities offer Music in a double degree combination with another area of study.

Post-secondary Education: Fine Arts, Arts, Music, Music Business, Sound Production, Film and Television, Creative Arts, Music Performance, Theatre Arts, Education, etc.

Employment: Musician, Actor, Artistic Director, Choreographer, Music or Drama Teacher, Entertainer, Film and Television Producer or Editor, Writer/Composer, Film, Stage and Television Director, Set Designer, Public Relations Officer, Film, Stage and Television Producers Assistant, Casting Director, Camera Operator...

Life Skills: Skills obtained in this area will enable students to further develop their talent in the music area and gain the confidence to perform in public. Some Universities and TAFE courses will require students to audition for placement. This subject will enable students to gain confidence and skills required for such auditions.

OUTDOOR & ENVIRONMENTAL STUDIES

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences, of outdoor environments.

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.

Areas of Study:

1. Motivations for outdoor experiences
2. Influences on outdoor experiences

Unit 2: Discovering Outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Areas of Study:

1. Investigating outdoor environments
2. Impacts on outdoor environments

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Areas of Study:

1. Historical relationships with outdoor environments
2. Relationships with Australian environments since 1990

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Areas of Study:

1. Healthy outdoor environments
2. Sustainable outdoor environments

WHERE WILL THIS LEAD

Post-secondary Education: Outdoor Recreation, Sport and Recreation, Teaching/Education, Conservation Land Management, Environments, Environmental Science, Zoology, Agricultural Science, Tourism, Youth Work, etc.

Employment: Social/Youth Worker, Teacher, Occupational and Environmental Health Professional, Architect, Landscape Architect, Landscaper, Engineer, Geologist, Geophysicist, Surveyor, Environmental Scientist, Builder, Fire and Emergency Worker, Park Ranger, Fitness Instructor, Tour Guide, etc.

Life Skills: Skills obtained in this subject will enable students to live more sustainably, while gaining a greater appreciation of human impacts on the environment. Students will also gain practical skills through participation in activities such as surfing, ocean kayaking, sailing, snowboarding, mountain biking, snorkelling, camping and hiking.

PHYSICAL EDUCATION

Unit 1: the Human body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Areas of Study:

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical Activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Areas of Study:

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Areas of Study:

1. How are movement skills improved?
2. How does the body produce energy?

Unit 4: Training to Improve Performance

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

Areas of Study:

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

WHERE WILL THIS LEAD

Post-secondary Education: Physical Education, Physiotherapy, Osteopathy, Sports Science, Sport and Recreation, Sports Management, Sports Marketing, Coaching, Nutrition, Health, Science, Tourism and Events, Business, Management, etc.

Employment: Physical Education Teacher, Teacher, Sports Scientist, Fitness Trainer, Coach, Police Officer, Physiotherapist, Sport and Recreation Officer, Fitness Instructor, Osteopath, Chiropractor, Paramedic, Nurse, Soldier, Fire Fighter, Sports Psychologist, Massage Therapist, Tradesman, Health Promotion Officer, etc.

Life Skills: Physical Education promotes the value of physical activity in our lives and how it is crucial for our health. It gives students the opportunity to learn about and practice ways of working with others and to adopt and maintain a healthy and productive life.

PHYSICS

Unit 1: What Ideas Explain the Physical World?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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

Areas of Study:

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

Unit 2: What do Experiments reveal about the Physical World?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

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

Areas of Study:

1. How can motion be described and explained?
2. Options

Unit 3: How do Fields Explain Motion and Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study:

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

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

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

Areas of Study:

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

WHERE WILL THIS LEAD

Post-secondary Education: Engineering, Architecture, Building, Design, Science, Mathematics, Science, Information Technology, Robotics, Mechatronics, Astronomy, Astrophysics, Optics, Physics, Radiation Medicine, Aviation, etc.

Employment: Pilot, Engineer, Quantity Surveyor, Architect, Mineralogist, Scientist, Medical Imaging Technologist, Biophysicist, Astronomer, Geologist, Surveyor, Survey Assistant, Avionics Technician, Mechanic, Marine Surveyor, Geoscience Technician, Radiologist, Physicist...

Life Skills: Physics as a discipline is principally about understanding how things works, and using that knowledge for the betterment of society. Students who study physics gain a stronger understanding of how to think scientifically and how to approach problems in a systematic fashion.

PSYCHOLOGY

Unit 1: How are Behaviour and Mental Processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study:

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

Unit 2: How do External Factors influence Behaviour and mental Processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study:

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study:

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study:

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation.

WHERE WILL THIS LEAD

Post-secondary Education: Science, Applied Science, Arts, Criminology, Forensic Science, Social Work, Education/Teaching, Community Services, Health, Youth Work, Nursing, Business, Counselling, Early Childhood Education/Child Care, etc.

Employment: Teacher, Psychologist, Youth Worker, Community Services, Human Services and Welfare, Sport and Training, Market Research, Nursing, Business Management, Human Resources Management, Child Care, Counselling, Social Work, Criminologist...

Life Skills: This subject builds skills that allow the individual to investigate and enquire scientifically, apply basic psychological understanding, and communicate psychological information and understandings.

RELIGIOUS EDUCATION

Course	Compulsory or elective	Make this selection in:
Year 9 Religion	Compulsory	
Year 10 Religion College based curriculum (1 semester) Texts and Traditions Unit 1 (1 semester)	Compulsory	
Year 11 Religion Choose between the following two pathways:	Compulsory for the year	Year 10
Option 1: Texts and Traditions Unit 2: Texts in Society OR	<i>If a student has enrolled in VCE Global Politics Unit 1 or Unit 2 then she must choose Option 1.</i>	
Option 2: College based curriculum & Global Politics Unit 2		
Year 12 Religion Choose between the following two pathways:	Compulsory In addition, all students attend a three-day retreat in Term 2.	Year 11
Option 1: Text and Traditions Unit3: Texts and the Early Traditions & Text and Traditions Unit 4: Texts and Their Teachings OR	<i>This is a scored subject and contributes to your ATAR</i>	
Option 2: College based curriculum & Religion and Society Unit 2: Ethics	<i>This is a non-scored subject and does not contribute to your ATAR</i>	

STUDIO ARTS

Unit 1: Artistic Inspiration & Techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Areas of Study:

1. Research artists and designers (fashion)
2. Studio practice
3. Interpretation of art ideas and use of materials and techniques

Unit 2: Studio Exploration & Concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Areas of Study:

1. Exploration of Studio Practice & development of artworks
2. Ideas and styles in artworks
3. Students select their preferred medium; some examples are:
2D - painting, print making, illustration,
3D - fashion, sculpture, ceramics, installation

Unit 3: Studio Practices & Processes

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Areas of Study:

1. Exploration proposal
2. Studio process
3. Art and Studio Practices

Unit 4: Studio Practice & Art Industry Contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

Areas of Study:

1. Production & Presentation of Artworks
2. Evaluation
3. Art industry contexts

WHERE WILL THIS LEAD

Post-secondary Education: Fine Arts, Arts, Creative Arts, Graphic Design, Visual Communication and Design, Fashion Design, Stylist, Interior Design, Photography, Advertising, Media, Communication, Visual Merchandising, Product Design, Interior Decoration, Architecture, Landscape Architecture, etc.

Employment: Advertising, Teacher, Fashion Designers, Textile Designers, Product Designers, Costume Designers, Interior Designer, Industrial Designers, Set designer, Architect, Illustrator, Graphic Designer, Editor, Desktop Publisher, Photographer, Visual Merchandiser, Landscape Architect, Artists, Buyers, Fashion Forecasters, Product Managers, Brand manager, Design developers, Pattern makers, Machinists, Quality Assurance, Merchandiser, Sculptor, Art critic, Arts administrator, Fashion Bloggers, Trend forecasting, TV Personalities, Fashion Journalism, Fashion Photography, Stylists, Visual Merchandiser, Web developer/designer, Sales/ Marketing, Retail Management and many more!

Life Skills: Studio Arts helps develop a student's creative and analytical thinking skills as well as creative ways to express oneself and present artworks and ideas. Students in this subject create a folio. This folio may be required for selection to specific University and TAFE courses.

TEXTS & TRADITIONS

Unit 1: Texts in Traditions

Many religious traditions are based on an extensive series of writings that are carefully preserved within, and as, sacred books. The audience for whom the text was originally written received sacred teachings through a variety of literary forms. Different sacred texts and religious traditions put greater or lesser emphasis on different literary forms. Ancient writings confront the modern reader with many unknowns. However, they remain rich stores of the wisdom and spiritual insight at the source of the traditions that created them. The collection of a variety of literary forms into one larger body of sacred texts gives further meaning to each individual text.

In this area of study students focus on how texts function as literature in themselves and as part of a wider body of religious writing.

Areas of Study:

1. Exploring literary forms
2. The formation and exegesis (the process of searching for and giving expression to the meaning) of text
3. Later uses and interpretations of sacred texts

At Clonard College, this unit is studied by ALL students as a one semester unit at year 10 as part of Religious Education.

Unit 2: Texts in Society

This course will investigate the New Testament times in order to explore the themes of justice, racism and gender roles. Students will explore a number of traditional writings including the Gospel of Luke. The author of Luke has a deep interest in women and the poor, or those of low social status.

Other texts will be compared and contrasted with Luke, including Matthew, Mark and parts of the Old Testament.

Areas of Study:

1. The Gospel of Luke
2. Themes of justice, racism and gender roles
3. Compare and contrast other texts with Luke

At Clonard College, this unit MAY be studied as a one semester unit at year 11 as a chosen year 11 Religious Education pathway.

This one unit course offered in semester 1 and/or 2 is an appropriate pathway into Text and Traditions units 3 & 4.

Unit 3: Texts and the Early Traditions

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition.

In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Areas of Study:

1. The background of the tradition
2. Thematic and literary aspects of the set texts
3. Interpreting texts

Unit 4: Texts and Their Teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts.

Areas of Study:

1. Interpreting texts
2. Religious ideas, beliefs and themes

WHERE WILL THIS LEAD

Post-secondary Education: Theology, Arts, Social Sciences, Political Science, International Studies, International Development, Law, Journalism, Communication, Philosophy, etc.

Employment: Priest, Brother, Teacher, Social Worker, Youth and Community Worker, Counsellor, Librarian, Researcher, Lawyer, Historian, International Aid/Development Worker, Writer...

Life Skills: Studies in Religion and Society provide students with the opportunity to develop a range of skills such as communication, planning and organising, team work, problem solving, self-management, initiative and enterprise, etc.

THEATRE STUDIES

Unit 1: Pre-Modern Theatre

The Unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance analysis and apply these skills to the analysis of a play in performance.

Areas of Study:

1. Pre-Modern theatre
2. Interpreting play scripts
3. Analysing a play in performance

Unit 2 Modern Theatre

In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Areas of Study:

1. Modern theatre
2. Interpretation through stagecraft
3. Analysing a play in performance

Unit 3: Play script Interpretation

In this unit students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts.

Areas of Study:

1. Production process
2. Theatrical interpretation
3. Production analysis

Unit 4: Performance Interpretation

In this unit students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination Specifications* published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

Areas of Study:

1. Monologue interpretation
2. Scene interpretation
3. Performance analysis

WHERE WILL THIS LEAD

Post-secondary Education: Drama, Education, Performing Arts, Music, Theatre Studies, Media, Film and Television, Public Relations, Fine Arts (Screen Writing), etc.

Employment: Acting, Music Theatre, Arts Administrator, Entertainer, Film and Stage and Television Director, Media Presenter, Musician, Stage Manager, Producer, Screen Writer, Teacher, Events Manager, Public Relations Professional...

Life Skills: Skills obtained in this subject will enable students to further develop their talent in the dramatic arts and gain the confidence to perform and speak in public, as well as analyse and interpret plays.

VISUAL COMMUNICATION DESIGN

Unit 1: Introduction to visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Areas of Study:

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication in context

Unit 2: Application of visual Communication within the Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Areas of Study:

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

Unit 3: Visual Communication Design Practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Areas of Study:

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Unit 4: Communication Design Development, Evaluation and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the communication stated needs.

Areas of Study:

1. Development, refinement and evaluation
2. Final presentations

WHERE WILL THIS LEAD

Post-secondary Education: Fine Arts, Arts, Creative Arts, Graphic Design, Visual Communication and Design, Fashion, Interior Design, Photography, Advertising, Media, Communication, Visual Merchandising, Product Design, Interior Decoration, Architecture, Landscape Architecture, etc.

Employment: Advertising, Teacher, Designer (fashion, industrial, interior), Architect, Illustrator, Graphic Designer, Editor, Desktop Publisher, Photographer, Visual Merchandiser, Landscape Architect,...

Life Skills: This subject will enable students to problem solve creatively and gain an appreciation of design elements and how they can be applied to everyday situations. Students in this subject create a folio. This folio may be required for selection to specific University and TAFE courses.

PRECAL

The program is an initiative being undertaken to better prepare our students for a pathway that leads them into the Victorian Certificate of Applied Learning (VCAL), whilst also giving them a range of life skills. Students who undertake this pathway can still undertake a selection of electives, however they are unable to complete VCE in year 11/12, and is structured to support students to enter a VCAL or workforce pathway.

The modules offered through PreCAL are literacy, numeracy as well as personal development and work-related skills. As well as these, students will undertake a VET program (please see the separate section on this) subject to availability, as well as work experience throughout the year.

Students will gain skills and experience in a range of areas which will include development of their literacy and numeracy as well as personal development and living skills. There will also be a strong focus on applied or 'hands-on' style learning and students will aim to develop their work ethics and their employability and life-skills.

It is anticipated that after a successful year in this program students will be able to more smoothly transition onto the VCAL Foundation Level program. The VCAL Foundation Level operates in the majority of mainstream and special schools and is a state-wide and a certified two year course.

Students who apply for the PreCAL program are interviewed along with their parents/guardians to make sure that the pathway is the most suitable option for their future.

Literacy and numeracy

In literacy and numeracy, students will develop their general skills that are applicable to real life and workplace situations. These may include but are not limited to:

Literacy – Reading and writing for knowledge, reading and writing for self-expression, oral communication skills through a range of different methods such as letter and email writing.

Numeracy –Topics covered include money, shopping, travel, tax, using measurement, shape, numeric and graphing concepts.

Personal Development and Work-related Skills

This is a core VCAL subject where students develop and explore issues of social and civic responsibility, community building and their own ideas through projects here at school. PDS also focuses on student self-esteem and self-worth through creating opportunities for students to “step-up”, challenge themselves and accept extra responsibilities. PDS Involves project work, lots of group activities, trips and excursions.

In addition to this, students complete VCE Unit 1 in Industry and Enterprise. Within this unit, students will study the following topics to prepare them for the workplace:

- Workplace Participation
- Building a Career Pathway
- Developing Work Related Skills
- Workplace Effectiveness

These units can be used towards their VCAL credits in year 11 and 12.

Within this unit, students will undertake block of work experience that may or may not be linked to their VET. Work experience provides students with a valuable insight into different career pathways for their future.

VICTORIAN CERTIFICATE OF APPLIED LEARNING – VCAL

VCAL Overview

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12.

VCAL is a recognised senior secondary qualification. Students who complete a VCAL certificate are more likely to be interested in competing a certificate at TAFE, doing an apprenticeship, or getting a job after completing Year 12. It should also be noted that a University pathway is still an option for VCAL students.

VCAL's flexibility enables students to design a school program that suits their interests and learning needs. Students can select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units.

VCAL is a one or two-year certificate and runs parallel to VCE. It provides students with a wide range of educational and training pathways. A certificate and Statement of Results will be issued to students who successfully complete their VCAL. Our aim is to offer as much flexibility as possible to suit individual needs, abilities and interests.

There are five compulsory strands within a VCAL program:

- Literacy
- Numeracy Skills
- Work Related Skills
- Industry Specific Skills (VET subject)
- Personal Development Skills.

Students who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE. VET is optional in the VCE but essential in VCAL at the Intermediate and Senior levels.

VCAL Levels and Subjects

The VCAL is accredited at three levels:

- Victorian Certificate of Applied Learning - Foundation
- Victorian Certificate of Applied Learning – Intermediate
- Victorian Certificate of Applied Learning – Senior

The three levels will ensure that there are achievable learning targets for a range of students.

Work Related Skills

Work Related Skills at all levels develops employable skills, knowledge and attitudes that are valued within the community and work environments as a preparation for employment.

The Unit at each VCAL level is also designed to achieve learning outcomes important for OH&S employable skills and the development of career goals.

Students across the year focus on the development of work related and prevocational skills in the context of practical work related experience. Where appropriate Structured Workplace Learning may be undertaken and assessed for credit for the unit.

Industry Specific Skills:

At the Intermediate and Senior level students undertake a VET (Certificate) component to their course. The purpose of the Industry Specific Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through VCE, VET and employment.

Structured Workplace Learning

Structured Workplace Learning (SWL) is a mandatory component of the VCAL program. One day every week over a sustained period of time student complete a work placement. This is a great opportunity for VCAL students to develop employable skills in the workforce and can present fantastic opportunities for ongoing employment. Students are expected to source their own SWL placement with support provided in the application process and preparing students to be work ready.

FOUNDATION

Literacy

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge to participate effectively in Australian society.

Students will develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects. Students will also be able to use and respond to spoken language whilst studying everyday subject matter that is relevant to the real world and their interests.

Numeracy

This unit looks to establish mathematical confidence to enable students to develop skills to perform simple numeracy tasks and to make sense of mathematics that happens in everyday life.

This could include: measurement, shape, numbers, and graphs applied to task which are part of the students' normal routines to do with shopping, travelling, cooking and interpreting public information.

Personal Development Skills

Foundation Personal Development Unit focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills, through participation in experiences of a practical nature within the classroom and the community.

Students under the guidance of their teacher participate in a range of simple projects and activities centred around current personal, social, health and well-being, leadership and interpersonal skills that lead to a greater development of employability skills. Students also investigate the importance of community and how they can positively contribute.

INTERMEDIATE

Literacy

Literacy is made up of two components: Reading and Writing & Oral communication. Students will develop skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, students use the writing process to produce texts that link several ideas or pieces of information. Students are also able to use and respond to spoken language in a real life context.

Numeracy

The Intermediate unit looks at mathematics applied to tasks which are part of the students' normal routine and also outside their immediate personal environment such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. This course is taught over two semesters:

- develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community
- provide pathways to further study and work

Personal Development Skills

Students under the guidance to their teacher participation in a range of complex projects and activities centred around current personal, social, health and well-being to consolidate the development of employable skills. Students are expected to be investigate community issues and are required to be active participants in making a positive change to community.

As part of your VCAL program you will participate in the projects and activities in your community or school that will help develop your teamwork skills, self-confidence and other skills, self-confidence and other skill important for life and work.

SENIOR

Literacy

At this level students develop skills and knowledge to read and write complex texts. The texts will be aligned to student's interests that deal with general situations and include some abstract concepts and details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text.

Numeracy

Senior Numeracy Skills enables students to explore mathematics beyond its familiar and everyday use to its application in a wider, less personal contexts such as newspaper and other media reports, workplace documents and procedures, and specific projects at home or in the community. It also introduces students to formals areas of mathematical study. The mathematics covered is extended beyond that of the Intermediate level.

Study at this strand is designed to:

- develop knowledge, skills and understanding relevant to the practical application of numeracy in the context of home, work and community
- provide pathways to further study and work

Personal Development Skills

Students lead a range of complex projects and activities centred on relevant personal, social and educational goals. Students also consolidate their understanding of cultural values and cultural awareness. They begin to embed the 8 employability skills to better prepare them for future employment and further their study as well as establishing projects that connect to the local community.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (SBATS)

What is a school based apprenticeship?

A school based apprenticeship offers students the option of combining school, part-time employment and training. The program is undertaken under a Training Contract with an employer.

The school based apprenticeship incorporates completion of a certificate II or III level qualification that is undertaken during school hours in conjunction with a VCE or VCAL program.

Students are paid an apprentice wage and can access government funding to help subsidise their study.

What days do SBATs take place on?

SBATs generally consist of one placement day per week (Friday) and one afternoon per week at the VET provider (Monday or Wednesday).

Some courses may need more time allocated than the above outline and will need to be discussed further with the Vocational Education Leader.

Who can undertake a School based Apprenticeship/ Traineeship? Students in Years 11 and 12 can undertake an SBAT as part of their studies. How does an SBAT contribute to VCE or VCAL?

An SBAT can contribute to senior VCE studies in the form of a Block Credit Recognition and contributes to a senior or intermediate VCAL certificate.

What industries can I undertake an SBAT in?

SBATs can be undertaken in a very broad range of fields such as Health, Early Childhood Education and Care, Floristry, Hairdressing, Animal Studies, Music, Automotive and General Trades (Carpentry, Plumbing, and Electrical).

Who can I see about getting an SBAT?

To explore the option of gaining a school based apprenticeship, register your interest with the Vocational Education Leader.

Once your application has been received the Vocational Education Leader will forward your application through to local Group Training companies such as Gforce, Pathways and the Victorian Group Training Company who will actively pursue finding opportunities.

VOCATIONAL EDUCATION & TRAINING (VET)

What is VET?

Vocational Educational and Training is designed to deliver workplace specific skills and knowledge based competencies in an adult learning environment. It enables students to get a real “hands on” experience within their chosen industry whilst working towards gaining a nationally recognised qualification.

VET can be undertaken alongside or as part of a student’s Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) studies.

What are the benefits of VET?

VET is a great way for students to experience an occupation that they may be interested in continuing once they have finished their VCE or VCAL studies. VET can make students more “job ready” as well as increase their chances of securing employment after finishing their secondary schooling.

The majority of VET courses will provide students with a nationally recognised qualification which can provide credit towards higher level qualifications and even shorten the duration of some courses.

How does VET work?

VET is offered to students in Years 10, 11 and 12. Most VET courses run over two years. Students undertake VET on site at Sacred Heart College as well as at other local providers such as Joseph Innovation Trade Training Centre, The Gordon, Oxygen College, Geelong High School, Matthew Flinders Girls Secondary College. VET courses are timetabled to run on a Monday or Wednesday afternoon off-site. However, VET courses being conducted at Sacred Heart College and Joseph Innovation Trade Training Centre may also be run during the normal school timetable.

How does VET contribute to VCE or VCAL studies?

VCE:

1. VET only contributes to VCE when the VET is a VCAA approved VCE VET Program.
2. VET only contributes directly as a primary subject for ATAR purposes when it has a scored assessed exam. These subjects are identified throughout the handbook. VET can contribute to VCE at multiple levels – some only at Units 1/2.
3. Some VET certificates contribute as Block Credit Recognition meaning that the course can contribute towards the ATAR as a 5th or 6th subject. This will give you a 10% increment using the average study score of the Primary Four subjects.

VCAL:

All students must undertake a VET subject leading towards the attainment of their VCAL Certificate.

Important Notes

- Courses are subject to change without notice
- Courses are subject to minimum number of student enrolments
- Some courses require students to undertake aptitude testing for course suitability
- All VET courses will attract an enrolment fee
- Some VET subjects have a mandatory Structured Work Placement which may have to be undertaken during term breaks

CONTACTS

General

For general information, please contact College reception on (03) 5278 2155

Curriculum Specialists

English	Ms Lisa Bolitho
Humanities	Ms Natalie Stephenson
Mathematics	Mrs Emma Rhodes
Science	Mrs Donna Jackson
Health / Physical Education	Mrs Jacky Hateley
LOTE (Languages)	Mrs Claire Quail
Technology	Mr Eoghan Brownen
Religious Education	Mrs Linda Kiernan

For specific information on a subject, please visit True North.
For each subject the current teacher is listed for specialist information.

For information on subject selection processes and structures, please contact:
Ms Jo Ryan (Assistant Principal – Learning and Teaching)

For information on Special Needs provision and support please contact:
Ms Kylie Power (Assistant Principal – Pastoral Care)