

THE CITY SCHOOL FOR GIRLS

SUBJECT SELECTION HANDBOOK
YEAR 10 STUDENTS MIDDLE SCHOOL
2023



ACADEMY
OF MARY IMMACULATE

THE CITY SCHOOL FOR GIRLS

88 Nicholson St Fitzroy VIC 3065 | academy.vic.edu.au



VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

COMPASSION

At Academy, compassion and empathy lead to life-enhancing action.

COURAGE

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

HOSPITALITY

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

JUSTICE

At Academy, justice and mercy are partners when forming relationships and building a strong community.

RESPECT

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

SERVICE

At Academy, we use our gifts and talents to positively enhance the experiences of those around us.

CONTENT

MIDDLE SCHOOL CURRICULUM STRUCTURE	3
LEARNING ENHANCEMENT SUPPORT	3
VCE ACCELERATION & VET IN YEAR 10	4
COURSE SELECTION INFORMATION & SUMMARY OF UNITS/CODES	5
THE SUBJECT SELECTION PROCESS	6
SAMPLE SELECTION FORM	7
CORE UNITS	8
Religious Education	9
English	9
Mathematics	9
Science	10
Health & Physical Education	10
NON CORE UNITS	11
English—Her Story	12
Humanities	12
Languages	12
Performing Arts	13
Food Studies	13
Digital Technology	14
Visual Arts	14
VCE UNITS 1 & 2	15
HEALTH SCIENCES	16
Health & Human Development	16
Physical Education	17
Psychology	18
HUMANITIES	19
History	19
Legal Studies	21
Business Management	22
FOOD STUDIES	23
TECHNOLOGY	24
VET Creative and Digital Media	24
PERFORMING ARTS	24
Music	24
Drama	25
SCIENCE	26
Biology	26

MESSAGE FROM THE PRINCIPAL



Dear Parents/Guardians

At the Academy of Mary Immaculate, we strive to adhere to our mission of providing rich and challenging educational experiences for the students in our care.

Our Year 10 students participate in a Middle School Program that provides them with a curriculum that is comprehensive, challenging and rigorous. Our students have appreciated the opportunity of consolidating their knowledge and understanding of their core subjects whilst at the same time enjoying the option of non core subjects that allow them to select interest based subject areas that involve cooperative and experiential learning.

The exercise of 'choosing' those non core subjects that will cater for a student's interest and possible career pathway into VCE is excellent practice for our students. We ask parents to listen to their daughters' interests and to encourage them to accept the challenge of making their own decisions about what they really would like to study in these most important 'Middle Years' of schooling.

The Middle School Handbook provides specific details of the Year 10 program for 2022. I invite you to read the information carefully so that you can gain an understanding of the structure of the Middle School Program and informed choices can be made.

Sr Mary Moloney rsm
Principal



MIDDLE SCHOOL CURRICULUM STRUCTURE

DEFINITIONS

A Unit refers to the study of a subject for a period of ONE semester. A Core Unit is a compulsory unit. A Non Core Unit is chosen by the student. The Key Learning Areas refer to the broad groups of subjects. The Key Learning Areas (**KLAs**) are Religious Education, English, Mathematics, Science, Visual Arts, Performing Arts, Humanities, Languages, Technology and Health and Physical Education.

LEARNING ENHANCEMENT SUPPORT

The Learning Enhancement Team at Academy understand and value the fact that each student learns differently. During the Senior Secondary stages of schooling, the Learning Enhancement Team continue to work in partnership with the students, parents and their teachers. Support is customised to reflect individual student learning, wellbeing or physical needs. The Learning Enhancement Team implement and monitor adjustments for continued growth and work closely with our young women in building their independence and self-efficacy. The emphasis of support is predominately related to reading, writing and speaking related learning tasks.

GENERAL REQUIREMENTS

Year 10

At Year 10, students are required to study two semester units of Religious Education, English, Mathematics, Health, Physical Education and Science.

The units offered in Visual Arts, Performing Arts, Humanities and Technology are non core units. Students will study five non core units. There are no restrictions on the choice of electives that the girls can make. Four of the non core units will be studied as Semester Based Units. Students will study nine lessons per fortnight for these units.

The fifth non core unit will be studied in a program of four lessons per fortnight studied across the whole year.

At Year 10, Language is not compulsory. Students wishing to take more than two Language units are able to negotiate a change in the requirements with the Deputy Principal, Learning & Teaching, Fiona Lennon.

At Year 10, students have a choice of studying Mathematics at one of two levels. Mathematics (General Pathway) is an accessible mathematics that prepares students for the possibility of studying Further Mathematics in VCE. Mathematics (Methods Pathway) is a more demanding study of mathematics that prepares students for the possibility of studying Mathematical Methods in VCE.

Year 10 students can choose to study the advanced English Unit called “Her Story”. This is a demanding literature based study that prepares students for the possibility of studying Literature in VCE.

VCE ACCELERATION

High achieving Year 10 students have the opportunity to study one VCE Unit 1 & 2 Study as part of their Year 10 studies.

The aim of this program is to provide high achieving Year 10 students with:

- an opportunity to be extended academically
- an opportunity to study a broader range of VCE subjects
- an opportunity to prepare appropriately for the study of a Unit 3 & 4 VCE Study as part of their Year 11 course of study.

To be successful in the application to study a VCE Unit 1 & 2 Study in Year 10, the student's Year 9 Semester One and Semester Two Report must have:

- No NS or NGL or UG grades in ANY Subject
- An average grade in all Subjects of at least 85%
- No days absent without a College Approved Reason

These criteria look to identify mature and high achieving students who have the work habits to cope successfully with the high demands of **acceleration in a VCE program**.

Students who are successful in an application to study a VCE Unit 1 & 2 subject will join the relevant Year 11 class while studying their Year 10 subjects.

WHAT IS VET?

There are no prerequisites to study VET as part of the Year 10 program.

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE studies with vocational training.

FEATURES OF VET

- It is a two year program of nationally accredited vocational education and training.
- Enables students to complete a nationally recognised vocational qualification e.g. Certificate III in Screen and Media and the Victorian Certificate of Education (VCE) at the same time.
- Allows a student to go directly into employment or receive credit towards further study.
- Focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

At the Academy of Mary Immaculate, Year 10 students can choose to study one VET course offered as a regular part of the College timetable. This course is VCE VET Certificate III in Screen & Media (Creative and Digital Media).

WHY STUDY VET IN YEAR 10?

VET courses are assessed on the basis of competency learning. This allows teachers and students more flexibility and creativity in the design of work and assessment tasks.

If students complete two years of VCE VET Creative and Digital Media, the scored assessments that they complete will contribute directly to their Australian Tertiary Admission Ranking (ATAR) score. For many students who have studied a VCE VET, this is an excellent way to gain a high study score in an area which is of interest to them.

There are no acceleration prerequisites for the study of VCE VET Creative and Digital Media.

For students who have a creative interest in the uses and applications of technology, VCE VET Creative and Digital Media is a pathway to creative arts industry.

Examples of VET courses available through the Inner Melbourne VET Cluster (IMVC) for Year 11 & 12 include:

- Animal Studies
- Applied Fashion Design & technology
- Automotive Vocational Preparation
- Building & Construction
- Community Services
- Dance
- Equine Studies
- Hospitality & Kitchen Operations
- Music Industry
- Sport & Recreation

If you are interested in VET courses please contact Ms Lauren Sach.

For further information on courses available through IMVC, visit www.imvc.com.au

SUMMARY OF UNITS/CODES | COURSE SELECTION CHECKLIST

CORE UNITS & CODES

RELIGIOUS EDUCATION

Year 10 Religious Education 10REL

ENGLISH

Year 10 English 10ENG

MATHEMATICS

Year 10 Mathematics General Pathway 10MTG

Year 10 Mathematics Methods Pathway 10MTM

SCIENCE

Year 10 Science 10SCI

HEALTH AND PHYSICAL EDUCATION

Year 10 Health 10HED

Year 10 Physical Education 10PED

NON CORE UNITS & CODES

ENGLISH

Her Story 10EHS

HUMANITIES

Year 10 History 10HIS

Year 10 Civics & Business 10CIV

LANGUAGES

French: Tapis Volant 2 Units 1-6 : Sem 1 10FRE1

French: Tapis Volant 2 Units 7-12:Sem 2 10FRE2

Italian: Ecco 2A : Sem 1 10ITA1

Italian: Ecco 2A : Sem 2 10ITA2

Japanese: Ganbatte : Sem 1 10JAP1

Japanese: Omedetoo : Sem 2 10JAP2

PERFORMING ARTS

The Craft of Acting 10ACT

Music Performance A 10MUS1

Music Performance B 10MUS2

FOOD STUDIES

Focus on Food 10TFF

DIGITAL TECHNOLOGY

Cyber Sleuthing 10TCS

VISUAL ARTS

Fashion Illustration & Design 10FID

Video Art 10VAR

Painting 10PAI

Visual Communication Design 10VCD

VCE UNITS: UNITS 1 & 2

HEALTH SCIENCES

1. Health and Human Development

2. Physical Education

3. Psychology *Students must attain an average grade of B or above for all Year 9 Science tests and semester examinations.*

HUMANITIES

4. History

5. Legal Studies

6. Business Management

FOOD STUDIES

7. Food Studies: *Students must have studied Focus on Food in year 9.*

TECHNOLOGY

8. VET Creative & Digital Media

PERFORMING ARTS

9. Music *The benchmark for entry is AMEB Grades 3 or 4.*

10. Drama

SCIENCE

11. Biology *Students must attain an average grade of B+ or above for all Year 9 Science tests and semester examinations.*



CHECKLIST

COURSE SELECTION INFORMATION

The following checklist is a step by step guide to ensure successful selection of a program for 2023-2024. Students are encouraged to keep track of their progress this way.

- ☐ Do I understand all the requirements I have to meet?
- ☐ Have I read about all the electives offered by each Key Learning Area?
- ☐ Have I used the sample selection form to draft my choices?
- ☐ Do I understand that not all units may be available?
- ☐ Did I remember to choose 'emergency' units?
- ☐ Due date for On Line Submission: Midnight **Friday 26 August 2022**

THE SUBJECT SELECTION PROCESS

ON-LINE SUBMISSION OF YEAR 10 ELECTIVE SELECTIONS.

All Year 9 students will receive an email with an individual Login & Password to the **Online Subject Preferences** Portal.

The Students have until midnight **midnight Friday 26 August 2022** to enter their preferences.

The Students must enter one unit for each pull down menu.


When students have entered their On Line Subject Preferences for the last time, they must print a Subject Preference Receipt. This Subject Preference Receipt must be signed by both the student and a parent.

The On Line Preference Website will also require the students to submit two reserve preferences. These reserve preferences will be used by the College Timetabler in the case of a subject clash or in the case of a decision by the College not to run a subject.

In the event of a subject clash, the College Timetabler will allocate the student to an appropriate unit.

TERM 4

All students will receive final confirmation of their elective enrolment and a booklist for 2023 in Term 4.



Deadline to enter
NON CORE
preferences online is:
midnight - Friday,
26 August 2022



ACADEMY SAMPLE SELECTION FORM: YEAR 10 2023

Name _____ Mentor Group _____

YEAR 10 2023

At Year 10, you must chose to Study Religious Education/PE, English, Maths and Science.

You have five "Free Choice" non core subjects.

Semester Unit Preference 1	
Preference 2	
Preference 3	
Preference 4	
Reserve 1	
Reserve 2	
Whole Year Unit Preference 7 Choose 1 of the following Non Core units: Civics & Business Fashion Illustration & Design Her Story Painting	
Reserve 1	
Reserve 2	

CORE UNITS

RELIGIOUS EDUCATION

ENGLISH

MATHEMATICS

SCIENCE

HEALTH SCIENCES

RELIGIOUS EDUCATION

The study of Religious Education at the Academy of Mary Immaculate aims to allow students to:

- Develop their intellectual and spiritual potential
- Gain access to the Scriptures, traditions of the Catholic community and the Charism of Catherine McAuley and the Sisters of Mercy
- Respond to the activity of God in their lives and develop an ethical framework for resilient participation in society

In Semester 1 students cover the areas of Conscience and Decision Making, Social Justice and Community Action. Through the study of justice issues students develop an appreciation of the Christian values that constitute the foundation of acting justly. The second unit looks at conscience and its consequences for Christian living. Lastly, Community Action covers the outreach and reflection that students complete as they go out to act with Justice, Mercy and Compassion.

Semester 2 commences with a study of Scripture, with a focus on Mark's Gospel. Students examine the key aspects of Jesus' ministry. To conclude the semester, students explore artistic representations of the sacrament of the Eucharist. Via an oral presentation they discuss their understanding of the Eucharist as presented in the artwork they examine

ENGLISH

The Year 10 English course uses literature as a basis for focused work in the areas of reading, writing and oral communication. In Semester One students read, study, and respond to a text. In Semester Two students undertake a study of a given framework and explore various forms of writing. Students also gain experience in speaking formally in public. In both semesters students are taught the skills of an analysis, in particular, the analysis of media texts.

MATHEMATICS

MATHEMATICS METHODS PATHWAY

The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:

- conduct everyday affairs, eg. monetary exchange, planning and organising events and measuring
- make informed decisions at the personal, community and vocational level
- engage in the mathematical study needed for further education and employment

Year 10 Methods Pathway allows students to select an advanced course of study. This Pathway prepares students for entry into the VCE Mathematics Units of VCE Mathematical Methods and/or VCE Specialist Mathematics. The content of this Pathway includes significant amounts of abstract mathematical content and includes topics such as Algebraic Expressions, Surds, Quadratic Algebra, Exponent Laws and Probability including restrictions.

Year 10 Methods Pathway Mathematics is designed to make students confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

During the year students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. A significant increased emphasis is placed on integrating technology into problem solving.

MATHEMATICS GENERAL PATHWAY

Overview

Year 10 General Pathway prepares students for entry into the VCE Mathematics Units of VCE General Mathematics (Further). The content of this Pathway focuses on Mathematics that has real life applications and includes topics such as Linear Graphs, Algebra, Measurement, Space, Probability and Trigonometry.

Year 10 General Pathway addresses several areas of study. In addition to the further development of linear Algebra and Graphs, the Space strand consolidates earlier work on angles and polygons. Trigonometry is applied to a range of problems involving navigation and bearings and Number and measurement skills are consolidated and extended. Students also develop an increased understanding of Linear Relationships and Statistics and Probability is investigated during the year.

Students undertake skill tests, carry out problem solving tasks and complete investigation assignments. A significant increased emphasis is placed on integrating technology into problem solving.

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, chemical, geological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They explore and describe the universe and its origin using the theory of the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Students also explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. The role of DNA, genes in cell division and genetic inheritance and the current applications in genetics is also investigated.

HEALTH AND PHYSICAL EDUCATION

HEALTH

Semester 1 focuses on the extension of student learning about the major life moments that help to establish personal identity. Ways to express independence are discussed, as are the rights and responsibilities of the development of increasing independence. In their examination of health issues specific to women, they consider how different roles and responsibilities can effect their health and well-being. They explore a range of issues relating to pregnancy and childbirth. In Semester 2 the first aid unit covers safety guidelines for participation in a variety of situations and strategies involving basic first aid and resuscitation are practiced. Respectful relationships are also investigated looking closely at empowering women through challenging situations.

PHYSICAL EDUCATION

Throughout the year students learn about the 5 principles of Self Defence and engage in theoretical and practical sessions which are run by an expert. Students will also investigate a variety of Indigenous games and the role physical activity and sport play in the lives of Australians and how this has changed over time. Through the 'Training the Athlete' unit students will further understand different fitness components and they vary between activities, they build an understanding of training principles in areas such as strength, flexibility and endurance. They will also study an Inclusive Games unit which aims to increase awareness of opportunities available for people with disabilities to participate in sport whilst breaking down some barriers they face.

NON CORE UNITS

ENGLISH: HER STORY

HUMANITIES

LANGUAGES

PERFORMING ARTS

FOOD STUDIES

DIGITAL TECHNOLOGY

VISUAL ARTS

ENGLISH

Her Story

'Her Story' is an advanced unit of English that caters for students who wish to study Literature at VCE level. 'Her Story' examines the portrayal of girls and women in literature from times past through to the modern era.

Students study the work of many well-known authors by closely examining excerpts from famous novels, plays, films and poetry. The focus is on the role of girls and women in these stories, with special attention being paid to the cultural and social context in which the text is set. This unit allows students with a love of reading to further explore the heritage that is ours as speakers, readers and writers of English. In addition, students are required to produce extended pieces of writing in the creative and analytical modes.

HUMANITIES

History

The Making of the Modern World. 1939 - Present

The Level 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region, and its global standing.

World War 2

Students investigate World War 2 in depth, including the causes, events, outcome & broader impact of the conflict as an episode in world history and the nature of Australian involvement.

Rights & Freedoms

This topic involves the study of human rights and how they have been ignored, demanded, or achieved in Australia and in the broader world context.

Civics & Business

In semester 1 students gain an understanding of Australia's system of government and how it compares with another system of government in the Asian region, specifically Japan. Students also examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations, and also examine global connectedness and how this is shaping contemporary Australian society.

In semester 2, students explore aspects of the economy

such as the influences on consumer choices and the power of advertising and marketing. They look at financial decision making in relation to major purchases such as buying a car. They also will investigate the importance of innovation in the Australian economy and the changing nature of the Australian workplace.

AREAS OF STUDY

Semester 1

1. Government and Democracy Test
2. Human Rights Presentation

Semester 2

3. Market and advertising a business
4. Personal budgeting strategies

LANGUAGES

FRENCH

Semester 1

The Year 10 course covers a variety of topics, such as household tasks, daily routines, holiday plans, discussing past events, social and leisure activities, buying food and drink, and visiting places around town. Grammar is revised in greater depth and more complex linguistic structures are introduced, in order to strengthen and enhance speaking, writing, listening and reading comprehension skills. French culture forms an intrinsic part of the course and is explored throughout each topic, while incorporating the study of French linguistic structures.

Semester 2

Throughout the course, the study of grammar focuses largely on helping students to utilise more complex tenses which will prepare them for the linguistic structures and challenges they will encounter at VCE level. The course is far more skill-based, and speaking, writing, listening and reading comprehension skills become the main focus. Topics covered are discussing physical activities and injuries, reflecting on past events at school, constructing a narrative, discussing personal relationships, giving advice, expressing future ambitions, and discussing jobs and professions. A more analytical approach to the French language allows students to explore the different use of tenses, as well as enhance oral skills and language fluency.

ITALIAN

Semester 1

This unit focuses on thorough revision of previously taught language. Students concentrate on the grammatical concepts of the past and imperfect tense, applying them to regular and irregular verbs, and

transitive and intransitive verbs. Topics covered include celebrations, daily routines, leisure activities and past experience.

Semester 2

Year 10 Italian students extend their communication skills in this unit through topics such as emigration and future plans. They revise linguistic elements covered throughout the year. Additional structures, such as object pronouns and the future tense are introduced.

JAPANESE

Semester 1

The Year 10 Japanese course begins with a review of previously learned language and kanji characters. It then uses the topics of shopping, restaurants and fashion to improve skills and abilities to facilitate the study of new language patterns. The plain form of verbs, and increasingly complex vocabulary and kanji, are a consistent focus.

Semester 2

The second semester of the Year 10 Japanese course continues to build on previously learned structures. New vocabulary and sentence patterns are introduced through topics such as part-time work, exchange students, famous people and identities, and directions. Students learn to express goals, explain reasons, make comparisons and discuss consequences. The study of kanji and of aspects of Japanese culture is extended.

PERFORMING ARTS

DRAMA

The Craft of Acting

This unit is a study in the craft of the actor and how a character may be created, interpreted and performed. Students create characters from stimuli and interpret characters from existing play scripts, culminating in performance. Students also identify aspects of theatre history linked to their respective character contexts, as well as applying stagecraft to shape the meaning of their work. Students also acquire skills in analysing performance and dramatic form.

MUSIC

Music

In this subject, students explore topics including:

- Performance Technique
- Group Performance
- Solo Performance
- Aural Comprehension and Music Theory
- Music Analysis
- Composition

Students explore the process of preparing a performance for a variety of audiences. They develop their skills as ensemble performers by engaging in class group performances, and expand their ability to perform as a soloist. Students also build on and improve their aural and theory skills.

Students interested in completing music at year 10 should be engaged in private instrumental lessons where possible, and/or have a keen interest in musicianship, composition and analysis.

NOTE: *Students may select Music at both Year 9 and Year 10.*

Music Performance B

This subject is designed to provide students with an introduction to, and preparation to undertake the VCE Music Performance course. Areas of study include: solo performance, ensemble performance, aural and theory skills and music analysis. It is highly recommended, that students receive individual tuition in their chosen instrument (including voice) for the duration of the subject.

Students develop their skills as a performer in both ensemble and solo contexts, and expand their knowledge of music through critical listening and aural and theory activities. Students should be enthusiastic about participating in practical music activities as both a soloist and/or group member.

Students may complete both, or one of Music Performance A and Music Performance B in Year 10. It is highly recommended that students who intend to study VCE Music Performance complete both Music Performance A and Music Performance B, if possible.

FOOD STUDIES

Focus on Food

Focus on Food investigates the role food plays in our lives and its relationship to good health, to enable students to make informed food choices. As these units are Technology subjects, the students develop knowledge, skills and behaviours related to investigating and designing, using appropriate planning processes and design briefs. Students also investigate and make judgements on the ethical and sustainable production of food. Individually and in teams they will design and produce exciting recipes, using appropriate tools and equipment in a safe and hygienic manner. They will analyse and evaluate their processes and products to best meet the needs of consumers.

NOTE: *Students may select Food at both Year 9 and Year 10*

DIGITAL TECHNOLOGY

Cyber Sleuthing

Cyber Sleuthing, is intended to enable students to gain a better understanding of the digital world. It is also designed to develop knowledge necessary for students who may like to continue digital technologies studies.

Students will learn how to program micro-processors and apply this knowledge in a practical situation. Students will create meaning through data including learning to write SQL statements to interrogate databases.

They will also further build on their computer programming skills (including cyber security and cryptography) gained in earlier years and learn about computer networks and network security.

Cyber Sleuthing aims to respond to the global trend regarding the changing nature of work. As students enter the workforce, they will experience new demands for new skills which include skills and understanding in technology.

VISUAL ARTS

Fashion Illustration & Design

The course will focus on developing skills in the methods and techniques of fashion illustration and the experimentation with a variety of media to render drawings. The unit will also cover developing a range of designs for garments drawn as fashion illustrations. Research undertaken on past and present fashion illustrators and different styles of illustration, will aid students in developing their own individual styles of illustration.

Video Art

This course introduces students to the creative applications of video technology. Students access open source, free, digital editing software to produce video art. Firstly, students produce a short film, based on a study the four genres of stop motion animation. Their second major folio piece incorporates contemporary arts practices such as appropriation and video installation. They produce a video inspired by Local Neighbourhood Video Projection Festivals. In addition to their folio work, students will learn how to compare and analyse the work of contemporary video artists.

Painting

In this unit, students will learn the basic principles of painting in acrylic on canvas. Emphasis will be placed on developing the students self confidence and creativity through the structured learning of relevant techniques. These include developing compositions, colour theory, colour mixing, working with a restricted palette, blocking in and various approaches to brush work. Students will produce a folio of paintings and visit galleries to view examples of professional painting and produce a written analysis piece based on these visits.

Visual Communication Design

Students will explore the graphic designs of professionals to generate and develop ideas for making graphic communications. Students will be required to consider a particular audience and apply conventions of design elements and principles to achieve desired effects. Graphic designs that are both two dimensional and three dimensional will be produced using techniques of freehand and technical drawing using manual and digital methods.

VCE UNITS 1 & 2

HEALTH SCIENCES

Health & Human Development

Physical Education

Psychology

HUMANITIES

History

Legal Studies

Business Management

FOOD STUDIES

TECHNOLOGY

VET Creative & Digital Media

PERFORMING ARTS

Drama

Music

SCIENCE

Biology

HEALTH SCIENCES

Health and Human Development**RATIONALE**

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically—across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

In this unit students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians.

OUTCOME 1

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

OUTCOME 2

On completion of this unit the student should be able to explain apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

OUTCOME 3

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

ASSESSMENT

1. Structured questions
2. Data Analysis
3. Powerpoint Presentation
4. Examination

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. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility.

Students explore the Australian healthcare system and extend their capacity to access and analyse health information

OUTCOME 1

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

OUTCOME 2

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

OUTCOME 3

On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

ASSESSMENT

1. Case Study Analysis
2. Structured questions
3. Report - based on a set of questions
4. Examination

Physical Education

RATIONALE

VCE Physical Education enables students to understand the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, students develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching and health promotion.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

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.

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

OUTCOME 1

On completion of this unit student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

OUTCOME 2

On completion of this unit student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

ASSESSMENT

- Written report
- Practical laboratory report
- Case study
- Data analysis
- Multimedia presentation
- Structured questions
- Examination

UNIT 2: PHYSICAL ACTIVITY SPORT AND SOCIETY

This unit students are introduced to types of physical activity and the role participation in physical activity and sedentary behavior plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

Students 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. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

OUTCOME 1

On completion of this unit student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

OUTCOME 2

On completion of this unit student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT

- Written report
- Multimedia presentation
- Oral presentation
- Structured questions
- Examination

Psychology**RATIONALE**

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

ENTRY

Students must attain an average grade of B or above for all Year 9 Science tests and semester examinations and must meet the VCE Acceleration requirements

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

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

OUTCOME 1

On completion of this unit the student should be able to discuss complexity of psychological development over the lifespan, and evaluate ways of understanding and representing psychological development.

OUTCOME 2

On completion of this unit student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

OUTCOME 3

On completion of this unit student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours. Students explore how cognitive biases may assist with the avoidance of cognitive dissonance. They also consider the important role that heuristics have in problem-solving and decision-making.

OUTCOME 1

On completion of this unit students should be able to analyse how social cognition influences individuals to behave in specific ways to evaluate factors that influence individual and group behaviour.

OUTCOME 2

On completion of this unit students should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

OUTCOME 3

On completion of this unit students should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

ASSESSMENT

- Written report
- Research investigation
- Data analysis
- Media analysis
- Structured questions
- Reflective learning journal / blog
- Examination

HUMANITIES

Modern History

RATIONALE

The study of VCE History assists students to understand themselves, others and their world. The study broadens their perspective through the examination of people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change. The world is not as it always has been and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables students to make links between historical sources and the world in which they were produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Historians do not always agree about the meaning that is taken from the past and historical interpretations are often subject to academic and public debate. The study of History equips students to take an informed position on such matters, helping them develop as individuals and citizens.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: CHANGE OF CONFLICT

AREA OF STUDY 1: Ideology and conflict

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- What were the consequences of World War One?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the

Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

As a result of the post-World War One treaties and despite the establishment of the League of Nations, the world became increasingly hostile and unstable. Widespread economic instability, failure of diplomacy, growing militarism and territorial aggression in Europe, Africa and Asia, along with totalitarianism, combined in 1939 to draw the world into a second major conflict.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

OUTCOME 1

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

AREA OF STUDY 2: Social and cultural change

- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

OUTCOME 2

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks over Units 1 and 2 should include the following:

1. A historical inquiry

2. An essay
3. Evaluation of historical sources
4. Short-answer questions
5. Extended responses
6. A multimedia presentation

UNIT 2: THE CHANGING WORLD ORDER

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

AREA OF STUDY 1: Causes, course and consequences of the Cold War

- What were the causes of the Cold War?
- How did Cold War ideology contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.

OUTCOME 1

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

AREA OF STUDY 2: Challenge and change

- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- To what extent did change occur?
- What were the perspectives and experiences of those who demanded and/or resisted change?

OUTCOME 2

On completion of this unit the student should be able to explain the challenges to social, political and/or economic

structures of power and evaluate the extent to which continuity and change occurred.

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks over Units 1 and 2 should include the following:

1. A historical inquiry
2. An essay
3. Evaluation of historical sources
4. Short-answer questions
5. Extended responses
6. A multimedia presentation

Legal Studies

RATIONALE

In contemporary Australian society there are a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply reasoning, decision-making and fosters critical thinking to solve legal problems.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

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. 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

OUTCOMES

On completion of this unit students should be able to:

- Describe the main sources and types of law, and assess the effectiveness of laws.
- Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

ASSESSMENT

1. Folio and report
2. Test
3. Essay
4. Case Study
5. Examination

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. Sanctions
2. Remedies
3. Rights

OUTCOMES

On completion of this unit students should be able to:

- Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches
- Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

ASSESSMENT

1. Case study
2. Structured assignment
3. Essay
4. Tests
5. Examination

Business Management

UNIT 1: PLANNING A BUSINESS

RATIONALE

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.

OUTCOMES

On completion of this unit the student should be able to:

- Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

- Describe the internal business environment and analyse how factors from within it may affect business planning.

ASSESSMENT

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment may be selected from the following:

1. A case study analysis
2. Business research report
3. Development of a business plan and/or feasibility study
4. An interview and a report on contact with business
5. School-based, short-term business activity
6. Business simulation exercise
7. An essay
8. Business survey

UNIT 2: ESTABLISHING A BUSINESS

RATIONALE

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

OUTCOMES

On completion of this unit the student should be able to:

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective

ASSESSMENT

Suitable tasks for assessment may be selected from the following:

1. A case study analysis
2. Business research report
3. Development of a business plan and/or feasibility study
4. An interview and a report on contact with business
5. School-based, short-term business activity
6. Business simulation exercise
7. An essay
8. Business survey and analysis
9. Media analysis

FOOD STUDIES

RATIONALE

VCE Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between Food Studies as they develop their skill in food preparation.

Contemporary society is aware of the links between food, food processing, nutrition, health and well-being, and issues associated with these have become a high priority for consumers. VCE Food Studies challenges students to make these links and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

ENTRY

Students applying to study this subject must have studied Focus on Food in Year 9 and must meet the VCE Acceleraton requirements

UNIT 1: FOOD ORIGINS

AREAS OF STUDY 1: Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in the food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's

earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

AREAS OF STUDY 2: Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants

OUTCOMES

On completion of this unit students should be able to:

- Identify and explain major factors in the development of a globalised food supply
- Demonstrate adaptations of selected food from earlier cuisines through practical activities
- Describe patterns of change in Australia's food industries and cultures
- Use foods indigenous to Australia and those introduced through migration in the preparation of food products

UNIT 2: FOOD MAKERS

AREAS OF STUDY 1: Food Industries

In this area of study students focus on the commercial production of food in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.

Students apply an inquiry approach, with the emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

AREAS OF STUDY 2: Food in the Home

In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate then using a range of measures. They consider the influences on the effective

provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

OUTCOMES

On completion of this unit students should be able to:

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply
- Design a brief and a food product that demonstrate the application of commercial principals
- Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home
- Design and create a food product that illustrates potential adaption in a commercial context

ASSESSMENT

For Units 1 & 2 assessment tasks will include:

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply
- Design a brief and a food product that demonstrates the application of commercial principles.

TECHNOLOGY

CERTIFICATE III IN SCREEN AND MEDIA

V1VDM: VCE/VET Creative and Digital Media

Possible future career opportunities: Graphic Designer, Media Producer, Publisher, Editor, Screen Printer, Multimedia Developer, Games Developer, Website Developer.

Unit 1 & 2 Program Content

Students will learn a variety of software skills including Photoshop, Dreamweaver, Audacity and Animate. The course prepares students for the Multimedia and Media Industries. OH&S, design, creativity and workplace skills are emphasised throughout the course.

Contribution to VCE

VCE: This program offers four units at the VCE. Two units are at the Unit 1 & 2 level and two units are at the 3 & 4 level.

COURSE STRUCTURE: UNITS OF COMPETENCE

UNITS 1 & 2 **NB** The nominal hours for each unit indicate levels of demand and difficulty.

COMPULSORY UNITS

BSBCRT311: Apply critical thinking skills in a team environment	40
CUAIND311: Work effectively in the creative arts industry	50
CUAWHS312: Apply work health and safety practices	30

NON CORE UNITS: Three non core units have been chosen for a minimum of 80 hours

CUADIG303: Produce & prepare photo images	20
CUAANM302: Create 3D digital animations	75

ENTRY

There are no prerequisites for entry to this subject

ASSESSMENT

Students are required to demonstrate competency in the units competency together with the following Assessment Tasks:

1. Poster using Adobe Photoshop
2. 3D Animation using Adobe Animate
3. Website using Adobe Dreamweaver

PERFORMING ARTS**Music****RATIONALE**

Music is uniquely an aural art form that exists in every culture, and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and fosters an understanding of continuity and change. Active participation in music develops musicianship and fosters an understanding of other times, places, cultures and contexts.

Music learning supports and encourages flexible cognitive and behavioural skills, and creativity. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers and audiences, working towards the development of a personal voice.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and emotion to an audience.

Through composition, students explore the manipulation of sound, producing original musical works. Students apply their knowledge and understanding of compositional devices to their own creations and the works of others.

Through responding and analysing, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in musical works.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

ENTRY

The general benchmark for entry to Music Units 1 & 2 is AMEB Grade 4 (or equivalent). Students must also be concurrently be enrolled in weekly individual instrumental/vocal lessons, with a suitably qualified teacher. Final approval for enrolment in VCE Music Units 1 & 2 will be granted following an interview with the Performing Arts Learning Leader and VCE Music Teacher.

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: ORGANIZATION OF MUSIC**DESCRIPTION**

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

They prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument. They create short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming

familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

OUTCOMES

On completion of this unit students should be able to:

- Present planned performances using technical control, expression and stylistic understanding in at least two solo works.
- Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
- Describe how music is organised in at least two music examples, identifying, recreating and documenting music language concepts presented in context and in isolation.

UNIT 2: EFFECT IN MUSIC

DESCRIPTION

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

Students prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument. They create short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

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

OUTCOMES

On completion of this unit students should be able to:

- Present planned performances using technical control, expression and stylistic understanding in at least three solo works.
- Create short original works that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
- Identify the ways performers and creators convey effect in music, and recreate and document music language concepts, in context and isolation.

ASSESSMENT

For Units 1 & 2 assessment tasks will include a selection of the following:

1. Solo performance recital
2. Technical SAC: practical and oral/multimedia presentation
3. Composition Folio
4. Aural and written tests

DRAMA

RATIONALE

The study of Drama focuses on the development of expressive skills and the development and performance of imagined characters. This is achieved through refining skills, techniques and processes that contribute to the creation and presentation of dramatic works.

This study also provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of social, political, cultural and historical contexts. Students develop an understanding of the language of drama including terminology appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

ENTRY

Students applying to study this subject must meet the VCE Acceleration requirements.

UNIT 1: DRAMATIC STORYTELLING

DESCRIPTION

This unit focuses on creating, presenting and analysing a performance that includes real or imagined characters, based on personal, cultural and community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble performances and manipulate expressive skills in the creation and presentation of characters. They develop an awareness of how characters are portrayed in naturalistic and non-naturalistic performance styles. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

This unit also involves analysis of a student's own performance and analysis of a performance by professional practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

OUTCOMES

On completion of this unit students should be able to:

- Use play-making techniques to devise solo and/or ensemble drama works based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop these performance works
- Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience
- Analyse the performance of work created and presented in Outcomes 1 and 2
- Evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance

UNIT 2: CREATING AUSTRALIAN DRAMA**DESCRIPTION**

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Students' knowledge of how dramatic elements are manipulated through performance is further developed in this unit. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. The application of dramatic and stagecraft elements and the development of expressive skills to create and communicate dramatic form will be explored in the student's own work and in a professional performance work.

OUTCOMES

On completion of this unit students should be able to:

- Use a range of stimulus material to create a solo or ensemble performance work
- Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience
- Analyse and evaluate the creation, development and performance of characters, as applied to the performance styles of the student's own work
- Identify use of theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance

ASSESSMENT

For Units 1 & 2 assessment tasks will include a selection of the following:

- Ensemble performance
- Written analysis of ensemble performance
- Analysis of a professional performance
- Solo performance
- A written analysis of the solo performance

SCIENCE**Biology****RATIONALE**

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

ENTRY

Students applying to study Units 1 & 2 Biology must meet the VCE Acceleration requirements and must attain an average grade of C or above for all Year 9 Science tests and semester examinations.

STRUCTURE

The study is made up of two units.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell

growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY 1

How do organisms function?

OUTCOME 1

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

AREAS OF STUDY 2

How do living things stay alive?

OUTCOME 2

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

AREAS OF STUDY 3

How do scientific investigations develop understandings of how organisms regulate their functions?

OUTCOME 3

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the

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

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY 1

How is inheritance explained?

OUTCOME 1

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

AREAS OF STUDY 2

How do inherited adaptations impact on diversity?

OUTCOME 2

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

AREAS OF STUDY 3

OUTCOME 3

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