

2020

GLADSTONE PARK

VCE Course Handbook



Knowledge is Power

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Introduction

VCE

The Victorian Certificate of Education (VCE) is a two-year certificate administered by the Victorian Curriculum and Assessment Authority (VCAA). This certificate is one of the main requirements for entry into tertiary courses and some employers require it for selection purposes.

Generally, subjects are offered in four Units (1, 2, 3 and 4). Units 3 & 4 of all subjects must be taken as a sequence. That is, students cannot enrol in Unit 4 unless they have also enrolled in Unit 3 of that subject. Most students enrol in Units 1 and 2 in Year 11 then Units 3 and 4 in Year 12. Each Unit runs for 20 weeks (a school semester or two terms). Most students at GPSC complete 22 to 24 Units over two years (Years 11 and 12).

To be awarded the VCE and receive an ATAR (Australian Tertiary Admission Rank), a student must satisfactorily complete at least 16 Units, including;

- 3 Units of English (including a 3/4 English, English as an Additional Language (EAL) or Literature sequence)
- Unit's 3 and 4 in three subjects other than English

The awarding of satisfactory completion for Units is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the Unit. This decision will be based on the student's demonstration of satisfactory understanding of the outcomes.

Achievement of an outcome means:

- The work meets the required standard;
- The work was submitted on time;
- The work is clearly the student's own;
- There has been no substantive breach of rules; and/or
- Meeting the College's attendance requirements.

If all outcomes are achieved, the student receives "S" (Satisfactory) for the Unit. If any of the outcomes are not achieved, the student receives "N" (not satisfactory) for the Unit.

A student will not satisfactorily complete an outcome if:

- Their work is not of the required standard;
- The student fails to meet a deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- The work cannot be authenticated or there has been a substantive breach of rules;
- A student has completed all work but there has been a substantive breach of the attendance requirement; and/or
- A student has not met the College's attendance requirements.

Example of typical VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	<i>English and/or Literature</i> <i>Unit 1 & 2</i>	<i>"Choice 1"</i> <i>Unit 1 & 2</i>	<i>"Choice 2"</i> <i>Unit 1 & 2</i>	<i>"Choice 3"</i> <i>Unit 1 & 2</i>	<i>"Choice 4"</i> <i>Unit 1 & 2</i>	<i>"Choice 5"</i> <i>Unit 1 & 2</i>
Year 12	<i>English and/or Literature</i> <i>Unit 3 & 4</i>	<i>"Choice 1"</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 3"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 3 & 4</i>	

Example of accelerated VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>"Choice 1"</i> <i>Unit 1 & 2</i>
Year 11	<i>English and/or Literature</i> <i>Unit 1 & 2</i>	<i>"Choice 2"</i> <i>Unit 1 & 2</i>	<i>"Choice 3"</i> <i>Unit 1 & 2</i>	<i>"Choice 4"</i> <i>Unit 1 & 2</i>	<i>"Choice 5"</i> <i>Unit 1 & 2</i>	<i>"Choice 1"</i> <i>Unit 3 & 4</i>
Year 12	<i>English and/or Literature</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 3"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 3 & 4</i>	<i>"Choice 5"</i> <i>Unit 3 & 4</i>	

Example of typical SEAL VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 Enrichment English</i>	<i>"Choice 1"</i> <i>Unit 1 & 2</i>	<i>"Choice 2"</i> <i>Unit 1 & 2</i>
Year 11	<i>English and/or Literature</i> <i>Unit 1 & 2</i>	<i>"Choice 1"</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 1 & 2</i>	<i>"Choice 5"</i> <i>Unit 1 & 2</i>	<i>"Choice 6"</i> <i>Unit 1 & 2</i>
Year 12	<i>English and/or Literature</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 3"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 3 & 4</i>	<i>"Choice 5"</i> <i>Unit 3 & 4</i>	

It is important to note that accelerating a subject does not mean you will necessarily reduce your year 12 subject load. It is rare and only subject to approval by the Senior School Principal that we offer a reduced course load for year 12 students. Therefore, if you are considering acceleration, it must be considered with the view that it is an extra subject in addition to the 5 subjects studied by all year 12 students at GPSC.

Sample Year 10 - VCE Programs for Student Use

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10						
Year 11						
Year 12						

Sample Year 10 - VCE Programs for student Use

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10						
Year 11						
Year 12						

VCE and VCAL – What’s the difference?

<u>VCE</u> - Victorian Certificate of Education	<u>VCAL</u> - Victorian Certificate of Applied Learning
A two year certificate.	Foundation, Intermediate or Senior certificates awarded as each level is completed.
Certificate awarded when requirements of VCE are met, usually at the end of two years.	Certificate awarded when requirements of VCAL are met, typically within 18 months.
A main requirement for entry into University or TAFE courses. Some employers also require it for selection purposes.	Best suited to students seeking employment, vocational training, traineeships, apprenticeships or TAFE courses.
All Units have a theoretical component. Some subjects have a large practical component. These are known as portfolio subjects.	All Units have large practical components and require students to demonstrate this through evidence.
Courses consist of VCE Units and can include VET Units.	Courses consist of VCAL and VET Units at school and/or TAFE. Students can elect to undertake one VCE subject.
Semester long Units of work where set outcomes must be completed by the end of the semester.	Semester long Units of work where set outcomes must be completed by the end of the semester.
All students studying a Unit must meet the same outcomes.	All students studying a Unit must meet the same outcomes.
Assessment is based on tasks completed in class and exams.	Assessment is based on evidence collected through a wide range of activities, including work placement, TAFE coursework and classroom activities.
Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 & 4 in at least 3 other subjects.	Students must complete a minimum of 10 credits, which include at minimum Literacy, Numeracy, Personal Development and credits gained through VET studies.
Students attend school for six periods per day, five days a week.	Students attend school for six periods per day, five days a week, including an approved Work Placement and TAFE attendance.

- **VCAL and VCE students are subject to the same discipline and welfare policies, uniform policies and attendance requirements. All students are enrolled in, and their progress reported on, the same computer system (VASS). Both VCE and VCAL are overseen by VCAA.**
- **VCAL and VCE students are offered the same opportunity to participate in all College programs including graduation ceremonies, sport and other extra-curricular activities. VCAL students may be able to gain credits toward their certificate by playing an active leadership role in College activities.**

Assessment

At Units 1 & 2 assessment tasks are graded from A+ to UG (ungraded). However, only S or N is reported to VCAA. In Units 3 & 4 assessment tasks are scored numerically. VCAA uses school-determined scores to produce a rank and together with the exam results of the end of year VCAA exams produce a study score. Study scores are used to calculate a student's ATAR (Australian Tertiary Admission Rank) which is used by Tertiary providers when offering student places.

Authentication

Teachers are required to authenticate all student work. This means that the teacher must be convinced that work submitted by students is genuinely their own. Teachers authenticate student work by using methods such as monitoring class activities, consulting with the student, viewing work completed in class, setting formal assessments, requiring an oral explanation of work and keeping records of a student's ability and work history.

If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

In order to avoid authentication issues, the VCAA provides the following rules, which students must observe when preparing work for assessment at both Years 11 and 12.

1. It is the student's responsibility to ensure that teachers are able to authenticate their work.
2. Students must acknowledge all resources used, including text and source material, the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

4. Students must not submit the same piece of work for assessment more than once.

5. A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.

6. A student must not knowingly assist another student in a breach of rules

Students who knowingly assist other students in a breach of rules may be penalised and maybe required to meet with the Authentication Panel as part of the investigation.

Students must keep all drafts, notes, preparatory work, photocopied references, records of interviews, etc. so that they can prove authenticity if asked to do so.

School Assessed Coursework undertaken outside class time.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion.

This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

Information for Students

At the commencement of each Unit students will be given:

1. A detailed outline, which includes the outcomes and assessment and tasks for the Unit.
2. A list of important dates including submission dates and the dates of assessment tasks or coursework.

Special Provision

A student is eligible to apply for Special Provision if at any time they are adversely affected in a significant way by:

- An acute or chronic illness (physical or psychological)
- Factors relating to personal circumstances
- An impairment or disability, including learning disorders.

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit.

Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Students who believe they have grounds for special provision must apply to the Senior School Program Manager as soon as the need for special provision becomes apparent.

Special provision cannot be applied retrospectively.

All applications for special provision must be accompanied by evidence of the adverse effect of the condition on the student's ability to demonstrate achievement.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment.

Special Examination Arrangement applications are made to the VCAA through Senior School by the Program Manager and must be endorsed by the Principal. Such applications will be considered by the VCAA in accordance with its policies.

Students who believe they have grounds for special examination arrangements like rest breaks, the need to take medication or other considerations for sitting for a long period of time, must notify the Senior School Program Manager as soon as possible.

Derived Exam Scores

Students whose performance in an exam is affected by illness or other personal circumstances may apply to VCAA for a Derived Exam Score (DES) to be calculated. Students cannot receive a DES for long-term or chronic illnesses or circumstances. Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance on the exam or stopped them from attending.

Students need to apply for Derived Exam Score, via the Program Manager, for exams as soon as possible.

Examinations must be attended because the VCAA does not reschedule exams.

Attendance

VCAA has directed schools to set the minimum class time and attendance rules. **Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign "N" for one or more outcomes and thus the Unit.**

The College Council has ruled that an "N" can be given for a Unit if a student's attendance for that Unit falls below 90%, thus preventing the student from 'satisfactorily completing' the Unit. Approved absences (illness, etc.) are not included in this figure. However, total absences, both approved and unapproved must not be more than 20%. Absences must be verified within two weeks of the absence. Decisions to give an 'N' are not subject to appeal to VCAA.

School Guidelines

Extended Holidays & Attendance

Family holidays are not approved absences for the purposes of meeting the VCE and VCAL attendance requirements. Parents are asked to consider this in relation to planning holidays outside the regular school holiday periods. The school will not provide make-up opportunities for missed assessments due to family holidays. These periods of absence will contribute to the total unapproved absence count for Units being studied. Any missed assessments will lead to a lower grade and the possibility that the student may receive an "N" for the unit.

Observing religious holidays

Students will be provided with one day to observe religious holidays. In the event that the holiday extends for more than one day, the student can nominate only one day of their observance. Any missed SAC or SAT deadline will be approved for this purpose at the discretion of the Senior School Principal.

Absence from assessment

In addition to observing VCAA rules, students must also observe the rules of their school.

Students who miss an assessment period for a legitimate reason will be given the opportunity to complete the assessment task during a make-up session. **Students must be prepared to sit the missed assessment task on the day of their return to school.** Make up sessions are generally held out of school hours.

Students who are too ill to attend school must have a medical certificate issued for the day of the missed assessment. Students must be well prepared for the assessment in order to achieve their best result.

A statutory declaration is not an appropriate replacement for a medical certificate. If students are away for any reason other than a medical reason they should contact Senior School ASAP.

Students who miss an assessment period without a legitimate reason will not be given the opportunity to complete the task. This may impact the students ability to meet an outcome, and their eligibility to be awarded an "S" for the unit.

It is possible that the student may be able to demonstrate the outcomes through regular class work.

The Senior School Program Manager, Year Level Coordinators and Senior School Principal will determine what constitutes a legitimate reason.

When assessment tasks are completed out of class, students must hand work to the teacher in their normal class on the published due date. It is NOT acceptable to hand in or email the work after school or the next morning, to put work in a teacher's pigeon-hole, drop box or on their desk or to submit it to another teacher unless students have been instructed to do so.

Grading of assessments

All coursework and tasks submitted for a grade are subject to authentication rules.

Resubmission of Tasks and coursework

Students will not be given the opportunity to resubmit work that did not meet the required standard.

Fees for Practical Subjects

Enrolments in practical subjects that include a levy will not be confirmed until payment is made in full for the entire school year, and any remaining fees from the previous year are paid. This payment must be made on or just after the course confirmation day.

Holiday Homework

Students can expect homework to be set for each holiday period including the summer break. The college expects all students to submit the holiday homework on the first day of each term. In the event the student does not submit the work or does not submit work to the required standard, the student can expect:

- A Saturday detention for all unit 3 and 4 subjects
- An after school catch up for each subject for all unit 1 and 2 subjects

These catch ups and detentions are generally issued within the first two weeks of each term to ensure students are in the best possible position to meet coursework requirements.

Computers

While encouraging the use of computers, the college is not able to make computer facilities available to all students at all times.

Care in the use of technology

A student who uses technology to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and back-up versions are produced regularly

Allocating subjects

The process of finalising subjects for students has become increasingly complex. Some of the factors that have to be considered are:

- Staffing – both the number of staff and the availability of staff with particular specialist qualifications.
- Rooms – many programs require the use of specialist rooms. Students can only achieve desired outcomes if they have access to this equipment
- Course design
- Student preference, which is a high priority in deciding which subjects run.

Student or parent preference for a particular teacher is never a consideration as we have faith in all of our teachers at the College.

Acceleration

Eligible students may study a VCE subject as an accelerated subject. This means that a Year 10 student could study a Unit 1 & 2 (Year 11) subject and a Year 11 student could study a Unit 3 & 4 (Year 12) subject.

To be eligible for acceleration as a Year 10 student:

The student must be achieving at a B average across all subjects on their Year 9 semester 1 report, including the subject(s) relevant to their intended accelerated subject.

To be eligible for acceleration as a Year 11 student:

The student must be achieving at a B average across all subjects on their Year 10 semester 1 report, including the Unit 1 and 2 subject that will become their Unit 3 and 4 accelerated subject in year 12. We encourage students who meet the criteria to take on this challenge. It is an opportunity to develop an understanding of the demands and the processes and procedures involved in a VCE subject and can also be a mechanism to maximise a student's ATAR.

Senior School will have the responsibility for approving a student's accelerated studies in consultation with the relevant year level coordinators subject to the acceleration policy and the student's ability to cope with the increased pressures associated with accelerating a subject in VCE.

Not all subjects are available for acceleration. The following subjects are not available for acceleration:

- Physics
- Chemistry
- Mathematical Methods
- Specialist Mathematics
- English
- Italian

Australian Tertiary Admissions Rank (ATAR)

Students' Year 12 results are calculated to establish a rank order of students which is called the ATAR. The ATAR is considered by Tertiary Institutions when choosing course participants. The ATAR score is calculated on the study score of the top 4 subjects, including English, plus a percentage of the 5th and 6th subjects. It is a student's responsibility to ensure they meet Tertiary Entrance requirements. For assistance we provide all Senior Students with information of the relevant prerequisites for their year of entry into tertiary education and they are encouraged to meet with our Careers Team for more specialised advice and guidance.

What VCE students should expect

Students undertaking Unit 1 & 2 subjects should expect their workload to increase significantly from year 10. Deadlines are not negotiable and students must take responsibility to catch up on work missed due to illness. Students undertaking Unit 3 & 4 subjects should expect a further increase in their workload and greater reliance on independent study and personal motivation. Students will find that the amount of homework expected of them will increase considerably. It is a student's responsibility to complete all assessment tasks, manage workload and meet deadlines to enable the successful completion of their VCE.

Part-time work

VCE is a full time study load and cannot be completed well if too much time is given to outside commitments. Financial considerations are certainly important and some students have very good organisational skills, however the hours of paid work should not exceed 6-8 hours a week.

Unit 3 and 4 Practice Exams

The College runs unit 3 and 4 Practice Exams for all students undertaking a year 12 subject in the second week of the September/October school holidays. Attendance at these exams are compulsory and any anticipated absence must be as soon as possible.

To Enrol in VCE a student MUST

- Complete and return the signed Subject Selection Sheet from *WebChoices* by the due date.
- Engage in the year 10 subject selection counselling.
- Attend the VCE Course Confirmation Day.
- Year 10 students undertaking Unit 1 & 2 will be advised of this in time to collect relevant information so they can attend VCE Orientation for that subject.
- Sign the VCAA and GPSC declaration.
- Attend VCE orientation classes.
- Complete holiday homework set for all selected subjects.

Year 11 and 12 Orientation

All students enrolled in VCE (including any Year 10 students accelerating) are required to attend VCE orientation. These classes are scheduled for units 1 – 4 after course confirmation.

Externally Assessed Subjects

Students officially enrolled in VCE Units outside the school must inform the Senior School Program Manager so they can be officially enrolled with VCAA. Students who enrol in subjects outside the college will still be expected to enrol in 12 Units at the College in Year 11 and 10 Units at the College in Year 12.

How to select a course of study

At Gladstone Park Secondary College our policy is:

- Year 11 students undertake a total of 6 VCE subjects (12 Units) at the College including English or Literature or both.
- Year 12 students undertake 5 VCE subjects (10 Units) at the college including English or Literature or both regardless of the number of subjects accelerated or external VCE subjects undertaken.
- Year 10 and 11 students may select one (or, in some circumstances more) accelerated subjects depending on their grades and subject availability.

Apart from the English/Literature requirement, students are free to choose their own courses, keeping in mind the VCAA rules, their career aspirations, their interests and their capabilities.

Students should research possible careers with assistance and feedback from the College Careers Centre. Appointments to speak with the careers team are available during private study, or at recess, lunch or after school.

Folio Subjects

Some VCE subjects have large-scale folio tasks as part of their assessment. These tasks require students to invest significant amounts of time over an extended period, and often multiple subjects have these tasks due at the same time. Students should consider this when choosing their subjects, and any student wishing to enrol in more than one "Folio" subject must seek Sub-School approval first.

No VCE student will be allowed to do more than two folio subjects.

2020 Folio subjects are: VCD (Visual Communication & Design), Studio Art (Art), Studio Art (Photography), Systems Engineering, Product Design & Technology, (Textiles) and Product Design & Technology (Wood), Media, and Computing (Information Technology).

Year 10 students are provided with the VICTER Guide, which outlines pre-requisites subjects for relevant University and TAFE courses. In some circumstances a student may change a Unit 1 & 2 sequence at the end of first Semester. This is dependent on timetable constraints and availability, and must be done via application with the approval of Senior School.

It should be noted by students and parents that the ultimate responsibility for course choices lies with students and their parents.

How to choose the "right" subjects

- Choose subjects that you are "good" at and "enjoy".
- Check the VICTER (or Herald-Sun equivalent) for all prerequisites that are relevant to any courses you may be interested in.
- Go to the University and TAFE Open Days in August.
- Speak with teachers of the subjects that interest you to find out more.
- Meet with the Careers Team for more specialised advice and guidance.

Don't choose a subject because;

- You have heard it is "easy"
- You have heard it is "marked up"
- Your friend has chosen it
- You like the teacher who might teach it

Choosing a subject for the wrong reasons will usually result in a less than satisfactory VCE result for the student.

Subject / Career Options

Business – commerce, business studies, financial planning courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Legal Studies <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Accounting <i>Unit 1 & 2</i>	Economics <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	Legal Studies <i>Unit 3 & 4</i>	Maths Methods <i>Unit 3 & 4</i>	Accounting <i>Unit 3 & 4</i>	

Hospitality – hotel management, food preparation, tourism courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	VET Business <i>Unit 1 & 2</i>	Food Studies <i>Unit 1 & 2</i>	Health & Human <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	VET Business <i>Unit 3 & 4</i>	Food Studies <i>Unit 3 & 4</i>	Health & Human <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	

Creative Arts – fine arts, graphic design, media studies, merchandising courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Visual Comm. <i>Unit 1 & 2</i>	Studio Art <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Psychology <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Visual Comm. <i>Unit 3 & 4</i>	Studio Art <i>Unit 3 & 4</i>	Further Maths <i>Unit 3 & 4</i>	Psychology <i>Unit 3 & 4</i>	

* The above tables are a guide only, not prerequisites.

Humanities – humanities, social science, education, community services courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	Literature <i>Unit 1 & 2</i>	Politics <i>Unit 1 & 2</i>	History <i>Unit 1 & 2</i>	Legal Studies <i>Unit 1 & 2</i>	Health & Human <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	Literature <i>Unit 3 & 4</i>	Global Politics <i>Unit 3 & 4</i>	History <i>Unit 3 & 4</i>	Legal Studies <i>Unit 3 & 4</i>	Further Maths <i>Unit 3 & 4</i>	

Health Sciences – allied health, engineering, information technology courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Physics <i>Unit 1 & 2</i>	Chemistry <i>Unit 1 & 2</i>	Specialist Maths <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Computing <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Physics <i>Unit 3 & 4</i>	Chemistry <i>Unit 3 & 4</i>	Maths Methods <i>Unit 3 & 4</i>	Specialist Maths <i>Unit 3 & 4</i>	

Exercise Science – physiotherapy, sport science, physical education, human movement, health science courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Physical Education <i>Unit 1 & 2</i>	Chemistry <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Biology <i>Unit 1 & 2</i>	Specialist Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Physical Education <i>Unit 3 & 4</i>	Chemistry <i>Unit 3 & 4</i>	Maths methods <i>Unit 3 & 4</i>	Biology <i>Unit 3 & 4</i>	

* The above tables are a guide only, not prerequisites.

Vocational Education and Training (VET)

- VET subjects are optional for VCE and compulsory for VCAL students at Intermediate and Senior levels.
- Students who complete a VET sequence can obtain a nationally recognised vocational qualification in that field, usually a Certificate II or III depending on the chosen area. VET is offered at Years 10, 11 and 12.
- VCE students can select the following internally delivered VET subjects
 - Business Administration
 - Creative and Digital Media (Screen and Media)
 - Sport and Recreation

Advantages of undertaking VET

- Students gain their VCE together with a vocational certificate from a Tertiary institution.
- VET subjects contribute to the ATAR score.
- Most VET areas incorporate a work placement, which equip students with work readiness skills.
- Students have the opportunity to experience a vocational area, which may assist with future career decisions.
- Undertaking VET gives a student the opportunity to create a pathway into a particular industry while still at Secondary College.

Factors to consider before choosing VET

- Only VCAL students can access externally delivered VET. This is organised and monitored by the GPSC VET Coordinator.
- VET contains a high degree of theory together with practical components.
- VET requires excellent time management and personal responsibility.
- Students may be required to undertake Structured Workplace Learning during school holidays.

Internally delivered VET

Business Administration

Business Administration aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments. The business skills obtained are essential for employees within all work environments.

Creative and Digital Media(Screen and Media)

Creative and Digital Media provides students with the knowledge and skills within the multimedia industry. Students will utilise Flash animation, digital video and audio editing, image manipulation techniques and web design. Creative and Digital Media is a valid pathway into the graphic arts area.

Sport and Recreation

Sport and Recreation provides students with the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills are developed through theory and practical sessions and a knowledge of key areas of the sport and recreation industry.

VCE Unit 3 & 4 pre-requisites

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher and are therefore recommended to study units 1 and 2 before attempting unit 3.

<u>Unit 1 & 2</u>		<u>Unit 3 & 4</u>	<u>Unit 1 & 2</u>		<u>Unit 3 & 4</u>
Science					
Physics	=====	Physics	VET		
			Business Admin.	=====	Business Admin.
Biology	=====	Biology			
Chemistry	=====	Chemistry	Creative and Digital Media	=====	Creative and Digital Media
			Sport and Recreation	=====	Sport and Recreation
Languages					
English Literature	~~~~~	Literature	Accounting	~~~~~	Accounting
Italian	=====	Italian			
Mathematics					
Foundation Maths		N/A			
Maths – Further	=====	Maths – Further			
Maths - Methods	=====	Maths – Methods			
	=====	Maths – Specialist			
Maths - Specialist					

Legend

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**Essential prior
Unit 1 & 2
study**

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**Recommended  
prior Unit 1 & 2  
study**

## **VCE and VET SUBJECTS OFFERED AT GPSC**

The following pages list the VCE and VET subjects available for study at Gladstone Park Secondary College. This provides a brief summary and outline of the key characteristics of each study, but prior to finalising your subject choice we strongly recommend that:

1. You attend the Subject Selection Assembly;
2. Your parents attend the VCE Information Evening;
3. You consider your prerequisites for courses you are interested in studying in 2022;
4. You prioritise subjects that make the most of your skills; and
5. You research and look at the full study description on the VCAA Website which can be found at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

The study design details:

- The full two year course in terms of both knowledge and skills and
- The types of assessments you will be required to complete

## Accounting

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VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Is this subject available for acceleration:</b> Yes</p> <p><b>Unit 1: Role of accounting in business</b></p> <ul style="list-style-type: none"> <li>• The role of accounting - describe the resources required to establish and operate a successful business.</li> <li>• Recording financial data and reporting accounting information for a service business - identify and record financial data and apply indicators to measure business performance.</li> </ul> <p><b>Unit 2: Accounting and decision-making for a trading business</b></p> <ul style="list-style-type: none"> <li>• Accounting for inventory- analyse the effect of relevant factors and ethical considerations on the outcome of business decisions.</li> <li>• Accounting for and managing accounts receivable and accounts payable - record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.</li> <li>• Accounting for and managing non-current assets - record and report for non-current assets and depreciation.</li> </ul> <p><b>Associated subjects</b></p> <ul style="list-style-type: none"> <li>• Business Management</li> <li>• Economics</li> </ul> | <p><b>Unit 3: Financial accounting for a trading business</b></p> <ul style="list-style-type: none"> <li>• Recording and analysing financial data - record financial data using a double entry system and analyse various aspects of the accounting system, including ethical considerations.</li> <li>• Preparing and interpreting accounting reports- record transactions and prepare, interpret and analyse accounting reports for a trading business.</li> </ul> <p><b>Unit 4: Recording, reporting, budgeting and decision-making</b></p> <ul style="list-style-type: none"> <li>• Extension of recording and reporting - record and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.</li> <li>• Budgeting and decision-making - prepare budgeted accounting reports and discuss the effect of alternative strategies on the performance of a business reports.</li> </ul> <p><b>Associated career areas</b></p> <ul style="list-style-type: none"> <li>• Business Owner</li> <li>• Accountant</li> <li>• Finance</li> <li>• Business Manager</li> </ul> |
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## Biology

**Biology explores the nature of life including**

### Units 1 and 2

- How do things stay alive at a basic cell level
- Importance of genetics and DNA

### Units 3 and 4

- Interactions of molecules including bio-chemical pathways
- Investigate how species are related and how change change's a population's gene pool.

#### Year 10 links

Biology

**Is this subject available for acceleration:** Yes

#### Level of maths advisable

Further Maths at a minimum

#### Key content

- Cells and body systems
- Enzymes and molecules for life
- Body coordination (nervous and endocrine systems)
- Genetics
- DNA technology
- Immunity
- Evolution (including human evolution)

#### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

#### Assessments

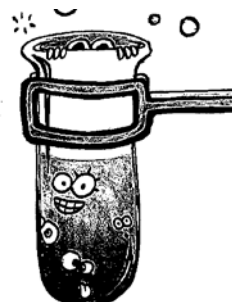
- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

#### Associated subjects

- Chemistry
- Physics
- Psychology
- Health
- PE

#### Further study available

- Bachelor of Science
- Bachelor/Diploma of Biological Sciences
- Bachelor/Diploma of Nursing
- Diploma dietician



## Business Management

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VCE Business Management examines the ways businesses manage resources to achieve objectives. VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

**Is this subject available for acceleration:** Yes

### **Unit 1 – Planning a business**

- **The Business Idea** – New business ideas are formed through a range of sources.
- **The External Environment** - Consists of all elements outside a business that may act as pressures or forces on the operations of a business.
- **The Internal Environment** - The owner will generally have more control over the activities, functions and pressures that occur within a business.

### **Unit 2 – Establishing a Business**

- **Legal requirements and Financial considerations** - It is essential to deal with legal and financial matters when establishing a business.
- **Marketing a Business** - Establishing a strong customer base for a business is an important component of success.
- **Staffing a Business** - Staff are one of the business's greatest assets and are an important consideration when establishing a business.



### **Unit 3 – Managing a Business**

- **Business Foundations** - The key characteristics of businesses and their stakeholders.
- **Managing Employees** - Essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved
- **Operations Management** - The production of goods and services is the core objective of businesses.

### **Unit 4 – Transforming a Business**

- **Reviewing Performance – The Need for Change** - Managers regularly review and evaluate business performance.
- **Implementing Change** - It is important for managers to know where they want a business to be positioned for the future.

#### **Associated career areas**

- Business Manager
- Accountant
- Marketing & Research
- Finance Manager
- Financial Services
- Property and Real Estate

#### **Associated subjects**

- Accounting
- Business Administration (VET)

## Chemistry

Chemistry explores the nature matter and chemical processes

### Units 1 and 2

- Diversity of materials
- Water as a unique molecule

### Units 3 and 4

- Chemical processes
- Organic compounds

#### Year 10 links

Chemistry

**Is this subject available for acceleration:** No

#### Level of maths advisable

Further Maths at a minimum, Maths Methods preferred

#### Key content

- Atomic structure and the Periodic Table
- Bonding
- Quantifying atoms and compounds
- Organic chemistry
- Water properties
- Acids and Bases
- Fuels for energy
- Chemical reactions

#### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

#### Assessments

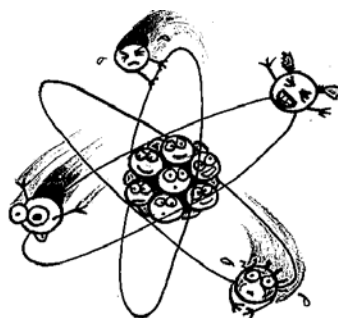
- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

#### Associated subjects

- Biology
- Physics
- Psychology
- Maths

#### Further study available

- Bachelor of Science
- Bachelor of Biomedicine
- Bachelor of Medicine
- Bachelor of Engineering



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## Computing (Information Technology)

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Computing (Information Technology) encompasses how information systems are used to interact, create, and exchange structured information, write programs and develop solutions. IT focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

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**Is this subject available for acceleration:** Yes

### **Unit 1 – Applied Computing**

Focus on the interpretation and application of data to create digital solutions using database and spreadsheet software to perform functions that result in data visualisations

Design and develop a solution using a programming language to create working software modules

### **Unit 2 – Applied Computing**

Plan, design and develop an innovative solution using a programming language such as HTML, CSS or C# programming. Students solutions will address an investigation in to a technical ICT issue.

Examine the design and technical aspects of a secure network including security and network diagrams.

### **Associated career areas**

Software engineer

Electronics Engineer

Network Administrator

Games developer

***“Computing (Information Technology)” is considered a folio subject for selection purposes.***

### **Unit 3 – Software Development**

Interpret designs and apply a range of functions and techniques using a programming language. Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

### **Unit 4 – Software Development**

Create a solution using a programming language that fulfils requirements and assesses the effectiveness of the project.

Analyse the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its data source.

**“or”**

### **Unit 3 – Data Analytics**

Access, select and extract authentic data from large repositories. Manipulate the data to present findings as data visualisations.

Individually, determine and propose a research question and collect and analyse data.

### **Unit 4 – Data Analytics**

Develop the design prepared in Unit 3, into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation.

Focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment.

***Students may elect to undertake one or both of these Unit 3 and 4 sequences. If there are not adequate numbers to run both sequences, then Software Development will run.***

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## Drama

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VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

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**Is this subject available for acceleration:** Yes

### **Unit 1: Introducing performance styles**

- In this unit students study three or more performance styles from a range of social, historical and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

### **Unit 2: Australian identity**

- In this unit students study aspects of Australian identity evident in contemporary drama practice. 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 artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

### **Unit 3: Devised ensemble performance**

- In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

### **Unit 4: Devised solo performance**

- This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They consider the use of production areas to enhance their performance and the application of symbol and transformations. The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.

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***Drama is considered a performance subject for selection purposes.***

Skills developed throughout the course can be associated with career paths such as:

- |                            |                          |
|----------------------------|--------------------------|
| • Media Producer/Presenter | • Director/Stage Manager |
| • Industrial Designer      | • Teacher                |
| • Actor/Dancer/Entertainer | • Psychology             |
-



## Economics

VCE Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

**Is this subject available for acceleration:** Yes

### **Unit 1 – The Behaviour of Consumers and Business**

- **Thinking like an Economist**  
Economics has an effect on everyone, irrespective of background.
- **Decision Making in Markets**  
The Australian economy uses the market-based system to allocate resources.

### **Unit 2 – Contemporary Economic Issues**

- **Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability**  
The meaning and importance of economic growth and its effect on material and non-material living standards.
- **Economic Efficiency and Equity**  
Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.
- **Economic Efficiency and Equity**  
The importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

### **Associated subjects**

- Maths
- Business Management
- Accounting

### **Unit 3 – Australia's Economic Prosperity**

- **An introduction to Microeconomics**  
The Market System, Resource Allocation and Government Intervention.
- **Domestic Macroeconomic Goals**  
The Australian Government's has domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment.
- **Australia and the World Economy**

### **Unit 4 – Managing the Economy**

- **Aggregate Demand Policies** and Domestic Economic Stability.
- **Aggregate Supply Policies**

### **Associated career areas**

- Economist
- Accountant
- Auditor
- Actuary



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## English

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The English language is central to how we understand and appreciate the world, and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.

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**Is this subject available for acceleration: No**

### Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Present a persuasive point of view in oral form.

### Unit 2

- Compare ideas, issues and themes presented in two texts.
- Present a persuasive point of view in written form.
- Analyse and discuss the use of argument and persuasive language in texts.

### Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.

### Unit 4

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and theme.
- Present a persuasive point of view in oral form with a written statement of intention.

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### Skills:

- Analyse the intent of an author when creating a text
    - Use appropriate evidence to support analysis
  - Compare the similarities and differences a pair of texts
  - Present a point of view taking into consideration a set audience
-

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## English Literature

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If you love English, and are good at it, Literature is an excellent subject to continue to develop your writing and analytical skills.

The pen is mightier than the sword! The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study of literature encourages independent and critical thinking in students.

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**Is this subject available for acceleration: Yes**

**Unit 1**

- Analyse the ways both print and non-print texts have been created and how they present the ideas and experiences of the characters.
- Analyse and respond creatively to the ways in which the set texts explore the ideas of individuals and groups.

**Unit 2**

- Explore the relationships between the text, readers and their social and cultural contexts.
- Compare the similarities and differences between a text and its adaptation.

**Unit 3**

- Adaptations and Transformations - discuss how the meaning of a written text is kept or altered when the text is changed or adapted in some way, for example, in performance.
- Creative responses to texts – respond creatively to a text and comment on the connections between texts.

**Unit 4**

- Literary Perspectives – produce an interpretation of a text using different literary perspectives.
- Close Analysis – analyse features and develop and justify interpretations of texts.

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**Skills:**

- Analyse features of a text
  - Develop and justify interpretations
  - Use literacy perspectives to inform an interpretation of a text
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## Food Studies

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VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. The study complements and supports further training and employment opportunities in the fields of home economics, food science and technology, nutrition and dietetics, food manufacturing and hospitality.

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**Is this subject available for acceleration:** Yes

### **Unit 1 – Food origins**

*Area of Study 1: Food around the world*

- This area focuses on food from historical and cultural perspectives. 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.

*Area of Study 2: Food in Australia*

- Students look at Australian Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

### **Unit 2 – Food makers**

*Area of Study 1: The Food Industries*

- They investigate the various food industries and identify current and future challenges and opportunities. Students have the opportunity to create new products with a focus on the design process.

*Area of Study 2: Food in the Home*

- Students look at food in the home and small-scale production. Student's 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.

**# A \$180 materials charge is attached to this subject**

### **Unit 3 – Food in daily life**

*Area of study 1: The Science of Food*

- This area focuses on the science of food. Investigating the physiology of eating, microbiology of digesting, and the absorption and utilisation of macronutrients. Students will also look at food intolerances, allergies and the microbiology of food contamination

*Area of Study 2: Food Choice, health and wellbeing*

- Students focus on food choice, health and wellbeing. They will have the opportunity to develop a repertoire of healthy meals suitable to children and families.

### **Unit 4 – Food issues, challenges and futures**

*Area of Study 1: Environment and ethics*

- Students will look at the environment and ethics. Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety and the use of agricultural resources.

*Area of Study 2: Navigating food information*

- This area focuses on navigating food information. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students will have the opportunity to create recipes that reflect the Australian Dietary Guidelines.

**# A \$160 materials charge is attached to this subject**

## Foundation Mathematics

Foundation Mathematics has a strong emphasis on the use of mathematics in ever day life. This subject is ideal for those that **are not** intending to do undertake Unit 3 or 4 studies in Mathematics.

### Units 1 and 2

- Basic number operations that involve fractions, decimals, percentages and money
- Measurement – perimeter, area and volume
- Two dimensional shapes and angles
- Statistics including graphs, mean, median and mode

#### Previous Years' Links

Year 10 Further Mathematics

Year 9 Mathematics

#### Is this subject available for acceleration

Yes. Students in year 9 may be recommended by their teachers to complete Units 1 and 2 Foundation Mathematics at Year 10

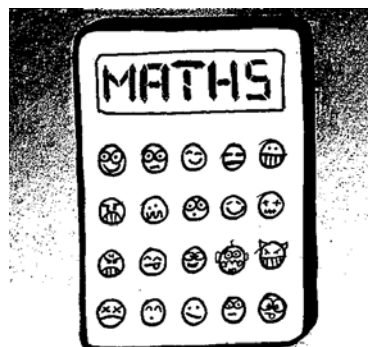
#### Key Skills

- Use technology effectively to solve equations
- Use formulas to calculate length, area, surface area and volume
- Interpret information in maps and tables
- To collect and organise data into appropriate graphs

#### Assessments

- Tests after each topic
- SACs that encompass investigations and projects

In general, there is no progression to Units 3 and 4 in maths. If you wish to study Maths in year 12, you are advised to consider Further Maths.



## Further Mathematics

Further Mathematics has a strong emphasis on calculation, interpretation and analysis

### Units 1 and 2

- It covers the following topics: Data Analysis, Financial Mathematics, Matrices, Recursion, Networks, Algebra, Measurement and Linear Graphs
- Can be taken alone or in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Further Mathematics Units 3 and 4

### Units 3 and 4

- The Core (Unit 3) comprises of Data Analysis and Recursion and Financial Modelling
- Unit 4 comprises of a selection of 2 modules from either Matrices, Networks, Geometry and Measurement and Graphs and Relations

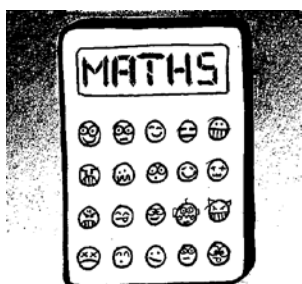
#### Year 10 Links

Year 10 Further Mathematics  
Year 10 Mathematical Methods

**Is this subject available for acceleration:** Yes

#### Key Skills

- construct and interpret graphical displays of data
- use a scatterplot to describe an observed association between two numerical variables
- solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities
- gain an understanding of the different types of matrices, matrix operations and transition matrices
- define and represent undirected and directed networks



#### Assessments

##### Units 1 & 2

Tests  
Investigation/Modelling Tasks  
Problem Solving tasks  
Written examinations

##### Units 3 & 4:

Unit 3 contributes to 20% of the study score via an Application tasks and a Modelling task  
Unit 4 contributes to 14% of the study score via modelling tasks  
End of Year VCAA exams contribute to 66% of the study score

***A CAS Calculator is required for this subject***

#### Associated Subjects

- Biology
- Economics
- Accounting
- Psychology

This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.

## Geography

Geography develops knowledge and skills that enable understanding of the complex interactions of the world from a spatial perspective. Learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

**Is this subject available for acceleration:** Yes

### **Unit 1: Hazards and disasters**

- Students will investigate two contrasting types of hazards and the responses to them.
- 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.

### **Unit 2: Tourism**

- Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its 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.
- A study of tourism at local, regional and global scales emphasises the interconnection within and between places.

### **Associated career areas**

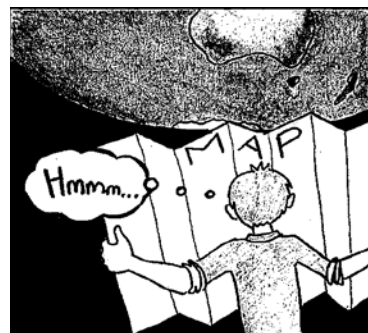
- Air Hostess
- Civil Engineering
- Ecologist
- Marine Biologist
- Pilot

### **Unit 3: Changing the land**

- Students focus on investigations of geographical change: change to land cover and change to land use.
- Students investigate three major processes that are changing land cover in many regions of the world:

### **Unit 4: Human population – trends and issues**

- 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.
- Students study population dynamics before undertaking an investigation into significant population trends arising throughout the world. They examine the dynamics of populations and their economic, social, political and environmental impacts.



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## Global Politics

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During the four units of this course, students only look at Global issues, not Australian politics. Have you ever watched the news and thought, why did that happen? Maybe you saw the Syrian War and wanted to understand why wars occur, or tried to understand why terror groups use such terrible violence to achieve their goals. In Global Politics, we study these events to understand what the world is, why things in the world are happening, and what might happen in the future.

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**Is this subject available for acceleration:** Yes

### **Unit 1 – Outcome 1 & 2**

- On completion of this unit, students will understand how power operates in the world through its five subsets: military, political, cultural, economic and diplomatic. They will study political systems of the United States, China and North Korea and examine which type of government is best for individuals to live under.
- Students study different types of ideologies and how they influence different actors and individuals, from White Nationalism's influence on the Christchurch terror attack, to the concept of conservatism on the war on drugs and feminism's impact on today's society.

### **Unit 2 – Outcome 1 & 2**

- Students consider what globalisation is and the impact that it has had on society in Australia and worldwide. Students will study the impact of communication on terrorist groups such as ISIS and the impact of global travel on border security in Syria and the Middle East.
- Students will study the impact of a global conflict such as wars, organised crime or terrorist group, and look at global co-operation in the areas of human rights, the environment or economic development. They will consider how globalisation has impacted these issues and made it harder or easier to deal with.

### **Unit 3 – Outcome 1 & 2**

- Students will study the major actors involved in global politics: States, the United Nations, ISIS, the International Monetary Fund and the International Criminal Court. They will look at the aims, objectives and power of these organisations by studying major events in the world from wars, human rights abuses and global co-operative events.
- Students will then study Chinese foreign policy; how they interests of China have been shaped, the power they have used to achieve these aims and how successful they have been. They study case studies of border disputes in the South China Sea, the persecution of Uighur Muslims and how Pandas are used to make friends with the world.

### **Unit 4 – Outcome 1 & 2**

- Students study an ethical debate from Arms Control – should countries be allowed to have nuclear weapons? How can we stop governments using chemical weapons against people? And also Human Rights – is it unethical for children to get married? Does a country have the right to invade another if they abuse human rights? They will consider the arguments around these concepts and discuss the relevant international laws that try to govern these issues.
- Students will then focus on a recent armed conflict in the world and an example of terrorism, discussing the causes and responses from different actors to these conflicts. Students will look at proposed solutions to these events and discuss the challenges to these solutions.



## Health and Human Development

Throughout this study, students investigate health and human development in Australian and global communities. The factors that influence both health and human development in a variety of population groups are examined.

**Is this subject available for acceleration:** Yes

### Unit 1 – Understanding Health and Wellbeing

In this unit you will:

- Learn about indicators that are used to measure health.
- Look at a range of factors that influence health and use these to explain differences in the health of population groups within Australia.
- Explore food and nutrition and their importance for good health and wellbeing
- Identify major health issues affecting Australia's youth and reflect on the causes of health inequalities
- Learn about how governments and organisations develop and implement youth health programs

### Unit 2 – Managing health and development

In this unit you will:

- Investigate physical and social changes that occur in the transition from youth to adulthood
- Consider the characteristics of respectful relationships
- Investigate factors that contribute to health and development during the prenatal, infancy and early childhood lifespan stages
- Learn how to access Australia's health system and how it promotes health and wellbeing

**Students selecting Unit 1 and/or 2 Health and Human Development have the opportunity to participate in the “Baby Think it Over” parenting simulation designed to help understand the demands of caring for an infant.**

### Unit 3 – Australia's Health in a Globalised World

In this unit you will:

- Learn about the health of Australians
- Look at different approaches to public health
- Investigate the role of Australia's health system and its role in promoting health
- Investigate a successful health promotion campaign

### Unit 4 – Health and human development in a global context

In this unit you will:

- look at similarities and differences in major causes of illness in low, middle and high income countries
- investigate a range of factors that contribute to health inequalities
- consider the global reach of product marketing
- investigate global trends in health and wellbeing
- Learn about the United Nation's Sustainable Development Goals and the work of the World Health Organisation
- Investigate the role of government and non-government organisations in providing foreign aid.

### Associated career areas

- Fitness instructor
- Nurse
- Medical technician
- Paramedic
- Child Care Worker
- Massage Therapist



## History

History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. It enables us to see the world through the eyes of others and enriches our appreciation of the nature of change.

- History students are experts at **tracking trends**. They know how people, strategies, and time-stamped statistics work (or don't work).
- When presented with a whole bunch of information, History students are trained to be able to quickly **judge** what is relevant, and why it is relevant. Throw history students a hodgepodge of random information, and they'll turn it into a concise, focused, and coherent package
- History students are **aware** that the world changes *constantly*, so those solutions (and their attitudes) will likely stay flexible.

Is this subject available for acceleration: Yes

### Unit 1 – Twentieth Century History 1918-1939

- Explore the events, ideologies and movements in the period after World War I, the rise of the Nazi Party in Germany, the personality of Adolf Hitler, and the policies that led to conflict and the holocaust.
- Explore the patterns of social life & cultural change in Germany in the inter-war years. Students learn about cultural expression in Weimar Germany, and the ideological changes that occurred following the rise of the Nazi party, & the impact this had on society.

### Unit 2 – Twentieth Century History 1945-2000

- Evaluate the causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups and actions, and the reasons for the end of the sustained period of ideological conflict.
- The causes and nature of challenge and change in relation to campaigns of terrorist groups such as Black September, Hezbollah and Al Qaeda, and conflicts such as the Arab-Israeli dispute.

### Associated career areas

- Journalist
- Lawyer
- Criminologist

### Unit 3 – Russian Revolution 1896 – 1927

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the coronation of Tsar Nicholas in 1896 to the Bolshevik Revolution of October 1917.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the initial decrees of November 1917 to the end of the New Economic Policy and the rise of Stalin in 1927

### Unit 4 – American Revolution 1754 – 1789

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the start of the French and Indian War in 1754 to the Declaration of Independence in 1776.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the Declaration of Independence in 1776 to the Inauguration of George Washington in 1789.



## Italian

Students have the opportunity to continue their studies of Italian language and culture through topics that focus on the strands of writing, reading, speaking and listening.

Topics from Units 1 – 4 are taken from three broad themes:

The individual, the Italian speaking community and the changing world.

**Is this subject available for acceleration: No**

### Unit 1

- Italian language and culture is explored and used in a variety of tasks including different writing styles, rehearsed and improvised dialogues and comprehension based on listening, viewing and reading.
- Topics may include: Immigration, Festivals and Stereotypes.
- Assessment is based on three outcomes (one for each strand) and a written exam.

### Unit 2

- Continued focus on all four strands with topics which may include work, travel and leisure pursuits
- Assessment is based on three outcomes (one for each strand) and a written exam.

*Units 1 & 2 are not recommended for students who have not completed Italian at Year 10.*

### Associated career areas

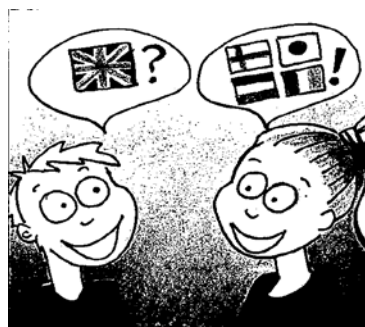
- Customs Officer
- Diplomat
- Import/Export Clerk
- Speech Pathologist
- Interpreter

### Unit 3

- Italian language and culture is further developed and practised.
- Topics may include Creative Writing, Planning for the Future and the New Wave of Migration.
- Assessment is based on three outcomes (three of the four strands).

### Unit 4

- Consolidation of all elements of Italian language learning. Topics may include the Arts, Cinema and Literature with one of these topics forming the basis for the detailed study.
- Assessment is based on three outcomes (three of the four strands), a written exam and a 15 minute external oral exam.



VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the rights and for individuals regarding the law.

**Is this subject available for acceleration:** Yes

### Unit 1 – Guilt and Liability

**Legal Foundations** – Criminal and Civil laws aim to achieve social cohesion and protect the rights of individuals.

**The presumption of innocence** – A principle of law that guarantees an accused the presumption of innocence until proven guilty beyond reasonable doubt.

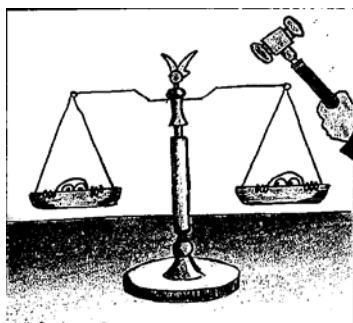
**Civil Liability** – Protecting the rights of individuals, groups and organisations through areas of negligence, defamation, nuisance and contracts.

### Unit 2: Sanctions, remedies and rights

**Sanctions** – Approaches to sentencing and different types of sanctions once an accused is found guilty of an offence.

**Remedies** – Resolving civil disputes and the institutions available to resolve these disputes.

**Rights** – How individual rights are protected in Australia through the Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law.



### Unit 3: Rights and Justice

**The Victorian Criminal Justice system** – Used to determine whether an accused is guilty beyond reasonable doubt of an offence they have been charged with; and to impose sanctions where guilt has been found or pleaded.

**The Victorian Civil Justice System** – Used to determine factors of civil claims, while evaluating the institutions and methods used to resolve civil disputes. To also determine the effectiveness of the civil justice system to achieve the principles of justice.

### Unit 4: The people and the Law

**The people and the Australian Constitution** – The Australian Constitution establishes the Parliamentary system and provides mechanisms to ensure that Parliament does not make laws beyond its powers.

**The people, the parliament and the Courts** – Parliament is the supreme law making body and the courts complement the role of parliament in making laws; through the doctrine of precedent and through statutory interpretation.

#### Associated career areas

Lawyers (Barrister/Solicitor)  
Sports Lawyer  
Police Officer  
Paralegal

#### Recommended Subjects

Politics  
Literature

## Mathematical Methods

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Mathematical Methods consists of the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics.

### Units 1 and 2

- Can be taken alone or in conjunction with Year 11 Further Mathematics or Year 11 Specialist Math Units 1 and 2
- Designed for students who are intending to continue with VCE Mathematical Methods Units 3 and 4

### Units 3 and 4

- Can be taken alone or in conjunction with Year 12 Further Mathematics or Year 12 Specialist Math Units 3 and 4

Mathematical Methods Units 3 & 4 must be taken if doing Specialist Mathematics Units 3 & 4

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| <p><b>Year 10 Links</b><br/> Year 10 Mathematical Methods<br/> Year 10 Enhanced Mathematics</p> <p><b>Is this subject available for acceleration:</b> No</p> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Students will cover the graphical representation of polynomial and power functions</li> <li>• Students will develop algebraic expression and represent functions, relations, equations and simultaneous equations</li> <li>• Students should be able define constant and average rates of change</li> <li>• Students will consider events as either impossible, certain, complementary, mutually exclusive, conditional and independent</li> <li>• Students will cover simple functional relations, inverse functions and the solution of equations</li> </ul> | <p><b>Assessments</b></p> <p><b>Units 1 &amp; 2</b><br/> Tests<br/> Investigation/Modelling Tasks<br/> Problem Solving tasks<br/> Written examinations</p> <p><b>Units 3 &amp; 4</b><br/> Unit 3 contributes to 17% of the study score via an Application tasks<br/> Unit 4 contributes to 17% of the study score via modelling tasks /problem solving tasks<br/> End of Year VCAA exams contribute to 66% of the study score</p> <p><b><i>A CAS Calculator is required for this subject</i></b></p> <p><b>Associated Subjects</b></p> <ul style="list-style-type: none"> <li>• Physics</li> <li>• Chemistry</li> <li>• Specialist Mathematics</li> <li>• Further Mathematics</li> <li>• Economics</li> <li>• Systems Engineering</li> </ul> <p>This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.</p> |
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## Media

Media provides students the opportunity to develop knowledge of the media industry through a study of films, video games, television, print, radio, social media and photography. Students will take this knowledge of the media industry and produce their own media productions (including short films), using school equipment (DSLR cameras, LED lights, microphones, audio recorders, tripods, etc).

### Year 10 Links

Year 10 Media

Year 10 Photography

**Is this subject available for acceleration:** Yes

### Unit 1: Media Forms, Representations and Australian Stories

- Student study the importance of the mass media and how it represents people, places and society from around the globe.
- Students work in two or more media forms (producing a short film and photographic collage), through planning (folio), to production (shooting) and post-production (editing).
- Explore the key features of the Australian media (film, television and print), including how media stories are produced.

### Unit 2: Narrative across Media Forms

- Examine the creative styles of filmmakers and media producers across different media forms (film, television and/or photography).
- Students create their own short film through the process of developing ideas, creating a written folio, production (filming) and post-production (editing).
- Students analyse the impact of digital media technologies on society, including the emergence of the Internet, social media, smart phones, online streaming and online journalism.

**# A \$20 materials charge is attached to this subject**



### Unit 3: Media Narratives and Pre-Production

- Explain and discuss how media narratives are made by directors across **two** films and/or television programs.
- Students develop practical/creative skills through short video exercises (test shooting, lighting, editing etc.).
- Students produce a folio for a media production. This folio is the basis for their production in Unit 4.

### Unit 4: Media Production and Issues in the Media

- Students produce a short film production based on their Unit 3 folio.
- Students analyse and evaluate issues of influence and control between the media and audiences. This includes a look at media effects and how audiences use and produce their own media content (mostly online, including Instagram, Snapchat, YouTube and Facebook) to understand the world around them.

**# A \$25 materials charge is attached to this subject**

***"Media" is considered a folio subject for selection purposes***

### Associated career areas

- Journalism
- Film, Stage and Television Producer/Director
- Videographer/Photographer/Animator
- Advertising
- Public Relations
- Editor
- Games Developer
- Publishing
- Social Media Management
- Writer
- Radio production

## Music Performance

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals.

This study enables students to:

- develop and practise musicianship
- perform, compose, arrange and improvise music from diverse styles and traditions
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- use electronic and digital technologies in making and sharing music and communicating ideas about music and
- participate in lifelong music learning and the musical life of their community.

***Students nominate whether they will specialise as a soloist or as part of a group throughout the course.***

**Is this subject available for acceleration:** Yes

### **Unit 1 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

### **Unit 2 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

Area of Study 4 – Organisation of Sound

***“Music Performance” is considered a performance subject for selection purposes***

### **Associated career areas**

- Music Arranger
- Teacher
- Music Critic
- Music Composer
- Music Therapist

### **Unit 3 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language

### **Unit 4 – Performance**

Area of Study 1 – Performance

Area of Study 2 – Preparing for Performance

Area of Study 3 – Music Language



## Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

**Is this subject available for acceleration:** Yes

### Unit 1 – The Human Body in Motion

In this unit you will:

- Learn about the systems of the body and how they work together to produce movement.
- Learn how body systems adapt and adjust in response to physical activity
- Learn about legal and illegal means of improving performance

### Unit 2 – Physical activity, sport and society

In this unit you will:

- Investigate the role of physical activity, sport and society in developing and promoting healthy lifestyles across the lifespan
- Learn about contemporary issues associated with physical activity and sport

### Associated career areas

- Fitness instructor
- Nurse
- Physiotherapist
- PE Teacher
- Paramedic
- Recreation Officer
- Massage Therapist

### Unit 3 – Movement skills and energy for physical activity

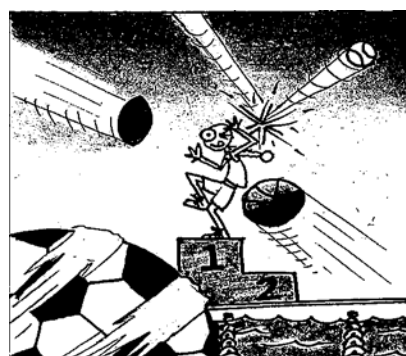
In this unit you will:

- Learn how biomechanical and skill acquisition principles can be used to improve movement skills used in physical activity and sport
- Learn how the systems of the body work together to produce energy for physical activity

### Unit 4 – Training to improve performance

In this unit you will:

- Use data from an activity analysis to determine the fitness requirements of selected physical activities.
- Design a training program using data collected from participating in fitness tests, implement and evaluate the training program





## Physics

Physics seeks to explore and understand the physical world

### Units 1 and 2

- Explaining the physical world
- What do experiments reveal about the physical world?

### Units 3 and 4

- Motion and Power
- Light and Matter

#### Year 10 links

Physics

**Is this subject available for acceleration:** No

#### Level of maths advisable

Further Maths at a minimum, Maths Methods preferred

#### Key content

- Thermodynamics
- Electricity
- Particle physics and the Big Bang Theory
- Motion
- Fields (Gravitational, Magnetic and Electric)
- Power generation
- Light as a Wave
- Light as a Particle

#### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

#### Assessments

- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations
- 

#### Associated subjects

- Biology
- Chemistry
- Maths

#### Further study available

- Bachelor of Science
- Bachelor of Biomedicine
- Bachelor of Medicine
- Bachelor of Engineering



## Product Design and Technology – Textiles

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability

**Is this subject available for acceleration:** Yes

### Unit 1 – Product Design and Sustainability

- This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

### Unit 2 – Collaborative design

- Producing and evaluating a collaborative designed product. Design teams generate a design brief from a relevant scenario. Materials, techniques and processes are used to transform design options into products and work across garment construction, accessories and soft furnishings according to their interests.

**# A \$35 materials charge is attached to this subject**

***Students may only choose one (1) Product Design and Technology subject.***

***“Textiles” is considered a folio subject for selection purposes.***

### Associated career areas

- Wardrobe Supervisor
- Costume Maker/Designer
- Tailor
- Teacher
- Interior Designer

### Unit 3 – Applying the Design Process

- In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints and considerations.

### Unit 4 – Product Development and Evaluation

- In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

**# A \$40 materials charge is attached to this subject**

***Students will need to buy additional materials depending on their project***



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## Product Design and Technology – Wood

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In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability.

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**Is this subject available for acceleration: Yes**

### **Unit 1 – Sustainable product redevelopment**

- Sustainable redevelopment of a product – this unit focuses on the analysis, modification and improvement of a product design with consideration of the sustainability.
- Producing and evaluating a redeveloped product – students should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

### **Unit 2 – Collaborative design**

- Designing within a team – in this unit student's work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.
- Producing and evaluating within the team – students apply knowledge and skill, techniques and processes, including risk management, to make their own product, designed in Area of Study 1, in accordance with the team requirements.

**# An \$80 materials charge is attached to this subject**

***Students may only choose one (1) Product Design and Technology subject***

***“Product Design and Technology – Wood” is considered a folio subject for selection purposes.***

### **Unit 3 – Applying the design process**

- Design for end-user/s – investigate and define a design problem, and discuss how the design process leads to product design development.
- Product development in industry – explain and analyse influences on the design, development and manufacture of products within industrial settings.
- Designing for others – document the product design process used to meet the needs of end-user/s and commence production of the designed product.

### **Unit 4 – Product development and evaluation**

- Product analysis and comparison – compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
- Product manufacture – apply a range of production skills and processes safely to make the product design in Unit 3 and manage time and resources effectively and efficiently.
- Product evaluation - evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

**# An \$80 materials charge is attached to this subject**

### **Associated career areas**

- Builder
  - Shop Fitter
  - Industrial Designer
  - Drafter
  - Cabinet Maker
-

# Psychology

Psychology is the scientific study of human behaviour.

## Units 1 and 2

- How are behaviour and mental processes shaped
- External influences of mental processes

## Units 3 and 4

- Experiences affecting behaviour and mental processes
- How is wellbeing developed and maintained

**Is this subject available for acceleration:** Yes

### Level of maths advisable

Further Maths

### Key content

- Brain and nervous system functioning
- Psychological development
- Sensation and perception
- Attitudes, prejudice & discrimination
- Stress
- Learning and memory
- States of Consciousness – sleep
- Mental health

### Key skills

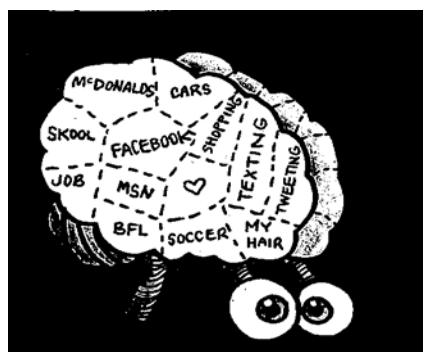
- Apply psychological models, theories and concepts to explain thoughts, emotions and behaviour
- Develop a range of science investigation skills through experimental tasks
- Apply research and ethical principles in the collection, analysis, evaluation and reporting of data
- Communicate clearly and accurately using appropriate terminology and conventions

### Assessments

- Media analysis
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations
- Report
- Practical activities

### Associated subjects

- Biology
- Chemistry
- Maths
- HHD



## Specialist Mathematics

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Specialist Mathematics consists of the following areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

### Units 1 and 2

- Must be taken in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Specialist Mathematics Units 3 and 4

### Units 3 and 4

Must be taken in conjunction with Mathematical Methods Units 3 & 4

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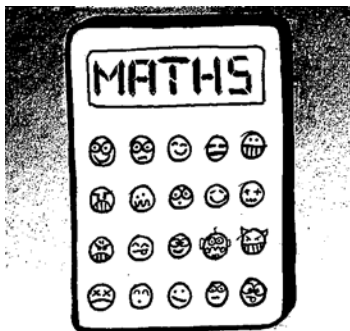
#### Year 10 Links

Year 10 Mathematical Methods  
Year 10 Enhanced Mathematics

**Is this subject available for acceleration:** No

#### Key Skills

- Gain an understanding of natural numbers and related proofs
- Represent plane vectors as directed lines segments involving position, displacement and velocity
- Interpret graphical representation of data
- Graph simple reciprocal functions including, sine, cosine and tangent
- Advanced calculus techniques for numeric differentiation and integration



#### Assessments

##### Units 1 & 2

Investigation/Modelling Tasks  
Problem Solving tasks  
Written examinations

##### Units 3 & 4

Unit 3 contributes to 17% of the study score via an Application tasks  
Unit 4 contributes to 17% of the study score via modelling tasks /problem solving tasks  
End of Year VCAA exams contribute to 66% of the study score

#### Associated Subjects

- Physics
- Chemistry
- Mathematical Methods

#### Associated Career areas

- Medical Practitioner
  - Meteorologist
  - Engineering
  - Finance
  - Mathematician
  - Computer Science
-

## Studio Art – Art

Studio Art – Art is a folio subject that encourages creative potential and quality art work. Students develop an understanding of what a studio process is, on their journey to producing art work based on individual visual language through their own choice of medium, be that sculpture, textiles, painting, drawing, printing etc.

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| <p><b>Is this subject available for acceleration:</b> Yes</p> <p><b>Unit 1 – Studio Inspiration and Techniques</b></p> <ul style="list-style-type: none"> <li>• Identify sources of inspiration, artistic influences and aesthetic qualities.</li> <li>• Studio Practice – explores a range of materials and techniques. Experiment with visual effects producing at least one finished art work.</li> <li>• Discuss the way artists from different times and cultures interpreted ideas and inspiration.</li> </ul> <p><b>Unit 2 – Studio Exploration and Concepts</b></p> <ul style="list-style-type: none"> <li>• Develop an individual Studio Process based on visual research and enquiry, beginning with an exploration proposal and ending with at least one art work.</li> <li>• Compare a range of historical and contemporary artists from different times and cultures.</li> </ul> <p><b># A \$30 charge is attached to this subject</b></p> <p><i>“Studio Art – Art” is considered a folio subject for selection purposes.</i></p> <p><i>Students may only choose one (1) Studio Art subject</i></p> | <p><b>Unit 3 – Studio Practices and Processes</b></p> <ul style="list-style-type: none"> <li>• Exploration proposal focusing on a framework for the development of themes and potential directions.</li> <li>• Studio Process includes refining ideas, materials and techniques and aesthetic qualities.</li> <li>• Artists and Studio Practices investigates the way artists interpret subject matter, aesthetic qualities, message and meaning and historical and cultural influences.</li> </ul> <p><b>Unit 4 – Studio production and art industry contexts</b></p> <ul style="list-style-type: none"> <li>• Refinement and presentation of finished art works reflecting the Unit 3 process.</li> <li>• Visual and written documentation reflects the students’ progress in folio format.</li> <li>• Art Industry Contexts investigates established galleries with regards to environmental conditions and requirements where art works are displayed.</li> </ul> <p><b># A \$30 charge is attached to this subject</b></p> |
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## Studio Art – Photography

Students create and build a dedicated photographic portfolio resulting in the creation of final pieces. They will apply theoretical knowledge regarding a range of photo media artists and use photographic equipment to explore and develop a range of techniques. Students also study the art industry by attending a series of gallery inspired excursions.

### Year 10 Links

Year 10 Media

Year 10 Photography

**Is this subject available for acceleration:** Yes

### Unit 1: Folio Projects & Techniques

- Students undertake a series of photographic projects throughout the unit based on teacher directed themes.
- Students will interpret these themes photographically conveying individual artistic influences and ideas.
- Students will also explore a variety of camera techniques in order to expand on their photographic skill set.
- Theory-based assessment comprises of written work surrounding artists from different time periods.

### Unit 2: Exploration of Individual theme & One Artwork

- Students explore their own photographic theme. Students will collect artistic influences and develop individual ideas.
- Students will once again expand on their camera/Photoshop skills obtained in Unit 1.
- Theory-based assessment comprises written work surrounding the rights of artists.

**# A \$150 materials charge is attached to this subject**

### Associated career areas

- Photographer/Videographer
- Photojournalist
- Commercial photography
- Photo Retoucher
- Advertising

### Unit 3: Folio Exploration & Art Practice

- Students develop and use an exploration proposal to define an area of creative exploration.
- Students plan and apply a studio process to explore and develop their individual ideas.
- Theory work includes an analysis surrounding artist's work from different historical and cultural periods.
- Students will also learn the skills to analyse artworks based on first glance observations.

### Unit 4: Folio of Finished Artworks & Art Industry (Compulsory Gallery Visit)

- Students refine and resolve their individual themes by creating and presenting photographic pieces.
- Students evaluate the relationships and cohesion between each piece.
- The theory work comprises of written work surrounding the visitation of galleries in order to further enhance their art industry knowledge.

***Students may only choose one (1) Studio Art subject***

***"Studio Art – Photography" is considered a folio subject for selection purposes.***

**# A \$190 materials charge is attached to this subject**



## Systems Engineering

In this subject students develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Students develop skills in the safe use of tools, measuring equipment, materials, machines and processes to make mechanical and electronic systems.

**Is this subject available for acceleration:** Yes

### Unit 1 – Mechanical systems

- This unit focuses on engineering fundamentals as the basis of understanding concepts, principals and components that operate in mechanical systems.
- Producing and evaluating mechanical systems – study provides students with the opportunity to produce, test and evaluate an operational mechanical systems.

### Unit 2 – Electrotechnological systems

- In this unit students study fundamental electrotechnological engineering. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry.
- Producing and evaluating electrotechnological systems – in this area of study students produce, test diagnose and evaluate operational electrotechnological systems. Using the systems engineering process.

**# An \$80 materials charge is attached to this subject**

***"Systems Engineering" is considered a folio subject for selection purposes.***

### Associated career areas

- Metal Fitter/Machinist
- Safety Inspector
- Mechanical Engineer
- Engineering Manager
- Engineering Technician

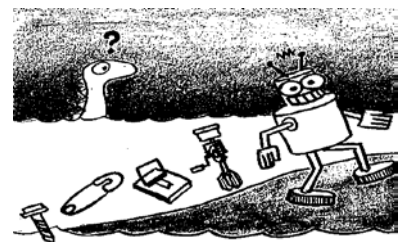
### Unit 3 – Integrated and controlled systems

- In this unit students study engineering principals used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled systems.
- Clean energy technologies – students should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

### Unit 4 – Systems control

- In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they research, design, planned and commenced production of in Unit 3.
- New and emerging technologies – students should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

**# A \$20 materials charge is attached to this subject**





## Visual Communication and Design

Visual Communication is a bridge between an idea and its intended audience. VCD covers 3 fields of design: communication (graphic) design, industrial (product) design and environmental (architecture) design. In the field of Design, visual communicators use text and/or image to communicate information. VCD students start with a design brief and go through a design process to develop a final presentation in response to the brief.

**Is this subject available for acceleration:** Yes

### **Unit 1 – Introduction to Visual Communication design**

- Drawing as a means of communication - create drawings for different purposes using a range of drawing methods, media and materials.
- Design elements and design principles - select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Visual communication design in context - describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

### **Unit 2 – Applications of visual communication design**

- Technical drawing in context - create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Type and imagery - manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

**# A \$30 materials charge is attached to this subject**

***“VCD” is considered a folio subject for selection purposes.***



### **Unit 3 – Design thinking and practice**

- Analysis and practice in context – create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Design industry practice – describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Developing a brief and generating ideas - apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief. Experiment with media, methods and materials to create innovative design solutions.

### **Unit 4 – Design development and presentation**

- Development of design concepts – develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
- Final presentations – produce final visual communication presentations that satisfy the requirements of the brief.

**# A \$30 materials charge is attached to this subject**

### **Associated career areas**

- Graphic/Industrial Designer
- Architect
- Digital Games Designer
- Web Design

## VET – Business Administration

Business Administration aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments.

The business skills obtained are essential for employees within all work environments.

*Students are eligible to apply for a nationally recognised Certificate II in Business upon successful completion of Units 1& 2. They will receive a statement of attainment upon successful completion of the 5 units towards their Certificate III.*

**Is this subject available for acceleration: Yes**

### **Unit 1 & 2**

- Contribute to health and safety of self and others.
- Communicate in the workplace.
- Work effectively with others.
- Produce simple word processed documents.
- Organise and complete daily work activities.
- Deliver a service to customers.
- Work effectively in a business environment.
- Use business technology.
- Use digital technologies to communicate remotely.
- Participate in environmentally sustainable work practices.
- Process and maintain workplace information.
- Handle mail.

**# A \$195 charge is attached to this subject**

### **Unit 3 & 4**

- Organise personal work priorities and development.
- Organise workplace information.
- Design and produce business documents.
- Deliver and monitor a service to customers.
- Recommend products and services.

### **Associated subjects**

- Business Management
- Accounting

### **Associated career areas**

- Administrative/Office Assistant
- Receptionist
- Secretary
- Information Officer
- Customer Service Officer

**# A \$195 charge is attached to this subject**



## VET – Creative and Digital Media (Screen and Media)

Creative and Digital Media (Screen and Media) provides knowledge and skills that will enhance employment prospects within the multimedia industry. Students will be introduced to Flash animation, digital video and audio editing, image manipulation techniques and web design. This course provides generic multimedia skills that are valuable for all careers and a valid pathway into the graphic arts area.

*Students are eligible to apply for a nationally recognized Certificate II in Screen and Media and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.*

**Is this subject available for acceleration:** Yes

### Unit 1 & 2

- Apply critical thinking techniques.
- Produce digital images for the web.
- Contribute to the health and safety of self and others.
- Work effectively in the creative arts industry.
- Develop drawing skills to communicate ideas.
- Explore and apply the creative design process to 3D forms.
- Maintain interactive content.
- Prepare audio assets.

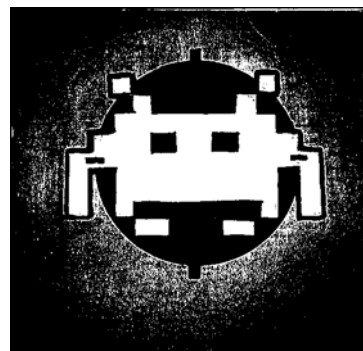
**# A \$150 charge is attached to this subject**

### Associated career areas

- Graphic Designer
- Media Producer
- Multimedia Developer
- Games Developer
- Webpage Designer
- Videographer
- Photographer

### Unit 3 & 4

- Create 2D animations.
- Explore and apply the creative design process to 2D forms.
- Author interactive sequences.
- Create visual design components.
- Write content for a range of media.



## VET – Sport and Recreation

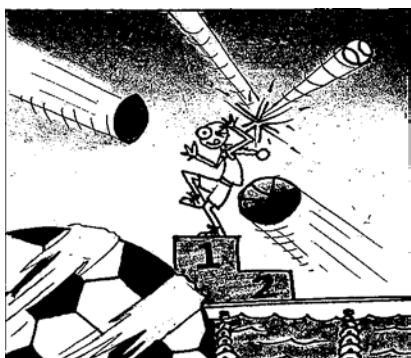
Sport and Recreation enables students to acquire and develop the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills, together with the knowledge of the sport and recreation industry will be developed primarily within theory classes and through participation in practical activities such as Year 7 Camp, interschool spot coaching and delivering sessions to junior PE classes. *Students are eligible to apply for a nationally recognised Certificate III in Sport and Recreation and a Study Score can be achieved upon successful completion of Units 1, 2, 3 & 4.*

**Is this subject available for acceleration: Yes**

### **Unit 1 & 2**

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide Quality Service
- Respond to Emergency Situations
- Develop and update officiating knowledge
- Conduct sport, fitness or recreation events

**# A \$195 charge is attached to this subject**



### **Unit 3 & 4**

- Participate in hazard identification, risk assessment and risk control
- Develop and update knowledge of coaching practices
- Conduct basic warm-up and cool down programs
- Plan and conduct programs
- Facilitate groups
- Educate user groups

### **Associated subjects**

- Health and Human Development
- Physical Education

### **Associated career areas**

- Fitness instructor
- Sports Coach
- PE Teacher
- Recreation Officer

**# A \$195 charge is attached to this subject**

## YEAR 11 2020 SUBJECT SELECTION PLAN

YEAR 11 STUDENTS MUST ENROL IN A TOTAL OF 6 SUBJECTS; THIS INCLUDES UNIT 1 & 2 AS WELL AS ANY 3 & 4 SUBJECTS. ALL STUDENTS MUST STUDY AT LEAST 2 UNITS OF ENGLISH OR ENGLISH LITERATURE.

Any plans to accelerate will require a B average and the relevant sub school approval.

| Learning Area                        | Subjects                                                                                                                                             | Preferences<br>(1-8, including Unit 3-4) |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>COMMERCE</b>                      | Accounting Unit 1 & 2                                                                                                                                |                                          |
|                                      | Business Management Unit 1 & 2                                                                                                                       |                                          |
|                                      | Economics Unit 1 & 2                                                                                                                                 |                                          |
|                                      | Legal Studies Unit 1 & 2                                                                                                                             |                                          |
| <b>COMPUTING</b>                     | Computing (Information Technology) Unit 1& 2                                                                                                         |                                          |
| <b>DIGITAL MEDIA/VISUAL ARTS</b>     | Media Unit 1 & 2                                                                                                                                     |                                          |
|                                      | Studio Art – Art Unit 1 & 2<br><b>OR</b><br>Studio Art – Photography Unit 1 & 2<br><b>Circle one option only</b>                                     |                                          |
|                                      | Visual Communication and Design Unit 1 & 2                                                                                                           |                                          |
|                                      |                                                                                                                                                      |                                          |
| <b>ENGLISH</b>                       | English Unit 1 & 2                                                                                                                                   |                                          |
|                                      | English Literature Unit 1 & 2                                                                                                                        |                                          |
|                                      | EAL Unit 1 & 2                                                                                                                                       |                                          |
| <b>FOOD STUDIES</b>                  | Food Studies Unit 1 & 2                                                                                                                              |                                          |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | Health & Human Development Unit 1 & 2                                                                                                                |                                          |
|                                      | Physical Education Unit 1 & 2                                                                                                                        |                                          |
| <b>HUMANITIES</b>                    | Geography Unit 1 & 2                                                                                                                                 |                                          |
|                                      | Global Politics Unit 1 & 2                                                                                                                           |                                          |
|                                      | History Unit 1 & 2                                                                                                                                   |                                          |
| <b>ITALIAN</b>                       | Italian Unit 1 & 2                                                                                                                                   |                                          |
| <b>MATHEMATICS</b>                   | Foundation Mathematics Unit 1 & 2                                                                                                                    |                                          |
|                                      | Further Mathematics Unit 1 & 2                                                                                                                       |                                          |
|                                      | Mathematical Methods Unit 1 & 2                                                                                                                      |                                          |
|                                      | Specialist Mathematics Unit 1 & 2                                                                                                                    |                                          |
| <b>PERFORMING ARTS</b>               | Drama Unit 1 & 2                                                                                                                                     |                                          |
|                                      | Music Performance Unit 1 & 2                                                                                                                         |                                          |
| <b>SCIENCE</b>                       | Biology Unit 1 & 2                                                                                                                                   |                                          |
|                                      | Chemistry Unit 1 & 2                                                                                                                                 |                                          |
|                                      | Physics Unit 1 & 2                                                                                                                                   |                                          |
|                                      | Psychology Unit 1 & 2                                                                                                                                |                                          |
| <b>TECHNOLOGY</b>                    | Product Design and Technology – Textiles Unit 1 & 2<br><b>OR</b><br>Product Design and Technology – Wood Unit 1 & 2<br><b>Circle one option only</b> |                                          |
|                                      | Systems Engineering Unit 1 & 2                                                                                                                       |                                          |
|                                      |                                                                                                                                                      |                                          |
| <b>VET</b>                           | Business Administration Unit 1 & 2                                                                                                                   |                                          |
|                                      | Creative and Digital Media Unit 1 & 2                                                                                                                |                                          |
|                                      | Sport and Recreation Unit 1 & 2                                                                                                                      |                                          |

## UNIT 3 & 4 VCE SUBJECTS – FOR STUDENTS WHO HAVE ALREADY COMPLETED UNIT 1-2 SUBJECTS ONLY AND SUBJECT TO MEETING THE ACCELERATION CRITERIA

These units are offered to Year 11 students who have **already** demonstrated a commitment and ability to meet the demands of a subject at Unit 1 & 2 level with a B average and Sub School approval.

| Learning Area                        | Subject                                                                                                                            | Preference |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>COMMERCE</b>                      | Accounting Unit 3 & 4                                                                                                              |            |
|                                      | Business Management Unit 3 & 4                                                                                                     |            |
|                                      | Economics Unit 3 & 4                                                                                                               |            |
|                                      | Legal Studies Unit 3 & 4                                                                                                           |            |
| <b>COMPUTING</b>                     | Computing (Software Development) Unit 3 & 4<br><b>OR</b><br>Computing (Data Analytics) Unit 3 & 4<br><b>Circle one option only</b> |            |
| <b>DIGITAL MEDIA/VISUAL ARTS</b>     | Media Unit 3 & 4                                                                                                                   |            |
|                                      | Studio Art – Art Unit 3 & 4<br><b>OR</b><br>Studio Art – Photography Unit 3 & 4<br><b>Circle one option only</b>                   |            |
|                                      | Visual Communication and Design Unit 3 & 4                                                                                         |            |
|                                      |                                                                                                                                    |            |
| <b>ENGLISH</b>                       | English Literature Unit 3 & 4                                                                                                      |            |
| <b>FOOD STUDIES</b>                  | Food Studies Unit 3 & 4                                                                                                            |            |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | Health and Human Development Unit 3 & 4                                                                                            |            |
|                                      | Physical Education Unit 3 & 4                                                                                                      |            |
| <b>HUMANITIES</b>                    | History Unit 3 & 4                                                                                                                 |            |
| <b>MATHEMATICS</b>                   | Further Mathematics Unit 3 & 4                                                                                                     |            |
|                                      | Mathematical Methods Unit 3 & 4                                                                                                    |            |
| <b>PERFORMING ARTS</b>               | Music Performance Unit 3 & 4                                                                                                       |            |
| <b>TECHNOLOGY</b>                    | Product Design & Technology – Wood Unit 3 & 4                                                                                      |            |
|                                      | Systems and Engineering Unit 3 & 4                                                                                                 |            |
| <b>VET</b>                           | Business Administration Unit 3 & 4                                                                                                 |            |
|                                      | Sport and Recreation Unit 3 & 4                                                                                                    |            |

### QUESTIONS TO ASK ABOUT MY SUBJECT CHOICES?

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## NOTES

[illegible]

