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At Nossal High School our senior curriculum, for the vast majority of students, begins in Year 10. We invite our students to select a personalised learning plan with subjects that they enjoy and will provide challenge and engagement as they prepare for their future. Life in the 21st century is fast paced, in an interconnected world; it requires critical thinking skills and an international perspective. Nossal students learn to understand this through their introduction to the *Five Minds of the Future* (Gardner, 2008) framework. Our senior curriculum is designed to build on the foundations set in Year 9. The Senior School Handbook has been designed to inform students, parents and guardians of the range, content and intended outcomes of the studies on offer to students in Year 10, 11 and 12 in 2016.

All students at Nossal High School are encouraged to have an individualised learning plan depending on their learning needs and aspirations. The school recommends that:

Most students in Year 10 choose from two options:
1. Study only Year 10 Units
2. Complete Year 10 Units and study one VCE Unit 1 & 2 subject

Students in Year 11 choose from two options:
1. Study 6 VCE Unit 1 & 2 subjects
2. Study 5 VCE Unit 1 & 2 subjects and one VCE Unit 3 & 4 subject

Students in Year 12 choose from two options:
1. Study 5 VCE Unit 3 & 4 subjects
2. Study 4 VCE Unit 3 & 4 subjects and one University subject (HES)

Any variation to these guidelines will need to be negotiated on an individual basis with students and parents.

Selecting subjects for the senior years is important and should be a collaborative process between the student, the family and the school. Subject selection should be approached carefully and thoughtfully. Subject counselling, along with advice and assistance are available from our careers advisor and careers and pathways leader. We encourage students to seek advice and support.

When choosing subjects:
- Focus on a personalised plan
- Select studies that reflect your tertiary/vocational aspirations
- Don’t be in a hurry to finish Year 12
- Select studies that you enjoy and that interest you. Consider subjects that you feel motivated in and that reflect your learning strengths
- Plan for your personal best – keep the journey about you and do not be swayed by subjects that your friends or family may want you to do
- Select studies where you need prerequisite studies. These may be for courses you want to do in Years 11 & 12 or at tertiary level. Map out your pathway over the two or three remaining years of schooling.
- Take studies that complement each other

The Victorian Curriculum and Assessment Authority (VCAA) has set course requirements that must be adhered to for satisfactory completion.

As students are about to plan a study program that leads into a desirable career, we understand that the choices you are making can be overwhelming. Remember that choices can be changed as can your direction; it is important to realise that the choices you make now are not ‘set in stone’.

I wish you well in your choices.

*Ms Sue Harrap*
*Assistant Principal*
Learning Vision

Nossal High School is a school where highly able students:

- develop and foster a passionate curiosity for life-long learning
- are challenged to develop understanding through deep engagement with ideas and evidence
- link learning with business, industry, tertiary and research sectors of the community
- are actively involved in their local and wider communities
- experience personalised and challenging programs individually tailored to meet their specific capabilities, interests and career pathways
- are assessed through informed and consistent judgements to improve future learning by ongoing gathering, analysing and reflecting on evidence

The senior school academic program at Nossal is designed to:

- provide a challenging environment and promote high expectations for highly able learners
- ensure each student is given the best possible preparation and opportunity to move into their tertiary pathway of choice, or to any other appropriate pathway, and to have every possible chance of succeeding in that pathway
Who can support you?

It is very important that students engage in discussion with their parents/guardians and the teachers/staff at Nossal who can assist with the process before a final decision is made about their subject selections. There are also outside agencies that can be accessed for support. Some of these are listed in the back of this booklet.

All members of staff at Nossal High School are dynamic and enthusiastic professionals who care about the future of our students and are committed to:

- guiding the students through the best possible learning pathways to personalise their learning
- the development of learning and teaching programs with clearly defined outcomes for highly able students
- the delivery of effective assessment, recording and reporting strategies
- meeting all curriculum and assessment requirements
- assisting all students to work to their personal best

Students can seek guidance from:

Director of VCE and Senior Programs – Ms Katherine Warriner
Director of Curriculum and Pedagogy – Ms Tracey Mackin
Director of Transitions and Pathways - Ms Emma Geyer
Careers and Pathways Coordinator – Ms Julie Ryan
Director of Student Leadership and Wellbeing – Mrs Leanne Ansalde
Director of e-Learning – Mr Stuart Fankhauser
Assistant Principal – Ms Sue Harrap
Principal – Mr Roger Page

2016 Domain Leaders

English – Dr Briony Schroor
Maths – Mr Mark Jelenik and Ms Po Lin Ooi
Science – Mrs Diane Latham
Humanities – Mr Angus Clark
Arts & Technology – Ms Samantha Crust
PE & Health – Mr Andrew Hamilton
Language - TBC

Before students make their final choice, they are advised to:

- read this guide carefully
- be well informed; engage in conversations with parents, older siblings, Old Nossalonians and the above personnel, as well as referring to the VCAA website [www.vcaau.vic.edu.au](http://www.vcaau.vic.edu.au)

How your selections affect school organisation:

Studies on offer in this handbook will run in 2016 only if sufficient numbers of students select them. Decisions about the subjects to be run in 2016 and individual student courses will be made after all students’ subject selections are submitted online (13th August). These important decisions can only be made after that time, therefore, it is imperative that students meet the deadline and they are clear and decisive about the choices they have made. The organisation of the school in 2016, including the hiring of staff, is determined by these selections. Some students may need further course counselling after the curriculum offerings for 2016 have been finalised (see the timeline on the back of the handbook) particularly if their original selections will not run in 2016.
As Nossal High is a select entry school the nature of our students means that they work at a very high level in all academic subjects. All of our students can access an individual learning pathway and choose subjects appropriate to their own strengths and interests. For many students this may include accelerating in one or more subject areas.

We have guidelines in place that students should be aware of when choosing their academic course from year to year.

**Progression to Year 10, VCE 1 & 2 and VCE 3 & 4**

Students who wish to progress in a subject should be achieving at Just Acceptable or above in all areas of assessment in that subject. Students who are not achieving at this level will review their course during course counselling to ensure that they are in an appropriate pathway.

**Acceleration**

For some students it may be of benefit to accelerate by commencing a VCE Unit 1 & 2 subject in Year 10 and then continuing on to study a Unit 3 & 4 subject in Year 11. This allows students to have a sixth subject to contribute towards their ATAR. The ATAR calculation is complicated, but in simplest terms it counts English first, then the next three top scores (this is called the primary four) and then 10% of the fifth subject. If students accelerate by studying a Unit 3 & 4 subject in Year 11 they will receive an additional 10% of their sixth subject in the calculation. The other advantage to students who accelerate is that they gain the experience of VCE earlier and know what to expect in the following year. As acceleration can, however, put undue stress on some, students need to be achieving at an appropriate level to accelerate.

- We recommend that students accelerate in one subject only
- We recommend acceleration only to students who have demonstrated maturity, organisational skills and high performance in the area they wish to study
- We recommend students do not accelerate in the subjects they require as prerequisites for tertiary study. We consider additional time to develop maturity and concepts to be the best preparation
- Some subjects will have specific criteria that students need to satisfy to be eligible to accelerate

For these reasons, the following guidelines apply for acceleration:

- Students who wish to accelerate in a subject should be achieving at Very Good or above in at least the areas of Knowledge, Skills and Study Habits in the relevant subject or appropriate subject area. For example, for Philosophy Units 1 & 2 at Year 10, students should achieve at Very Good or above in Year 9 Humanities and/or English
- Students who wish to accelerate in more than one subject should be achieving an average of Very Good or above, in the number of subjects specified for their year level, in at least the areas of Knowledge, Skills and Study Habits. For 2016 these are:
  - Year 9 - 7 subjects, Year 10 - 5 subjects, Year 11 - 5 subjects
Higher Education Studies in the VCE (Extension)

For high achieving students there may be the opportunity to apply to study a university subject in their final year of school whilst completing their VCE. The school has an internal approval process for this. Students must first express an interest and complete an interview, then the school will approve eligible students to continue with their application. Applications are subsequently made directly to the university.

Extension studies should only be considered if students have demonstrated high performance in all subjects. Prior to 2012, only students with a 40+ study score were considered eligible to apply by the universities; even though this is no longer a requirement, it is clear they are only looking for high performing students.

An extension study can only ever be included as the sixth increment in the ATAR calculation with a maximum of five for results above 90% in their university studies. Universities have different criteria for assessing eligibility.

For further information on extension studies see Ms Warriner.

For all progression and acceleration, students will be assessed on what they are currently achieving and those who wish to accelerate must be achieving at that level for acceleration when they choose their courses.

Students should also note that some VCE subjects will not be available for acceleration. These are indicated in the subject descriptions.

Ms Emma Geyer

Director of Transitions & Pathways
Year 10 Academic Program

Students have a wide variety of subjects to choose from in Year 10. In order to maintain a breadth of study the following guidelines apply for course selection in Year 10:

1. Students must study two semesters of **English** over the year.

2. Students must study one **Maths** subject for the whole year.
   
   A student undertaking Year 10 Maths Advanced or Units 1 & 2 Maths Methods would not undertake Year 10 Maths

3. **Science** – Students must study at least one unit of Science. They have a choice of two pathways:
   
   a. A choice of one or two semester length Foundation Sciences or
   
   b. Intensive Science, which covers Biology, Chemistry and Physics and runs for a full year.

   A student undertaking a Units 1 & 2 Science subject has a number of choices:
   
   a. That may be the only Science they undertake
   
   (Students will be counselled and alerted to how this may limit their ability to undertake other sciences in the future. Final decisions will be made based on a student’s ‘individual pathway’)
   
   or
   
   b. They may choose to do one or two semester length Foundation Sciences as well.

   Biology and Psychology are the Science subjects that are recommended for acceleration for Year 10 students.

   Chemistry and Physics are not recommended.

4. **Health and Physical Education** – All students are required to undertake Year 10 **Health & PE** for one semester. They have the option of selecting additional subjects from within this Domain, if their subject selection allows. A student undertaking Units 1 & 2 Physical Education would not be required to undertake Year 10 Health & PE.

5. **Humanities** – All students are required to complete a full year of Humanities in Year 10. The Humanities course in Year 10 is made up of **Modern History** in Semester One and **Political and Legal Studies** in Semester Two.
   
   A student undertaking VCE Units 1 & 2 History, Geography, Legal Studies, Economics or Philosophy would not be required to undertake Year 10 Humanities; however, they can do so if they wish.
   
   A student undertaking VCE Units 1 & 2 Accounting or Business Management in Year 10 would still have to undertake Year 10 Humanities, as these subjects do not count as ‘exemptions’.

6. **Arts/Technology** – All students are required to undertake one semester of **Arts/Technology**. They have the option of selecting additional subjects from within this Domain, if their subject selection allows. Students are offered a wide range of Arts/Technology subjects to select from.

7. **Foreign language study** – Students are offered two languages: French and Japanese. Students may study one or both languages, depending on previous experience. A student wishing to choose a language must choose it for **both Semester One and Two**. Students choosing a Language at Year 10 can negotiate an individual pathway which is outside the subject guidelines (above) in order to fit in all of their subjects. This can be done during their course counselling appointment in Term 3.
Year 10 Subjects

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Technology Domain
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Year 10 Digital Technology

Cross-curricular
Extended investigation
English Domain

In English there are three strands of learning – language, literature and literacy. Each of these strands contributes to the development of students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage

Strands are made up of the following sub-strands:

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**Year 10 English - Elective Structure**

In 2016, students will have the opportunity to develop their skills in two different semester long English electives, with subjects undertaken in Semester Two challenging students to develop the skills established in Semester One. While the different subjects will cover different content and texts, all subjects will support the development of the skills required of students for all VCE English subjects. All English subjects will involve reading, writing, speaking and listening.

Every Year 10 student must choose at least two semesters of English from the list below; some students will be recommended for Foundation English, by their Year 9 English teachers, and certain students will be invited to select three English electives, as part of an enhancement programme:

- Year 10 English A: novel study
- Year 10 English B: Shakespeare study
- Foundation English
- Just the Classics
- From Page to Screen
- Persuasion and Deception
**Year 10 English (semester length & full year)**

This mainstream English course aims to develop key skills and a broad understanding of what is required for VCE English. Suitable for most students, this course will offer students the chance to practise writing text response essays, examine different resources/texts within a given context, and analyse the use of language to persuade.

Year 10 English will be offered as two semester-long subjects, ‘Year 10 English Semester 1: novel study’ and ‘Year 10 English Semester 2: Shakespeare study’. Students undertaking one of these mainstream English subjects may select mainstream English or another specialised English elective for the other semester.

**Topic 1 – Text Response:** *Of Mice and Men or Macbeth*

**Topic 2 – Comparative Study:** *Growing Up Asian in Australia or a film text*

**Topic 3 – Using Language to Persuade**

**Advice to students**

A student choosing Year 10 English - Semester Length will not get to choose which semester they would prefer; they will be allocated to either Semester 1 or Semester 2. If you wish to study both semesters of Year 10 English you should choose Year 10- English - Full Year.

**Teachers to see for advice regarding this subject:** Ms Crust, Ms Geyer or your Year 9 English teacher

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**Year 10 Foundation English**

Want to improve your proficiency in the basic skills needed for VCE English? Perhaps you find the abstract concepts discussed in English difficult to grasp? If so, this might be the subject for you. In ‘Foundation English’ you will build on your skills in planning and structuring essays, identifying persuasive techniques and using formal language effectively. This subject is most suitable for students wishing to build confidence in their practical skills in English.

While students may put themselves forward for ‘Foundation English’, some may also be nominated by their Year 9 English teachers.

**Topic 1 – Text Response:** *Of Mice and Men or Macbeth*

**Topic 2 – Comparative Study:** *Growing Up Asian in Australia or a film text*

**Topic 3 – Using Language to Persuade**

**Teachers to see for advice regarding this subject:** Ms Chapple or your Year 9 English teacher
**Year 10 Just the Classics**

Do you love to read, or do you want to be well read? In ‘Just the Classics’ you will read, consider and compare important texts from the literary canon, by studying representations of children and childhood in the work of George Eliot, Charles Dickens and William Golding among others. Find out whether “the classics” are as good as everyone says.

This subject would be a good choice for students who are curious about VCE Literature.

**Topic 1 - Text Response:** *The gods of carnage; A Christmas Carol; selected poetry.*

**Topic 2 - Comparative Study:** ‘Childhood’ in *Silas Marner* and *Lord of the Flies*

**Topic 3 - Using Language to Persuade:** The nature (and validity) of the canon. Who decides what goes in and what stays out?

**Teachers to see for advice regarding this subject:** Dr Schroor or your Year 9 English teacher

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**Year 10 From Page to Screen**

In this semester-long course, you will explore the transformation that takes place when a novel, short story or other text is adapted for film or television. As well as exploring the films themselves, you will examine the reactions of fans, compare and contrast films within a chosen genre and analyse what makes a film an enduring classic.

The text list for ‘From Page to Screen’ will include film adaptations of popular novels and cult classics, as well as the original written versions.

**Topic 1 - Text Response:** *To Kill A Mockingbird* (novel and film)

**Topic 2 – Comparative Study:** *The Book Thief* (novel and film)

**Topic 3 - Using Language to Persuade – The process of adaptation:** (stakeholders, artistic aims of the director, current affairs and how these play a part)

**Teachers to see for advice regarding this subject:** Ms Chapple or your Year 9 English teacher
Ever wondered how seemingly simple words can change minds or even the world? ‘Persuasion and Deception’ offers you the chance to delve into the world of persuasive speaking and writing, as well as the complex jargon used in the spheres of business, politics and advertising. You’ll analyse famous persuasive texts, decipher the social codes that are euphemism and political correctness, and work out how deception threatens just about every part of our lives.

This subject would be a good choice for students who are curious about VCE English Language.

**Topic 1 - Text Response:** *1984*

**Topic 2 - Comparative Study:** Language of deception (big business, politics, corporate world, institutional language, advertising)

**Topic 3 - Using Language to Persuade:** Understanding persuasive texts (speeches/written)

**Teachers to see for advice regarding this subject:** Ms Banaag or your Year 9 English teacher
Maths Domain

Year 10 Maths
The Year 10 Maths course is based on the Australian Curriculum. It aims to further enhance students’ abilities in computing and problem solving strategies, especially in recognising mathematical patterns and relationships and in applying various mathematical rules and procedures to real life situations. Students will use technology as an effective support for mathematical activities.

These skills are to be used throughout the topics of:
- Indices
- Trigonometry
- Linear Relationships
- Algebra
- Geometry
- Probability

Assessment
Ongoing coursework
Topic Tests
Topic Assignments
Exams (technology free and technology enabled)

Possible Pathways
This subject leads to General Maths (Further and Specialist) and /or Maths Methods.

Teachers to see for advice regarding this subject: Your Year 9 Maths teacher
Year 10 Maths (Advanced)

This course aims to further enhance students’ abilities in computing and problem solving strategies, especially in recognizing mathematical patterns and relationships and in applying various mathematical rules and procedures to real life situations. Students will use technology (CAS) as an effective support for mathematical activity and learning. Students undertaking this course will access enriched preparation for VCE Mathematics.

By the end of this course it is intended that students will have developed confidence in topics including:

- Statistics (Univariate and Bivariate)
- Geometry and Trigonometry in real life applications
- A variety of relations (their graphs and applications), including the hyperbola, circle and truncus, as well as polynomial, trigonometric and exponential functions
- Complex Numbers
- Vectors
- Introductory Calculus

**Assessment**
- Topic Tests
- Problem Solving / Investigative Tasks
- Exam

**Advice to Students**

This course is intended for students who have completed Intermediate Maths at an advanced level and wish to consolidate their skills before beginning VCE Mathematics.

**Teachers to see for advice regarding this subject:** Mr Witt or your Year 9 Maths teacher
**Year 10 Intensive Science**

Intensive Science is a year-long course designed for those students who wish to undertake Biology, Chemistry and Physics at Year 10. It will prepare students for VCE studies in all three of the aforementioned sciences. Students will study the following topics:

- **Biology:** Cell Structure and Function, Introduction to Biochemistry, Mendelian Genetics and Natural Selection
- **Chemistry:** Matter, including the Periodic Table, solubility, shape, structure and properties of molecules and compounds, reactions of acids and bases, exothermic and endothermic reactions, and precipitation reactions, including mole theory.
- **Physics:** Motion in One Dimension, including kinematics, dynamics, momentum and Newton’s Laws. Students may also undertake a study of energy and energy conservation.

**Assessment**
- Ongoing coursework, including practical reports
- Topic Tests
- Exams

**Advice to students**

This subject is available to students who are doing well in Science in Year 9. This pathway enables students to prepare for all three VCE science studies, i.e. Physics, Chemistry and Biology. A student may choose to study Year 10 Intensive Science and Unit 1 & 2 Psychology.

**Possible Pathways**

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<td>Two Foundation Sciences</td>
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<td>Year 11</td>
<td>Unit 1 &amp; 2 Biology and/or Chemistry and/or Physics</td>
<td>Subsequent studies in Unit 1 &amp; 2 Biology and/or Chemistry and/or Physics</td>
</tr>
<tr>
<td>Year 12</td>
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<td>Unit 3 &amp; 4 Biology and/or Chemistry and/or Physics</td>
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</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mrs Latham, Mr LaBrooy or Ms Mackin
### Year 10 Foundation Biology

Foundation Biology is a semester long course designed to engage students with Biology and develop their understanding of a range of basic concepts. Students are introduced to evolution, natural selection and genetics. They also study biomolecules, cells, organelles and cell processes including cellular respiration and photosynthesis. A highlight of this subject is BioEYES, a week-long experimental investigation into the growth and genetics of zebrafish.

**Assessment**
- Ongoing coursework, including practical work and investigation reports
- Topic tests

**Advice to students**

It is recommended that students intending to study VCE Biology study Foundation Biology at Year 10 Level.

**Possible Pathways**

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<th>Year 11</th>
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<tr>
<td>Option 1</td>
<td>Foundation Biology</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Biology</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Biology</td>
<td>University Enhancement studies in Biology</td>
</tr>
</tbody>
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**Teacher to see for advice regarding this subject:** Mrs Latham, Mr LaBrooy or Mr Chockalingam.
Year 10 Foundation Chemistry

Foundation Chemistry serves as an introductory course for VCE Chemistry. Students will explore the structure and electronic configuration of atoms, the structure of the periodic table and classes of chemical reactions. They will also be introduced to calculations in Chemistry. Students will build on knowledge gained in Year 9 Science.

Assessment
- Ongoing coursework, including practical reports
- Topic tests
- Multimedia presentation
- Self-designed experiment
- Semester Exam

Advice to students
It is recommended that students intending to study VCE Chemistry study Foundation Chemistry at Year 10 level.

Possible Pathways

<table>
<thead>
<tr>
<th>Recommended Option</th>
<th>Year 10</th>
<th>Year 11</th>
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<tr>
<td>Foundation Chemistry</td>
<td>Unit 1 &amp; 2 Chemistry</td>
<td>Unit 3 &amp; 4 Chemistry</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Warriner, Mrs Graystone, Ms Campagna, Mrs Fankhauser or Mr Alley.
Year 10 Foundation Physics
The Year 10 Foundation Physics course allows students to develop a series of important mathematical and analytical tools which will be important in the later years of their study of Physics. The majority of the course will involve an investigation of Motion in One Dimension, and will cover the rigorous description of motion (kinematics), the analysis of causes of changes in an object’s motion (dynamics and Newton’s Laws), and the use of conservation laws to facilitate the analysis of mechanical systems (momentum and energy conservation). If time permits, a study of Fields will be undertaken, which will focus on magnetic, electric and gravitational fields.

Assessment
- Ongoing coursework, including practical work
- Topic tests
- Exam

Advice to students
It is recommended that students intending to study VCE Physics study Foundation Physics at Year 10 level.

Possible Pathways

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
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<tbody>
<tr>
<td>Recommended Option</td>
<td>Foundation Physics</td>
<td>Unit 1 &amp; 2 Physics</td>
<td>Unit 3 &amp; 4 Physics</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Fankhauser, Ms Mackin or Mr Alderton
Year 10 Health and Physical Education

This subject has two areas of study:

Movement and Physical Activity

This dimension focuses on the important role that physical activity, sport and recreation play in the lives of Australians. The course promotes involvement in lifelong physical activity and an awareness that everyone has the right and capacity to participate in a healthy and active lifestyle. The course provides the opportunity for students to coach, facilitate and participate in a variety of sports, leisure and recreation activities, and allows for individual creativity through movement.

Health Knowledge and Promotion

In this dimension students will explore a range of positive health practices. Students will focus on first aid and the management of minor and major medical scenarios. Students will analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity throughout the teenage years. They will study the mental health and anxiety issues relevant to young people and explore a range of personal behaviours designed to promote mental wellbeing and confidence. Students will learn about the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships.

Possible Pathways

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<th>Year 10</th>
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<tbody>
<tr>
<td>Option 1</td>
<td>Year 10 Health and Physical Education</td>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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<tr>
<td>Option 2</td>
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<td>Unit 3 &amp; 4</td>
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<td>Physical Education</td>
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Teachers to see for advice regarding this subject: Mr Hamilton, Ms Veale, Mr Haverfield, Ms Pumphrey or Ms Kutrolli
Year 10 Sports Science

In this subject students will explore the science of sports and how sports performance is enhanced through the application of scientific principles. The unit will expose students to many of the concepts that are studied in VCE Units 1-4 Physical Education, including biomechanics, energy systems, human anatomy, sports nutrition and the acute response to exercise. This subject has an emphasis on practical exploration and application. Sports Science has a balance between theoretical and practical classes and is an ideal lead up to VCE Physical Education in Year 11.

Assessment
- Ongoing coursework
- Laboratory/practical reports
- Assignments

Advice to students
It is recommended that students intending to study VCE Physical Education study Sports Science at Year 10 level.

Possible Pathways

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<th>Option 1</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>Year 10 Health and Physical Education and Sports Science</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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<tr>
<th>Option 2</th>
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<tr>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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</table>

Teachers to see for advice regarding this subject: Mr Hamilton, Ms Veale, Mr Haverfield, Ms Pumphrey or Ms Kutrolli
Year 10 Team Sports

This semester long elective gives students the opportunity to experience a wide range of team sports as elected by the students themselves. This is a practical elective and will allow students to further develop their teamwork, skill acquisition, strategies and sportsmanship within the context of a round robin competition. Students will also have the opportunity to undertake various off field roles associated with organised sport, including officiating and coaching.

Possible Pathways

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<th>Year 10</th>
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<tbody>
<tr>
<td>Year 10 Health and Physical Education and Team Sports</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Veale, Mr Hamilton, Mr Haverfield, Ms Pumphrey or Ms Kutrolli
Year 10 Humanities

Students will complete two semester-length units as part of their Year 10 Humanities course:

**Semester 1 - Modern History**

**Semester 2 - Political & Legal Studies**

These units are designed to expand upon the Geography and Economics units that students completed in Year 9 and to give them a fully rounded foundation in the core Humanities subjects and their unique skills.

Students will examine culture, conflict and change from WWII to the present and they will learn about the foundations and functions of our legal and political systems.

This two-year Humanities program will best equip all students for their future role as citizens in our democracy, as well as enhancing their literacy skills to assist their future performance in their English subjects. It will also provide a robust foundation for students wishing to pursue VCE studies in any of the Humanities subjects offered at Nossal.

*If students elect to enrol in VCE Unit 1&2 History, Geography, Legal Studies, Economics or Philosophy they do not also have to enrol in Year 10 Humanities (although they can do both if they wish).*

*Students are also welcome to enrol in VCE Unit 1&2 Accounting or Business Management in Year 10, but they would still have to enrol in Year 10 Humanities as these subjects do not count as an ‘exemption’.*

**Possible Pathways**

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<tr>
<th>Option 1</th>
<th>Year 10 Humanities</th>
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<tbody>
<tr>
<td></td>
<td>Year 10 Humanities</td>
<td>Unit 1 &amp; 2 History, Geography, Legal Studies, Economics, Philosophy, Accounting and/or Business Management</td>
<td>Unit 3 &amp; 4 History, Geography, Legal Studies, Economics, Philosophy, Accounting and/or Business Management</td>
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</tbody>
</table>

| Option 2 | Unit 1 & 2 History, Geography, Legal Studies, Economics, Philosophy | Unit 3 & 4 History, Geography, Legal Studies, Economics, Philosophy, Global Politics | University Enhancement and/or Unit 3 & 4 Global Politics |

| Option 3 | Year 10 Humanities and Unit 1 & 2 Accounting and/or Business Management | Unit 1 & 2 History, Geography, Legal Studies, Economics, Philosophy and Unit 3 & 4 Accounting and/or Business Management | Unit 3 & 4 History, Geography, Legal Studies, Economics, Philosophy, Global Politics |

**Teachers to see for advice regarding this subject:** Mr Clark, Ms Loel, Ms Wilson, Mr Allen, Ms Engler, Ms Thompson, Ms Chapple, Ms Toth or Ms Warner
Languages at Nossal

NOTE: In order to facilitate the study of a language, students who wish to study Japanese or French at Year 10 can negotiate an individual pathway, which is outside the subject guidelines. This can be done during their course counselling appointment in Term 3.

There are two languages available in Year 10 within the school timetable: French and Japanese. Both languages are available for study through to VCE level. These studies provide a solid foundation to study Units 1 & 2 in Year 11.

There are benefits in learning a foreign language in a formal academic setting. Japanese and French at Nossal are taught in a structured, rigorous way. Language study includes both communicative, task-based learning, as well as formal grammar study, which is particularly beneficial for the development of students' literacy and numeracy skills in English. The study of a language other than English is also encouraged by both the Victorian and Federal Governments to support global participation. Students studying languages are given priority for overseas study tours to Japan and France, which happen biannually.

The courses for languages share a common approach to developing the four main strands of: listening, speaking, reading and writing. The focus on the purposeful use of the language means that all students' learning situations and assessment tasks resemble, as far as possible, real life situations where students are exposed to, and produce authentic text.

Language is a full year course.

Distance Education Languages through Victoria School of Languages (VSL)

Students wishing to study another language through VSL Distance Education should discuss this at course counselling. Not all languages are available at all levels via Distance Education.

Teacher to see for advice regarding VSL: Mr Pegram (Note: If students wish to study Japanese or French through the VSL program, they should consult Mr Bramley, Ms Warner or Ms Kentish)
Year 10 French

Students at Year 10 study a range of topics such as: food and cooking; health; travel and holidays; work, money and the future. By the end of Year 10, students can communicate in not only the present tense, but also the past tense and two future tenses. Students have the opportunity to participate in a ‘food and film’ excursion as part of their studies.

Required Prior Knowledge

Students are required to have studied Year 9 French at either Beginner or Intermediate level.

Assessments

A range of writing tasks, for example: diary entry, letter, article
Oral assessments, including role-plays and interviews
Listening comprehension and reading comprehension tests
End of semester exams

Possible Pathways

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<th>Year 10</th>
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<tr>
<td>Option 1</td>
<td>French</td>
<td>Unit 1 &amp; 2 French</td>
<td>Unit 3 &amp; 4 French</td>
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<tr>
<td>Option 2</td>
<td>French</td>
<td>Unit 1 &amp; 2 French</td>
<td>Unit 3 &amp; 4 French and University Enhancement studies in French</td>
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<tr>
<td>Option 3</td>
<td>Background speakers only, with permission</td>
<td>Unit 1 &amp; 2 French</td>
<td>Unit 3 &amp; 4 French</td>
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</table>

Teachers to see for advice regarding this subject: Ms Kentish or Mr Bakowski
Year 10 Japanese

Students undertaking the study of Japanese at Year 10 will follow a course of study that meets the requirements of the Australian Curriculum for Languages - Japanese. The course prepares students for the transition into study of VCE Japanese Units 1 through 4. Additionally, the course is designed to enable students to confidently and effectively communicate in Japanese about a wide range of relevant and current topics. Excursions, incursions, hosting, tours and exchanges, along with a variety of language immersion opportunities, are offered to support student learning.

Required Prior Knowledge

Students are required to have studied Year 9 Japanese at Beginner or Intermediate level (or equivalent), as agreed in consultation with Japanese Staff.

Assessments

Students are assessed in a range of communicative, linguistic and cultural competencies. Their communication skills and their understanding of the language and culture will be developed throughout the year. Script, vocabulary and sentence structures are also regularly assessed. The different level of students' prior knowledge of the languages is also taken into account in the design of different assessment tasks. Students develop skills in the use of ICT in Japanese, written and oral presentation and listening or reading Japanese and responding appropriately.

Possible Pathways

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<th>Option 1</th>
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<td>Japanese</td>
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<td>Unit 1 &amp; 2 Japanese</td>
<td>Unit 3 &amp; 4 Japanese</td>
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| Option 2          |         | Japanese              | Unit 1 & 2 Japanese          | Unit 3 & 4 Japanese and University Enhancement studies in Japanese |

| Option 3          |         | Unit 1 & 2 Japanese   | Unit 3 & 4 Japanese          | University Enhancement studies in Japanese |

**With permission:**

**NOTE:** Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the Japanese staff for entry into the VCE program.

**Teachers to see for advice regarding this subject:** Mr Bramley or Ms Warner
Year 10 Art and Photography

In this semester length course students will have the opportunity to cover skills such as:

- Experimenting with a range of drawing, painting, collage and printmaking techniques to produce original artworks
- Learning how to use elements and principles of design to enhance their artwork and that of professional artists
- Art-making which allows students to experiment, take risks, communicate their thoughts, and critically reflect

Using a digital SLR camera and a computer students will:

- Produce stitched panoramas, tell a photographic story, create a short animation or photomation and experiment with a range of photographers’ techniques and tricks of illusion and space
- Be an official photographer at sporting and cultural events at Nossal High School
- Use Photoshop CS6 to edit, manipulate and improve their images
- Learn about photographic journalism and the ethics associated with photography and the digital manipulation of images

Possible Pathways

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<tr>
<td>Year 10 Art and Photography</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
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Teachers to see for advice regarding this subject: Mrs Cilia
Year 10 Dance
Dance will suit students who are interested in movement, aesthetics and anatomy. In Dance, students develop their physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. Students are required to undertake a range of dance training to build physical skills and develop their ability to execute safely, a diverse range of expressive body actions. Students perform choreographed or learnt solo and group dance works using different dance-making processes.

Aims
This study enables students to:
• develop safe dance practice and physical skills
• develop an anatomically aware use of the body
• develop skills associated with a variety of approaches to dance-making
• respond creatively and kinesthetically to ideas, emotions and observations
• observe, experience and write about dance in an analytical, a critical and a reflective manner

Possible Pathways

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<tr>
<td>Year 10 Dance</td>
<td>Unit 1 &amp; 2 Dance</td>
<td>Unit 3 &amp; 4 Dance</td>
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 Teachers to see for advice regarding this subject: Ms Pumphrey
Year 10 Design

In this semester length course students will be provided with an introduction to visual communication and design as well as technical drawing practices used by architects, interior and industrial designers and engineers. This course builds on the skills learnt in Architecture and prepares students for Visual Communication and Design.

The students will:

• Use observational, visualisation and presentation drawing techniques to develop their ideas
• Use the elements and principles of design to enhance their drawings
• Learn how to interpret and analyse professional industrial, architectural and engineering drawings
• Learn about poster production, business cards and corporate ideas
• Experiment with freehand, instrumental and computer drawing methods using Adobe Illustrator and Photoshop programs
• Produce a folio of freehand and computer generated drawings and a scale model to meet the needs of a design brief

Possible Pathways

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<td>Design</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
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<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
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Teachers to see for advice regarding this subject: Mrs Cilia
Year 10 Foundation Music

Foundation Music would suit students who have prior instrumental music experience and will cover foundation skills such as performance in both a solo and group setting, as well as develop creativity, analytical skills and an understanding of musical structures across historical genres and social context. The course will broadly cover material which leads to the study of VCE Solo Performance and VCE Music Investigations.

**Students will develop understanding and experience in the following areas:**

- Structures of music and music analysis
- Music performance – solo and group
- Music composition
- Aural training and theory of music
- Developments in digital music and the science of acoustics

**Advice to students**

Acceleration to VCE in this subject is available at Year 10 by negotiation only, and dependent upon performance and theoretical experience.

**Possible Pathways**

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<tr>
<td><strong>Option 1</strong></td>
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<td>Unit 1 &amp; 2 VCE Music Performance</td>
<td>Unit 3 &amp; 4 VCE Music Performance AND/OR Unit 3 &amp; 4 VCE Music Investigation</td>
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<tr>
<td><strong>Option 2</strong></td>
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<td>Unit 3 &amp; 4 VCE Music Investigation</td>
<td>Unit 3 &amp; 4 VCE Music Investigation</td>
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**Teachers to see for advice regarding this subject:** Ms Stoppa
Year 10 Theatre Studies

Theatre Studies would suit students who want to develop their reading and text analysis skills as well as their presentation skills. In this subject students interpret dramatic texts and produce theatre. Students will gain an insight into the history and rich possibilities of playscript-based theatrical production through studying ancient and modern play texts. Students will develop an understanding and appreciation of the role and place of the actor, director, scriptwriter and designers in theatre.

Aims

This study enables students to:

- acquire knowledge of theatre
- interpret playscripts
- develop an appreciation of theatre
- participate in the theatrical life of their community

Assessment

Ancient theatre – reading and performing (group or solo)
Modern theatre - reading and performing (group or solo)
Performance interpretation – review (written)

Possible Pathways

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<tr>
<td>Year 10 Theatre Studies</td>
<td>Unit 1 &amp; 2 Theatre Studies</td>
<td>Unit 3 &amp; 4 Theatre Studies</td>
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</table>

Teachers to see for advice regarding this subject: Ms Crust
**Year 10 Subjects**

**Technology Domain**

**Year 10 Food Technology**

In Food Technology, students will learn a variety of cooking techniques, while making delicious and sophisticated food items, menus and dishes. Students will focus on design briefs and menu planning tasks that will further develop their knowledge and skills. This practice will build their confidence in all aspects of food preparation and cooking as well as further developing important life skills.

**Possible Pathways**

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<td>Food Technology</td>
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<td>Unit 3 &amp; 4 Food Technology</td>
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<td>Option 2</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
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*Teachers to see for advice regarding this subject: Mrs Ansalde*
Year 10 Digital Technology

This semester length course will be a creative approach to Digital Technology. It will provide students who are willing to be challenged an opportunity to delve deep into the following:

- Problem solving through programming languages
- Using contemporary computer software to manipulate data and organise it into useful formats

Advice to students

It is recommended that students intending to study Units 3 & 4 Informatics and/or Software Development choose Digital Technology in Year 10 and have studied Units 1 & 2 Computing.

Possible Pathways

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<tr>
<td>Option 1</td>
<td>Digital Technology</td>
<td>Unit 1 &amp; 2 Computing</td>
<td>Unit 3 &amp; 4 Informatics and/or Unit 3 &amp; 4 Software Development</td>
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<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Computing</td>
<td>Unit 3 &amp; 4 Informatics</td>
<td>Unit 3 &amp; 4 Software Development</td>
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<tr>
<td>Option 3</td>
<td>Unit 1 &amp; 2 Computing</td>
<td>Unit 3 &amp; 4 Software Development</td>
<td>Unit 3 &amp; 4 Informatics</td>
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Teachers to see for advice regarding this subject: Mr Chattrath
Extended investigation

Extended investigation provides an opportunity for students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

It enhances the students’ understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to interpreting and evaluating evidence in order to answer such questions. Within the study, issues around the ethics of research are covered.

It considers how research questions are developed and focused to enable the researcher to address the key issues proposed by the research with the limits that time and resources impose. The individual investigation question developed by each student facilitates the exploration of a range of potential research outcomes and allows students to engage more deeply with an area of interest to them.

Students conduct a relevant literature review and develop project management knowledge and skills and ways of effectively presenting and communicating results. Students are introduced to a broad classification of research methods and their comparative suitability for the investigation of particular questions.

Assessment
- Folio – 3 to 4 written pieces developing critical thinking
- Case studies
- Written research plan
- Written report
- Oral report

Advice to students

There are no prerequisites for undertaking the semester unit, Extended Investigation. Students considering undertaking the unit should be confident, independent and self-managed learners.

Possible Pathways

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<tr>
<td>Option 1</td>
<td>Extended Investigation</td>
<td>Unit 3 &amp; 4 Extended Investigation</td>
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<tr>
<td>Option 2</td>
<td>Unit 3 &amp; 4 Extended Investigation</td>
<td>Any University Enhancement Study</td>
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Teachers to see for advice regarding this subject: Ms Mackin or Ms Warriner
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### Cross Curricular
- Extended Investigation Units 3 & 4
Senior students at Nossal High School complete the Victorian Certificate of Education (VCE). The VCE is administered by the school in accordance with the policies and guidelines set out by the Victorian Curriculum and Assessment Authority (VCAA).

**Reporting and Assessment**

Detailed course and assessment outlines in accordance with the VCAA requirements specified in each Study Design will be distributed to students at the commencement of each unit. Each unit will require students to undertake a range of tasks that include School Assessed Coursework or Tasks (SACs or SATs). These are internally administered assessments that provide students with the opportunity to demonstrate the outcomes of the VCE.

**Unit 1 & 2**

a. 2-4 Assessment Tasks contribute to a VCAA assessment of Satisfactory (S) or Not Satisfactory (N)

b. End of year internal Nossal exam

**Unit 3 & 4**

a. 2-4 SACs or SATs contribute to a VCAA S or N and graded assessment of A+ - Ungraded

b. End of year VCAA exam

Both (a) and (b) contribute to the calculation of the ATAR.

**Prerequisites vary depending on the university of interest and from year to year. Please clarify the requirements of any proposed pathway with Ms Ryan, and ensure that you have checked the correct VICETER publications for your year regarding current prerequisite information.**
**English Units 1 & 2**

**Unit 1**
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

**Unit 2**
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

**Assessment**

- **Unit 1 Assessment Tasks:**
  - Outcome 1 – Reading and creating texts: ‘Twelve Angry Men’ and ‘A Time to Kill’ (film text)
  - Outcome 2 – Analysing and presenting texts

- **Unit 2 Assessment Tasks:**
  - Outcome 1 – Reading and Comparing texts: ‘Joe Cinque’s Consolation’ and second text to be announced
  - Outcome 2 – Analysing and presenting argument
  - Exam

**English as an Additional Language (EAL)**

This course is run in conjunction with English Units 1 & 2. Students eligible for EAL will be placed in an appropriate class during counselling.

**Advice to Students**

VCE English is the natural progression from the middle years English program. It is highly recommended that students intending to study Units 3 & 4 English have studied at least Unit 2 English.

**Possible Pathways**

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<tr>
<td><strong>Option 1</strong></td>
<td>Any English elective</td>
<td>Unit 1 &amp; 2 English</td>
<td>Unit 3 &amp; 4 English</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Any English elective</td>
<td>Unit 1 &amp; 2 English and Unit 1 &amp; 2 Literature</td>
<td>Unit 3 &amp; 4 English and Unit 3 &amp; 4 Literature</td>
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<td>Unit 1 &amp; 2 English and Unit 1 &amp; 2 English Language</td>
<td>Unit 3 &amp; 4 English and Unit 3 &amp; 4 English Language</td>
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</table>

**Teachers to see for advice regarding this subject:** Any English teacher
English Units 3 & 4

Unit 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain the choices they have made as authors.

Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students can create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Assessment
Course work (SACs) need to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination. Teachers will also set a range of tasks that students must complete in order to obtain an ‘S’ in Units 3 & 4 English.

Unit 3 SACs:
Outcome 1 – Using Language to Persuade
Outcome 2 – Reading and Responding: No Sugar
Outcome 3 – Creating and Presenting: Imaginative Landscape

Unit 4 SACs:
Outcome 1 – Reading and Responding: Stasiland
Outcome 2 – Creating and Presenting: Imaginative Landscape

English as an Additional Language (EAL)
This course is run in conjunction with English Units 3 & 4. Students eligible for EAL will be placed in an appropriate class during course counselling.

Advice to students
It is recommended if you have completed English Units 1 & 2 then you should continue onto Units 3 & 4.

Possible Pathways

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<th>Year 10</th>
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<th>Year 12</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>Unit 1 &amp; 2 English and Unit 1 &amp; 2 English Language</td>
<td>Unit 3 &amp; 4 English and Unit 3 &amp; 4 English Language</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Any English teacher
**English Language Units 1 & 2**

English Language focuses on the science and history of English. In Unit 1, students learn the various functions of language, as well as how children acquire language. A key focus is analysing speaking and writing using the subsystems of language: phonology, morphology, lexicology, syntax, semantics and discourse analysis.

In Unit 2, students examine the nature of language change over time, researching the way English has developed from its roots in Old English to the present day effects of technology. Unit 2 also focuses on how English is spoken differently in various communities throughout the world, exploring these unique approaches to the language. English Language is a highly academic subject that requires research and wide reading in order to develop confidence in applying a variety of linguistic terms and concepts.

**Assessment**

- Ongoing coursework
- Topic tests
- 3 x Assessment Tasks
- Exam

**Advice to students**

This subject is a more challenging option than mainstream VCE English. It is highly recommended that students studying VCE English Language are already receiving good results in English.

**Possible Pathways**

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</tbody>
</table>

**Teacher to see for advice regarding this subject:** Ms Banaag, Mr Mahalingam or Mr Wilson
**English Language Units 3 & 4**

English Language focuses on the science and history of English. In Unit 3, students examine the differences between formal and informal language, as well as the relationship between these registers and social context/purpose. Unit 4 focuses on language variation within Australian society and how this variation can be used to construct identity. English Language is a highly academic subject that requires research and wide reading in order to develop competence in the application of a variety of linguistic terms and concepts.

**Assessment**

- Ongoing coursework
- Topic tests
- 2-3 School Assessed Course (SAC) work tasks per unit
- Exam

**Advice to students**

Students wishing to study Unit 3 & 4 English Language must have successfully completed Unit 2 English Language.

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** Ms Banaag, Mr Mahalingam or Mr Wilson.
**Literature Units 1 & 2**

Units 1 & 2 focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, such as poetry, prose, drama and/or non-print texts.

**Assessment**

*Unit One: approaches to Literature - Outcomes*

Discuss how personal and critical responses to literature are developed and justify their own responses to one or more texts.

Analyse and respond to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

*Unit Two: context and connections - Outcomes*

Analyse and respond both critically and creatively to the ways a text from a past era and/or a different culture reflects or comments on the ideas and concerns of individuals and groups at that time.

Produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, and time in history, social or cultural context.

**Text List:** *I Know Why the Caged Bird Sings; The Catcher in the Rye; Great Expectations; Bright Star (film text); Forecast: Turbulence* (short stories); *Medea*; selected poetry of John Keats

**Advice to students**

It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature. Literature students should also consider very carefully the benefits of pairing Literature with another VCE English subject.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Dr Schroor or Ms D’Mello
Literature Units 3 & 4

Unit 3 focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, not-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural context of literary works.

Unit 4 focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created work. In their responses, student develop an interpretation of the text.

Assessment

Unit 3 Outcomes
Analyse how meaning changes when the form of a text changes.
Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
Evaluate views of a text and make comparisons with their own interpretation.

Unit 4 Outcomes
Respond imaginatively to a text, and comment on the connections between the text and the response.
Analyse critically features of a text, relating them to an interpretation of the text as a whole.
Exam

Text List: Jane Eyre; Selected Poetry of Christina Rossetti; Dark Roots (short stories); Agamemnon; The Turn of the Screw; Mary and Max (film text)

Advice to students

It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature. Literature students should also consider very carefully the benefits of pairing Literature with another VCE English subject.

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</tbody>
</table>

Teachers to see for advice regarding this subject: Dr Schroor or Ms D’Mello
General Maths (Further) Units 1 & 2

General Maths (Further) introduces students to the key skills required in Units 3 & 4 Further Maths in the following areas:

- Data Analysis – Display, summary and interpretation of univariate and bivariate data.
- Geometry, Measurement and Trigonometry.
- Linear Programming – Graphical approaches to solving optimisation problems.
- Financial Arithmetic - Simple and compound interest, investments and loans, comparison of purchase options.

A key emphasis of these units is proficient use of a CAS calculator to solve problems.

Assessment

- Ongoing Coursework
- Topic Tests
- Application Task Reports for each topic
- Exam

Advice to students

It is recommended, but not essential that students successfully complete Year 10 Mathematics in order to prepare themselves for this subject. Students will need to develop proficiency with the use of a CAS calculator.

Possible Pathways

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<tr>
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Teachers to see for advice regarding this subject: Mr Witt or Mr Jose.
Maths Methods (CAS) Units 1 & 2

Maths Methods (CAS) Units 1 & 2 are designed as preparation for Mathematical Methods (CAS) Units 3 & 4. The areas of study for Unit 1 are Functions and Graphs, Algebra, Rates of Change and Calculus, Probability and Statistics. The focus of Unit 2 is on: Algebra of Polynomial Functions of low degrees and Transformation of the Plane.

Students will be assessed in three outcomes.

• Outcome 1: Ability to solve problems based on skills and practice
• Outcomes 2: Ability to solve analytical problems
• Outcomes 3: Ability to use appropriate technology to obtain solutions

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the unit.

Familiarity with determining the equation of a straight line from a combination of sufficient information about points on the line or the gradient of the line and familiarity with Pythagoras’ theorem and its application to finding the distance between two points is assumed. Students should also be familiar with quadratic and exponential functions, algebra and graphs, basic concepts of probability and statistics.

Assessment

- Ongoing coursework
- Topic Tests (tech free and tech able)
- Assignments
- Exams (tech free and tech able)

Advice to students

Students are advised to choose this subject carefully. Many students find the concepts covered to be quite challenging.

Possible Pathways

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<td>Maths Methods (CAS)</td>
<td>Studies in Maths</td>
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</table>

Teachers to see for advice regarding this subject: All Maths staff, however, if more specialised advice is required you will be directed to a staff member who can assist you.
General Maths (Specialist) Units 1 & 2

General Maths (Specialist) Units 1 & 2 introduces students to the key skills required in Specialist Mathematics Units 3 & 4. Topics covered include Advanced Algebra, Trigonometry, Transformations, Vectors, Complex Numbers, Kinematics, Statics, Circular Functions and Statistics. Students are expected to learn the use of a CAS calculator to solve problems and identify when the use of a calculator is suitable.

Students entering General Maths (Specialist) Units 1 & 2 are expected to have a high level of competency in mathematics.

Assessment
- Topic Tests
- Assignments
- Exams (tech able and tech free)

Advice to students

General Maths (Specialist) Units 1 & 2 is only offered to Year 11 students at Nossal High School. Students intending to study Specialist Mathematics at Year 12 should choose General Maths (Specialist) Units 1 & 2.

Possible Pathways

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</tbody>
</table>

*Teachers to see for advice regarding this subject:* Ms Desaulniers or Mr Jelinek
Further Mathematics Units 3 & 4

Further Mathematics consists of a Core area of study and two Modules.

Core Study

Data Analysis includes displaying, summarising and analysing data and contains the topics: Univariate, and Bivariate Data, Regression, Transformations and Time Series.

Recursion and Financial Mathematics involves the use of technology (CAS) to use recurrence relationships to solve problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Modules

Geometry and Measurement covers geometric and trigonometric application in two-dimensional and three-dimensional problems including the surface of the earth.

Graphs and Relations involve construction and interpretation of graphs and Linear Programming.

Technology

Students use a Computer Algebra System (CAS) calculator in all assessment tasks.

Assessment

School Assessed Coursework (SAC)
- Statistical Application Task
- Three Analysis Tasks
- End of year exams

Exam 1 – one and a half hours consisting of multiple choice questions (calculator and bound reference permitted)
Exam 2 – one and a half hours consisting of extended response questions (calculator and bound reference permitted)

Advice to students

It is recommended that student studying Further Mathematics have studied General Maths (Further) or Year 10 Maths Advanced.

Possible Pathways

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</table>

Teachers to see for advice regarding this subject: Mr Jose or Mr Witt
Maths Methods (CAS) Units 3 & 4

Maths Methods (CAS) Units 3 & 4 consists of the following areas of study: Functions and graphs, Calculus, Algebra, Statistics and Probability. Units 3 & 4 are learnt in sequence and rely heavily on the knowledge, skills and concepts of Maths Methods (CAS) Units 1 & 2.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and ‘by hand’ approaches in simple cases.

The appropriate use of computer algebra system technology (CAS) to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

Assessment

**Unit 3:**
- 2 x School Assessed Coursework (SAC) tasks comprised of:
  - Two equally weighted tests
  - One application task

**Unit 4:**
- 2 x School Assessed Coursework (SAC) tasks comprised of
  - Two analysis tasks
  - End of year exam

Advice to students

Students intending to study Units 3 & 4 Maths Methods must have completed Maths Methods Units 1 & 2.

Possible Pathways

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<td>University Enhancement studies in Maths</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: All Maths staff, however, if more specialised advice is required you will be directed to a staff member who can assist you.
Specialist Maths Units 3 & 4

- Specialist Maths consists of: Algebra, Calculus, Vectors, Mechanics, Functions and Graphs, Probability and Statistics.
- The topics in Algebra include partial fractions, complex numbers and factorisation of polynomials over the complex number system.
- Calculus consists of: analytic and numeric differentiation, integration of functions including circular, exponential and logarithmic functions and solutions of differential equations.
- The topics in Vectors include: the algebra of vectors, geometric proofs, vector representation of curves in a plane and vector kinematics.
- Mechanics covers the areas of: statics, Newton's law and constant and variable acceleration.
- The topics in Functions include: reciprocal, circular, inverse circular and modulus graphs.
- Probability and Statistics consists: of expected values, simulation, confidence intervals and null hypothesis.

Assessment

School Assessed Coursework (SAC)
- Two analysis tasks
- Application task
- Two tests
- Two end of year exams.

Advice to students

Students studying Specialist Maths must also complete Maths Methods Unit 3 & 4. This can be done concurrently. Specialist Maths is a highly intensive course and student should have a high level of competence in mathematics if they wish to study it.

Possible Pathways

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<tr>
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<td>Unit 3 &amp; 4 Maths Methods (CAS) and Unit 1 &amp; 2 General Maths (Specialist)</td>
<td>Unit 3 &amp; 4 Specialist Maths and University Enhancement studies</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: All Maths staff, however, if more specialised advice is required please see Mr Jelinek or Ms Desaulniers.
Music Investigation Units 3 & 4

Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students’ research of music characteristics and performance practices representative of the Focus Area underpin the Investigation, Composition/arrangement/improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study. Students use a work they have selected from a prescribed list as a starting point, and design an investigation into a specific area of music which becomes their Focus Area. This Focus Area is the basis for study of repertoire, performance, technique and general musicianship.

Assessment:
- Research paper on genre and performance practice
- Short Composition/arrangement or improvisation
- Performance of at least two works and technical work performance
- Extended composition/arrangement or improvisation
- Performance of at least four works
- End of year performance exam

Advice to Students

Students should have completed at least Units 1 and 2 of Music Performance before enrolling in Music Investigation.

Possible Pathways

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<td>Unit 3 &amp; 4 Music Investigation</td>
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</tbody>
</table>

Note: Music Investigation is an ideal subject for students who have already completed Music Performance Units 3 & 4 and wish to incorporate more music studies into their VCE.

**Teachers to see for advice regarding this subject:** Ms Stoppa
**Arts Domain**

**Music Performance Units 1 & 2**
Students present performances of selected group and solo music works on one or more instruments, demonstrate technical work and develop skills in music theory, musicianship and analysis.

**Assessment**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Performance of three works including at least one group work and one solo</th>
<th>Demonstration of technical work</th>
<th>Research Paper</th>
<th>Aural and written tests and tasks</th>
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</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Performance of at least three group or solo works</td>
<td>Demonstration of technical work</td>
<td>Research Paper</td>
<td>Aural and written tests and tasks</td>
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</tbody>
</table>

**Advice to students**
Students should be proficient on an instrument (which includes voice) prior to commencement of this subject, to a minimum standard of AMEB Grade 5 or equivalent for instrumentalists, and AMEB Grade 4 or equivalent for vocalists. Completion of AMEB Grade 4 theory is strongly recommended. For clarification of ‘equivalent’ standards please speak to the Music Director.

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** Ms Stoppa
**Music Performance Units 3 & 4 (2017)**

Students present performances of selected group or solo music works on one instrument, demonstrate technical work and develop musicianship skills including theory, aural and analysis.

**Assessment**

**Unit 3:**
- SAC 1: 15 minute performance of a selection of works from the chosen end of year exam program.
- SAC 2: Demonstration of technical work and research paper.
- SAC 3: Aural and written exam.

**Unit 4:**
- SAC 1: Demonstration of technical work and research paper.
- Exam: Aural and written exam.
- Exam: End of year solo or group performance exam.

**Advice to students**

Students should be proficient on an instrument or in the use of voice prior to commencement of this subject, to a minimum standard of AMEB Grade 7 or equivalent for instrumentalists, and AMEB Grade 5 or equivalent for vocalists. Completion of AMEB Grade 4 theory is strongly recommended. For clarification of 'equivalent' standards please speak to the Music Director.

**Possible Pathways**

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**NB:** This subject is on offer for 2017. It is shown in this handbook to illustrate the pathway options provided in VCE classroom music.

**Teachers to see for advice regarding this subject:** Ms Stoppa
Theatre Studies Units 1 & 2

In this subject students will interpret playscripts and produce theatre, individually and in groups. Students will gain an insight into the history and rich possibilities of playscript-based theatrical production through studying ancient and modern plays. Students will develop an understanding and appreciation of the role and place of the actor, director, scriptwriter and designers in theatre.

Aims
This study enables students to:

• acquire knowledge of theatre
• interpret playscripts
• develop an appreciation of theatre
• participate in the theatrical life of their community

Assessment

Group Devised
Solo Performance
Theatre Review
Analytical theatre form essay

Advice to students

It is recommended that students intending to study VCE Theatre Studies, have experience of Theatre Studies at either Year 9 and/or Year 10 level. There are no prerequisites for entry to Units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Possible Pathways

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Teachers to see for advice regarding this subject: Ms Crust
Theatre Studies Units 3 & 4 (2017)

In this subject students will interpret playscripts and produce theatre, individually and in groups. Students will gain an insight into the history and rich possibilities of playscript-based theatrical production through studying ancient and modern plays. Students will develop an understanding and appreciation of the role and place of the actor, director, scriptwriter and designers in theatre.

Aims
This study enables students to:

- acquire knowledge of theatre
- interpret playscripts
- develop an appreciation of theatre
- participate in the theatrical life of their community.

Assessment
Ancient Theatre
Modern Theatre
Interpreting playscripts
Analysis of play in performance

Possible Pathways

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NB: This subject is on offer for 2017. It is shown in this handbook to illustrate the pathway options provided in VCE Theatre Studies.

Teachers to see for advice regarding this subject: Ms Crust
Arts Domain

Visual Communication and Design Units 1 & 2

Unit 1: Drawing as a means of communication

This area of study introduces the skill set that underpins the design process stages of generating ideas, developing concepts and refining drawings. Through observational drawing, students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures. Students investigate ways of representing form and surface textures, and apply different materials and media to enhance their drawings. Students use drawing methods such as axonometric and perspective to create three-dimensional freehand drawings that maintain proportion.

Unit 2: Applications of visual communication design

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a design brief, students will undertake research, generate ideas and develop concepts to create their own design work.

Assessment

Unit 1: 2 x Assessment Task
Unit 2: 2 x Assessment Tasks
Exam

Advice to students

It is recommended that students intending to study VCE Visual Communication and Design have completed one unit of Design at Year 10 level, but this is not compulsory.

If any students are interested in accelerating in Visual Communication and Design (VCD) it is recommended that they move up from the end of Year 9 into Unit 1 & 2 VCD, rather than from the end of Year 10 into Unit 3 & 4 VCD (without the benefit of having done Unit 1 & 2). This would give the students a better understanding of the subject as it is a year long program in which students develop advanced freehand and computer based drawing techniques to enhance their final folios in both Year 11 and Year 12.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Cilia
**Visual Communication and Design Units 3 & 4**

**Unit 3: Design thinking and practice**

In this unit students gain an understanding of the process designers employ to communicate their ideas with clients, target audiences and other designers and specialists. Students investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when developing their own design ideas and concepts. Students use their research and analysis of professional visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

**Unit 4: Design development and presentation**

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief from Unit 3. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**Assessment**

Unit 3: 3 x School Assessed Tasks (SATs)
Unit 4: 3 x School Assessed Tasks (SATs)
Exam

**Advice to students**

It is recommended that students studying VCE Visual Communication and Design Units 3 & 4 have already studied Units 1 & 2 of Visual Communication and Design, but this is not compulsory. Acceleration at this late stage would only be considered after consultation with the subject teacher.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mrs Cilia
Health and Physical Education Domain

Health and Human Development (HHD) Units 1 & 2

Units 1 & 2 Health and Human Development study the health and development of individuals across the lifespan from conception to death. It looks at health from a range of perspectives including: physical, social and mental health. The intellectual, social, emotional and physical characteristics of development are also explored.

Unit 1 looks at issues that have an impact on the health and individual human development of Australia’s youth, including mental health, weight issues, injury, tobacco smoking, alcohol use, illicit substance use and STIs. Students investigate one of these health issues in detail and analyse personal, community and government strategies that affect youth health and individual human development.

During Unit 2 students identify issues that affect the health and individual human development of Australia’s mothers, infants, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers, infants, children and adults. These include cardiovascular disease, spina bifida, foetal alcohol syndrome, cancer and type 2 diabetes.

These units help young people to understand themselves, how the human body develops, and the science behind achieving optimal physical, social and mental health throughout the lifespan.

Assessment
Ongoing course work and hurdle requirements
Topic Tests
Assessment Tasks, including individual and group work
Exam

Advice to students
There are no prerequisites for this subject. This is a subject that lends itself to those students wishing to begin VCE studies in Year 10. The HHD units of study are written by VCAA as stand-alone units, therefore students are able to complete Units 3 & 4 without having completed Units 1 & 2 previously.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Haverfield or Mr Hamilton
Health and Physical Education Domain

Health and Human Development Units 3 & 4

Units 3 & 4 Health and Human Development focuses on the study of health and development of populations. Unit 3 focuses on the health and development of Australians, comparing our status with the health status of other nations. It also examines health promotion strategies and systems used by governments and communities. Students use key health measures to compare health in Australia and analyse how determinants of health, including the biological, behavioural, physical and social environment, contribute to variations in health status.

Unit 4 takes on a global perspective. Students will explore how nations attempt to achieve sustainable improvements in health and human development. Students investigate the United Nations (UN) human development work which is encapsulated in the Millennium Development Goals, where the world’s countries have agreed to a set of measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

Assessment

- Ongoing coursework and hurdle requirements
- Topic test
- School Assessed Coursework (SAC) tasks
- Exam

Advice to students

Units 3 & 4 must be taken as a sequence in one year. The HHD units of study are written by VCAA as stand alone units, therefore students are able to complete Units 3 & 4 without having completed Units 1 & 2 previously.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Haverfield or Mr Hamilton
Health and Physical Education Domain

Physical Education (PE) Units 1 & 2

Unit 1 is the study of body systems (muscular, respiratory, cardiovascular and energy systems) with emphasis on their impact on sporting performance. It also investigates the application of biomechanical principles to sports and human activity, with a detailed study on biomechanical advancements in the sport of your choice.

Unit 2 focuses on sports coaching and physically active lifestyles. Students will learn about effective coaching practices and skill acquisition. Students will also have the opportunity to attend a Surf Camp and apply their learning to practical scenarios. Students will also investigate the activity levels of Australians, and approaches to promoting physical activity and its benefits.

Assessment

- Ongoing coursework and hurdle requirements
- Topic Tests
- Assessment Tasks, including individual and group work
- Exam

Advice to students

It is recommended that students studying VCE Physical Education have successfully completed Physical Education at Year 10 level. Completing the Sports Science elective would be an advantage.

Possible Pathways

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</table>

Teachers to see for advice regarding this subject: Mr Hamilton, Ms Veale or Ms Pumphrey
**Physical Education (PE) Units 3 & 4**

In this study students measure physical activity levels of groups within the population and investigate strategies for promoting activity to these groups. They also examine the responses of the body to activity, both acute and chronic, with particular attention to how the body is fuelled, its causes of fatigue and mechanisms for recovery. Students participate in a training program designed to improve or maintain selected components. They will explore how athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

**Assessment**
- Ongoing coursework and hurdle requirements
- Topic test
- School Assessed Coursework (SAC) tasks
- Exam

**Advice to students**

It is recommended that students studying Unit 3 Physical Education have studied Unit 1 and/or Unit 2 Physical Education, however, this is not compulsory as VCAA states all units are ‘stand-alone’. It is recommended that students studying VCE Physical Education have at least successfully completed Physical Education at Year 10 level.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Hamilton, Ms Veale or Ms Pumphrey
Accounting Units 1 & 2

Unit 1: Establishing and Operating a Service Business

This unit focuses on the basic skills and knowledge required to commence a small business of choice. Students distinguish between different ownership structures and types of businesses. Unit 1 Accounting teaches students how to produce and analyse financial information. Students develop skills in recording, reporting, analysing and interpreting financial data and information which can then be communicated to internal and external users of the information. These skills play an important role in the successful operation and management of a small business.

Students practically apply their knowledge of recording and reporting to a variety of case study scenarios and develop skills of explanation and discussion in interpreting financial information related to their small business venture.

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business to a trading business. Students are introduced to the processes of recording and reporting stock and credit transactions through a range of practical activities. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Assessment

Ongoing coursework
ICT – Case Study
ICT – Creative business assignment
Topic tests
Exam

Advice to students

It is recommended that students studying Unit 3 & 4 Accounting have studied Unit 1 & 2 Accounting.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Engler or Ms Toth
**Accounting Units 3 & 4**

**Unit 3: Recording and reporting for a trading business**

Unit 3 Accounting further develops students’ understanding of accounting for trading businesses. This unit focuses on financial accounting for a single activity, trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students extend on their understanding of recording and reporting stock and credit transactions. On completion of this unit students should be able to record and report financial information for a single activity, sole trader using the double entry system and accrual methods of accounting. Students should also apply this knowledge to the interpretation of accounting reports and discussion of the functions of the accounting system.

**Unit 4: Control and analysis of business performance**

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. This unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

On completion of this unit students should be able to record and report financial information using an accrual-based system and discuss the function of various aspects of this accounting system. They will also be required to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

**Assessment**
- Ongoing coursework
- ICT Practical case study
- Topic tests
- 4 x School Assessed Coursework (SAC) tasks per unit
- Exam

**Advice to students**
It is recommended that students studying Unit 3 & 4 Accounting have studied Unit 1 & 2 Accounting.

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** Mrs Engler or Ms Toth
**Business Management Units 1 & 2**

During Units 1 & 2, students gain an understanding of small businesses, the relevant decision making that is necessary to run a business, business communication and public relations. Students also investigate the importance of being socially responsible and ethical.

Students develop their own business and complete all aspects, including; market research, business plans, marketing and evaluation. This is showcased during the Nossal Market Day where students have the opportunity to sell their product/service and all profit raised is donated to charity.

**Assessment**
- Ongoing coursework
- Topic tests
- End of unit examination
- 3 x Assessment Tasks

**Advice to students**

There are no prerequisites for entry into Unit 1 Business Management, although students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Business in Year 10.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Ms Wilson or Ms Loel
Business Management Units 3 & 4

Unit 3 focuses on how large-scale organisations operate with a particular emphasis on social and ethical responsibility. Students investigate the various aspects of large scale organisations and the resources available for the production of goods & services in a competitive environment.

Unit 4 focuses on two outcomes: corporate management and issues in business. Students learn about the key aspects of human resources management and strategies used to manage human resources. They analyse change management and apply it to a significant business issue.

Assessment

- Ongoing coursework
- Topic tests
- 1 x School Assessed Coursework (SAC)
- Exam

Advice to students

There are no prerequisites for entry into Unit 3 Business Management, although students are encouraged to complete Units 1 & 2 before entering Unit 3.

Possible Pathways

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Teachers to see for advice regarding this subject: Ms Wilson or Ms Loel
**Economics Units 1 & 2**

**Unit 1: Economics: choices and consequences**

In this unit, students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population. Students also examine other important economic issues that are currently effecting the Australian and world economies.

**Unit 2: Economic Change: issues and challenges**

Through a detailed examination of the factors that affect demographic makeup and change students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards. Students will analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards.

**Assessment**

- Case study analysis
- Folio of annotated media commentaries
- Report
- Exam

**Advice to students**

It is recommended that students complete Units 1 & 2 prior to the commencement of Units 3 & 4.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Allen
**Economics Units 3 & 4**

**Unit 3: Economic Activity**

In this unit, students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an investigation of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in such occasions. Students examine the five key economic goals which may vary in importance from time to time and which are emphasised for economic, political and social reasons. Students examine the role of trade within households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards.

**Unit 4: Economic Management**

Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitude of its receipts and expenditure to influence (directly and indirectly) on the components of aggregate demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy.

**Assessment**

- Case study analysis
- Folio of annotated media commentaries
- Report of an investigation
- Exam

**Advice to students**

It is recommended that students complete Units 1 & 2 prior to the commencement of Units 3 & 4.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Allen
**Humanities Domain**

**Geography Units 1 & 2**

**Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

**Area of Study 1 - Characteristics of hazards**

**Area of Study 2 - Response to hazards and disasters**

**Assessment**

- Case study
- Report
- Folio of geographic exercises.

**Unit 2: Tourism**

In this unit 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.

**Area of Study 1 - Characteristics of tourism**

**Area of Study 2 - Impact of tourism**

**Assessment**

- Case study
- Fieldwork report (1500–2000 words)
- Folio of geographic exercises.

All assessments at Units 1 and 2 are school-based.

**Advice to students**

There are no prerequisites for entry into Geography Unit 1, although students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Geography in Year 10. Please see the teacher listed below to discuss this option.

**Possible Pathways**

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<td>University Enhancement studies in Geography</td>
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</table>

Teachers to see for advice regarding this subject: Ms Thompson
**Geography Units 3 & 4**

**Unit 3: Changing the land**
This unit focuses on two 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: deforestation, desertification and melting glaciers and ice sheets.

**Area of Study 1 - Land use change**
**Area of Study 2 - Land cover change**

**Assessment**
- Structured questions
- Topic tests
- Analysis of geographic data
- Fieldwork report

**Unit 4: Human population – trends and issues**
In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

**Area of Study 1 - Population dynamics**
**Area of Study 2 - Population issues and challenges**

**Assessment**
- Structured questions
- Topic tests
- Analysis of geographic data
- Fieldwork report

**External assessment**
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

**Advice to Students**
There are no prerequisites for entry into Unit 3 Geography, although students are encouraged to complete Unit 1 & 2 before entering Unit 3. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Geography in Year 10. Similarly, Year 10 students with strong cross curricular skills can consider doing Unit 3 & 4 Geography in Year 11.

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**Teachers to see for advice regarding this subject:** Ms Thompson
Global Politics Units 3 & 4

Global Politics explores contemporary international issues, and key global factors in international politics. Students will examine the nature of conflict in the post-Cold War world, including analysis of concepts such as ‘superpower’, ‘terror’ and ‘terrorism’ in the post-September 11 world.

Unit 3
This unit investigates the role of key global actors in international politics, including the United Nations, the International Monetary Fund and non-state actors such as environmental groups and organised religions.

Unit 4
This unit focuses on the ethical considerations in regards to international issues such as refugees, weapons proliferation and global economic development. A detailed knowledge of the forces that shape our world is vital for getting a head-start in many fields of study such as Law, Finance, Engineering, Journalism and, of course, Politics.

Assessment
- Ongoing coursework
- 3 x School Assessed Coursework (SAC)
- Exam

Advice to students
There are no prerequisites for entry into Unit 3 & 4 Global Politics. Students are able to study Units 3 & 4 Global Politics in Year 11 or Year 12.

Possible Pathways
Students may wish to study Global Politics at either Year 11 or Year 12. Students in Year 11 who wish to attempt a Unit 3 & 4 subject may find Global Politics an attractive option, while students in Year 12 who have already completed some Unit 3 & 4 subjects may wish to expand their options, improve their general knowledge and pursue the prospect of a better result in this subject.

Teachers to see for advice regarding this subject: Mr Clark
History Units 1 & 2 – Twentieth Century History

Unit 1: 1918 –1939
In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars.

Ideology and conflict
In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended WWI and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

Social and cultural change
In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

Unit 2: 1945 –2000
In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Competing ideologies
In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Challenge and change
In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Assessment
Ongoing coursework
2 x Assessment Tasks per unit
End of year exam

Advice to students
There are no prerequisites for entry into Unit 3 History, although it is strongly recommended that students complete Unit 1 & 2. History before entering Unit 3.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Morgan, Ms Chapple or Mr Clark
History Units 3 & 4 History of Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Their consequences have a profound effect on the political and social structures of the post-revolutionary society as they are often threatened internally by civil war and externally by foreign threats.

In this course the following revolutions will be studied: The Russian Revolution of October 1917 (Unit 3) & The Chinese Revolution of 1949 (Unit 4)

**AREA OF STUDY 1: Causes of revolution**
- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

**AREA OF STUDY 2: Consequences of revolution**
- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime’s responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

**Assessment**
- Ongoing coursework
  - 4 x School Assessed Coursework (SAC) tasks
  - Historical Inquiry
  - Essay
- Analysis of primary sources
- Evaluation of historical interpretations
- Exam

**Advice to students**

There are no prerequisites for entry into Unit 3 History, although it is strongly recommended that students complete Unit 1 & 2 History before entering Unit 3.

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**Teachers to see for advice regarding this subject:** Mrs Morgan, Ms Chapple or Mr Clark
Humanities Domain

**Legal Studies Units 1 & 2**

**Unit 1**
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

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

**Unit 2**
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

**Assessment**
- Ongoing coursework
- ICT presentation
- Criminal law article and case analysis
- Topic tests
- 4 x formal assessments tasks
- Exam

**Advice to students**
It is recommended that students studying Unit 3 & 4 Legal Studies have studied Unit 1 & 2 Legal Studies.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Ms Wilson or Ms Loel
**Legal Studies Units 3 & 4**

**Unit 3**
Focuses on the institutions that determine our laws, and their law-making powers and processes. Students will consider the role of parliament, the constitution and the courts.

**Unit 4**
Focuses on ways by which legal disputes of both a criminal and a civil nature can be resolved through the courts and alternative dispute resolution methods. Students also investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system that operates in the Victorian legal system. Throughout both units students investigate current legal cases.

**Assessment**
- Ongoing coursework
- Topic tests
- 7 x School Assessed Coursework (SAC) tasks
- Exam

**Advice to students**
There are no prerequisites for entry into Unit 3 Legal Studies, although students are encouraged to complete Unit 1 & 2 before entering Unit 3 & 4.

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**Teachers to see for advice regarding this subject:** Ms Wilson or Ms Loel
Philosophy Units 1 & 2

Unit 1
Focuses on three branches of Philosophy: Existence, Knowledge and Reasoning. The course covers such topics as Philosophy of Mind, the question of Free Will, Philosophy of Time and various theories regarding our capacity for knowledge.

Unit 2
Focuses on: Ethics, Political Philosophy and Metaphysics. The course covers ethical topics such as Utilitarianism, Deontology, Justice, Virtue, Animal Rights and the Ethics of War. Students will also examine political questions about the rights of the individual, the role of the state and the purpose of government.

Assessment
Ongoing coursework
3 x Assessment Tasks
Exam

Advice to students
There are no prerequisites for entry into Unit 1 Philosophy. Students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities and/or English can consider doing Unit 1 & 2 Philosophy in Year 10. Please see the teacher listed below to discuss this option.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Clark
Philosophy Units 3 & 4

Unit 3
Revisits the issues associated with Philosophy of Mind in greater detail, with studies of the work of Descartes, Armstrong and Plato on the subject. This unit also introduces the problem of ‘self’ and identity through the works of Locke, Hume and a range of Buddhist texts. Students will not only analyse the ideas of these philosophers in depth, but will also be called upon to apply their teachings to contemporary issues.

Unit 4
Focuses on what it means to live a ‘good life’. Through the works of Plato, Aristotle, Nietzsche and Singer, students will be asked to consider the role that happiness, self-discipline, morality and altruism can play in leading a rich and full life. Once again, as well as critically analysing the work of these philosophers, students will be required to apply their ideas to our contemporary society.

Assessment
Ongoing coursework
3 x School Assessed Coursework (SAC) tasks
Exam

Advice to students
There are no prerequisites for entry into Unit 3 Philosophy, although it is strongly recommended that students complete Unit 1 & 2 Philosophy before entering Unit 3.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Clark
French Units 1 & 2

In Units 1 & 2 French, students begin to study more sophisticated topics related to the real-world and current issues, such as: work and the future, the arts and youth unemployment. Students are introduced to increasingly complex authentic French written and spoken texts, and compare and contrast the lifestyles, past, present and future, of France and other French-speaking countries and communities with those of Australia. Students complete one oral assessment task per semester (for example a presentation, interview or role-play) and one written assessment task using text types and writing styles taken from the VCE Study Guide. Students also complete one listening and one reading comprehension assessment task per semester. In Unit 1, they complete notes or a table based on the texts, and by Unit 2 they re-organise the information into a different text type, in French. Students have the opportunity to take part in an intensive workshop at the Alliance Française in St Kilda, and to complete a mock-oral with an external examiner. These experiences help prepare students for Year 12.

Assessment

4 x Outcomes (formal Assessment Tasks) per semester (writing, speaking, listening and reading comprehension)
Ongoing coursework
A written and an oral exam each semester

Advice to students

It is recommended that students studying VCE French have studied French at Year 10 level. It is also recommended that students studying Units 3 & 4 French have studied Units 1 & 2 French.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Bakowski or Ms Kentish
**French Units 3 & 4**

In Units 3 & 4 French, students continue to study themes and issues related to French-speaking countries and communities. Topics include: the Environment, Immigration and French History. They use increasingly complex grammatical structures, and are able to express themselves orally and in writing with greater clarity and sophistication. In Unit 3, students do a listening comprehension task and write a 250 word personal or imaginative written piece, as well as taking part in a role-play focusing of exchanging information and resolving an issue. In Unit 4, students complete a reading comprehension SAC, as well as spoken and written SACs based on their detailed study. In Unit 4, at least 15 hours of class time and SAC 2 (parts A & B) will be focused on the detailed study, on a topic to be negotiated with the students. There is also substantial time devoted to preparing students for their final exams: a 2-hour written exam (including listening and reading comprehension and one written piece) and a 15 minute oral exam (including general conversation and the presentation and discussion of their detailed study).

**Assessment**

**Unit 3**
- 250-300 word personal or imaginative written piece
- Listening comprehension
- 3-4 minute role-play

**Unit 4**
- Reading comprehension
  - Part A - 250-300 word informative, evaluative or persuasive written piece
  - Part B - 3-4 minute interview
- Ongoing coursework
- Written Exam
- Oral exam

**Advice to students**

It is recommended that students studying Units 3 & 4 French have studied Units 1 & 2 French.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Bakowski or Ms Kentish
Japanese Units 1 & 2

In Units 1 & 2 Japanese, students begin to study more topics related to the real-world, such as the environment, science and technology, history, migration and the arts. Students are introduced to increasingly complex authentic Japanese written and spoken texts, and compare and contrast the lifestyles, past, present and future of Japan and other Japanese-speaking countries and communities with those of Australia. Students complete one oral assessment task per semester (for example; a presentation, interview or role-play) and one written assessment task, using text types and writing styles taken from the Study Guide. Students also complete one listening and one reading comprehension assessment per semester. In Unit 1 they complete notes or a table based on the texts and in Unit 2 they re-organise the information into a different text-type, in Japanese.

Assessment
4 x Assessment Tasks (writing, speaking, listening and reading comprehension)
Ongoing coursework
Tests
Exams

Advice to students
It is recommended that students studying VCE Japanese have studied Japanese at Year 10 level. It is also recommended that students studying Units 3 & 4 Japanese have studied Units 1 & 2 Japanese.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Bramley or Ms Warner
Japanese Units 3 & 4

In Unit 3, students produce a 500 word personal or imaginative written piece, analyse and use information from spoken texts, and complete a 3-4 minute role-play, focusing on the resolution of an issue. In Unit 4, students analyse and use information from written texts, write a 600 word informative, persuasive or evaluative written response, and complete a 3-4 minute interview on an issue related to texts studied. At the end of this unit there is both an external 15 minute oral examination and a 2 hour written examination.

Assessment
- 500 word personal or imaginative written piece
- Role play
- Informative written piece
- Oral Exam
- Exam

Advice to students

It is recommended that students studying VCE Japanese have studied Japanese at Year 10 level. It is also recommended that students studying Units 3 & 4 Japanese have studied Units 1 & 2 Japanese.

Possible Pathways

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Background speakers only, with permission

Teachers to see for advice regarding this subject: Mr Bramley or Ms Warner
Biology Units 1 & 2

In Units 1 & 2 Biology, students examine the cell as the structural and functional unit of life. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. The classification of biodiversity and population growth are also investigated. Students will also focus on cell reproduction and the transmission of information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined and their potential use in medical therapies is considered.

Assessment

3 x Assessment Tasks per semester, including topic tests, practical investigations, fieldwork and research tasks.

There will be a Unit 1 & 2 examination at the end of the year.

Advice to students

It is recommended that students intending to study VCE Biology study Foundation Biology at Year 10 level. It is also recommended that students intending to study Unit 3 & 4 Biology have studied at least Unit 1 Biology.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Latham, Mr LaBrooy or Mr Chockalingam.
Biology Units 3 & 4

In Units 3 & 4 Biology, students consider the molecules and biochemical processes that are the indicators of life, in particular the synthesis and applications of DNA and proteins. Students observe how cells communicate and respond to stimuli in the context of the endocrine system, nervous system and immune system. Students then examine evidence for evolution over time, incorporating molecular genetics, patterns of inheritance and modern genetic technologies. Ethical considerations surrounding modern biology are also investigated.

Assessment

- 3 x School Assessed Coursework (SAC) tasks per semester
- Practical work
- Research tasks
- Topic Tests
- End of year external (VCAA) exam

Advice to students

It is recommended that students intending to study Biology study Foundation Biology at Year 10 level. It is also recommended that students intending to study Unit 3 & 4 Biology have studied at least Unit 1 Biology.

Possible Pathways

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<td>Unit 3 &amp; 4 Biology</td>
<td>University Enhancement studies in Biology</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Mrs Latham, Mr LaBrooy or Mr Chockalingam
**Chemistry Units 1 & 2**

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

Unit 1 Chemistry explores the relationships between properties, structure and bonding forces within and between particles. Students use knowledge of elements to explain the properties of matter and explain the versatility of non-metals. They will also complete a research investigation related to the development, use and/or modification of a material or chemical.

In Unit 2 Chemistry students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students will investigate how substances react with water and how substances in water are measured and analysed. They will also design and undertake a quantitative laboratory investigation related to water quality.

**Assessment**

- Ongoing coursework
- Topic tests
- Research investigation
- Laboratory investigation
- End of year exam

**Advice to students**

It is recommended that students intending to study VCE Chemistry choose Foundation Chemistry at Year 10 level. It is recommended that students intending to study Unit 3 & 4 Chemistry have studied Unit 1 & 2 Chemistry.

**Possible Pathways**

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</table>

**Teachers to see for advice regarding this subject:** Mr Alley, Ms Warriner, Mrs Graystone, Ms Campagna or Mrs Fankhauser.
Chemistry Units 3 & 4

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Units 3 & 4 Chemistry builds upon the knowledge acquired in Units 1 & 2 Chemistry, as students increasingly need to apply their understanding to real world situations.

Unit 3 Chemistry involves the analysis of chemical pathways. Students evaluate the suitability of techniques and instruments used in chemical analyses, as well as exploring the role of functional groups in organic reactions and the construction of reaction pathways using organic molecules.

Unit 4 Chemistry focuses on the use of chemistry in the real world. Students investigate the factors that determine the optimum conditions used in the industrial production of chemicals, as well as analyse the chemical and energy transformations occurring in chemical reactions.

Assessment

Ongoing coursework
6 x School Assessed Coursework (SAC) tasks
External end of year examination

Advice to students

It is recommended that students studying Units 3 & 4 Chemistry have studied Units 1 & 2 Chemistry.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Alley, Ms Warriner, Mrs Graystone, Ms Campagna or Mrs Fankhauser.
Environmental Science Units 1 & 2

In Unit 1, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students consider the effects of natural and human-induced changes in ecosystems. They investigate the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit.

Assessment
- Fieldwork
- Media response
- Class tests

In Unit 2, students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They analyse the effects of pollutants on the health of humans and the environment over time. Students explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Assessment
- Research investigation
- Data analysis
- Class tests
- Exam

Advice to students

Environmental Science is recommended for students who have a broad interest in science and environmental issues.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Latham or Ms Warriner


Environmental Science Units 3 & 4

Students studying Unit 3 will investigate renewable and non-renewable energy sources, biodiversity and the assessment of environmental risk to protect habitats. In Unit 4, students will evaluate management strategies for pollution risks and evaluate projects using principles of environmental management and sustainable development.

Assessment
Ongoing coursework
Topic test
Practical report
Oral presentation
Multimedia report
Exam

Advice to students
Environmental Science is recommended for students who have a broad interest in science and environmental issues.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Latham or Ms Warriner
Physics Units 1 & 2

Units 1 & 2 in Physics focus on the development of key scientific skills, including experimental skills.

In Unit 1, students begin with an introduction to thermodynamics, focusing on thermodynamic principles, its link to climate science, and issues relating to efficiency and effectiveness of heating and cooling. The second core area of study is centred on electricity. Students explore concepts used to model electricity, electric circuits, how electrical energy is used and electrical safety. The final area of study is on the nature of matter and its formation. Students explore the origins of atoms, particles in the nucleus, and how energy is obtained from the atom.

In Unit 2, students begin with investigating how motion is described and explained. They will explore concepts used to model motion, relationship with forces and motion, and the relationship between energy and motion. The focus in this area of study is on building on the work done in Year 10 Foundation Physics and extending students' understanding of this topic beyond the level of Unit 2 to some concepts from Unit 3. The second area of study in Unit 2 is the study of sound with applications to instruments and music. Students will explore concepts used to model sound, the production of sound, and the detection of sound. The students complete Unit 2 with a systematic experiment which they design and undertake themselves.

Assessment

Ongoing course work, including:
- Practical work
- Topic tests
- An assignment
- Data analysis tasks
- End of Year Examination covering both Units 1 & 2

Advice to students

It is recommended that students intending to study VCE Physics choose Foundation Physics at Year 10 level. It is also recommended that students studying Units 3 & 4 Physics have studied at least Unit 2 Physics. Students choosing this option should also seek the advice of a Physics teacher about essential material covered in Unit 1 Physics that they will need to catch up on if they wish to have the best chance of success in Units 3 & 4.

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Fankhauser, Ms Mackin or Mr Alderton
Physics Units 3 & 4

Unit 3 Physics extends on the scientific skills developed in Units 1 & 2. Students begin with a study of Motion in One and Two Dimensions, exploring mechanics and including horizontal and vertical circular motion and the Universal Law of Gravitation. The second core area of study is Electronics and Photonics. They extend their understanding of electrical circuits and the properties of light, investigating various electrical and photonic circuits.

In Unit 4, Physics students begin with a study of Electric Power. They investigate the relationship between electricity and magnetism and thus explain the behaviour of DC motors and AC generators. The second core area of study is Interactions of Light and Matter. Students extend their understanding of atomic theory. They revisit the wave and particle theories of light, ultimately exploring the notion of wave-particle duality for both light and matter. Finally, students undertake a detailed study. This study is chosen from amongst various options. In 2016, it is most likely to focus on Sound.

Assessment

Unit 3 & 4
School Assessed Coursework (SAC), including:
Practical Reports
Topic tests
Data analysis tasks

Unit 3 only
Extended Practical Investigation

Advice to students

It is recommended that students intending to study VCE Physics choose Foundation Physics at Year 10 level. It is also recommended that students studying Units 3 & 4 Physics have studied at least Unit 2 Physics. Students choosing this option should also seek the advice of a Physics teacher about essential material covered in Unit 1 Physics that they will need to catch up on if they wish to have the best chance of success in Units 3 & 4.

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Teachers to see for advice regarding this subject: Mr Fankhauser, Ms Mackin or Mr Alderton
Psychology Units 1 & 2

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Unit 1: How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students:
- investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.
- explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.
- consider the complex nature of psychological development, including situations where psychological development may not occur as expected.
- examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students:
- investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.
- evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.
- explore a variety of factors and contexts that can influence the behaviour of an individual and groups.
- examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Assessment
Ongoing coursework and Assessment Tasks, which may include:
- Tests
- Research investigations
- Media responses
- Evaluations of research
- Data analysis
- Visual presentations
- Annotated folio of practical activities
- Examination at the end of Unit 1 and 2

Advice to students
It is strongly recommended that students who study Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

Possible Pathways

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Teachers to see for advice regarding this subject: Miss Soltys or Ms Lee-Ack
Psychology Units 3 & 4

Psychology is the scientific study of mental processes and behaviour in humans. It provides students with a framework for understanding complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Students will:

- Use research methods to collect and analyse data and make evaluations
- Illustrate the application of statistical procedures in the development of models and theories of psychology
- Study the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour
- Investigate the retention of experiences and memory and the factors that affect retention and recall of information including factors that affect memory
- Explore the characteristics of learning as a process that plays a part in determining behaviour
- Focus on the different types of learning and behaviour that is not dependent on learning
- Study how biological, psychological and socio-cultural factors interact to contribute to the development of an individual’s mental functioning and mental health

Assessment

Ongoing coursework
6 x School Assessed Coursework (SAC) tasks, which may include:
- Tests
- Media responses
- Research investigations
- Evaluation of research
- Data analysis
- Visual presentations
- Notated folio of practical activities

Examination

Advice to students

It is strongly recommended that students study Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

Possible Pathways

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Teachers to see for advice regarding this subject: Miss Soltys, Mrs Lee-Ack or Ms Wilson
Computing Units 1 & 2

In Unit 1, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

In Unit 2, students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment

Ongoing class work  
Assignments  
Projects  
Tests  
End of year Exam

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Chatrath
**Informatics Units 3 & 4**

In Informatics Units 3 and 4 students focus on data, information and information systems.

In Unit 3, students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1, students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2, students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

In Unit 4, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1, students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

**Assessment**
- School Assessed Coursework (SAC) tasks
- End of year Exam

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Chattrath
Software Development Units 3 & 4

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3, students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Area of Study 1, students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2, students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1, students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2, students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

**Assessment**
- School Assessed Coursework (SAC) tasks
- End of year Exam

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Chattrath
**Food Technology Units 1 & 2**

VCE Food Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. Students need to consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

**Assessment**

- Ongoing coursework
- Topic tests
- 2 x Assessment Tasks for Unit 1
- 2 x Assessment Tasks for Unit 2

**Advice to students**

It is recommended that students studying VCE Food Technology study at least one Year 9 or Year 10 Food Technology elective.

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mrs Ansalde
Food Technology Units 3 & 4

Food Technology Unit 3 focuses on food preparation and food controls. Students will develop an understanding of the relevant National, State and Local authorities. Unit 4 focuses on food product development and emerging trends. Students will create a folio showcasing particular productions following a written design brief.

Assessment
- Ongoing coursework
- Topic tests
- 3 x School Assessed Coursework (SAC) tasks for Unit 3
- 2 x School Assessed Coursework (SAC) tasks for Unit 4
- School Assessed Task (SAT)
- Exam

Advice to students
It is recommended that students study Unit 1 & 2 Food Technology, to build a comprehensive knowledge of all key foods and practical skills required for this subject.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Ansalde
Systems Engineering (Mechatronics) Units 1 & 2

Unit 1: Introduction to mechanical systems

In this unit, students are introduced to the Systems Engineering Process. They are introduced to the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

On completion of this unit the student should be able to make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

Unit 2: Introduction to electrotechnology systems

Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system.

On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

Assessment

Ongoing work and topic tests for Unit 1 and 2
School Assessed Task (SAT) in the form of Production Folio
End of year Exam

Advice to students

It is recommended that students intending to study Units 3 & 4 Systems Engineering choose Robotics in Year 9, Digital Technology in Year 10 and have studied Units 1 & 2 Systems Engineering (Mechatronics).

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Chattrath
Systems Engineering Units 3 & 4

Unit 3: Integrated Systems Engineering and Energy
Outcome 1: Controlled and integrated systems engineering design
On completion of this unit the student should be able to investigate, analyse and use advanced mechanical-electrotechnology integrated and control systems concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design, plan and commence construction of an integrated and controlled system.

Outcome 2: Clean energy technologies
On completion of this unit the student 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 and new and emerging technologies
Outcome 1: Producing, testing and evaluating integrated technological systems
On completion of this unit the student should be able to produce, test and diagnose an advanced mechanical-electrotechnology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

Outcome 2: New and emerging technologies
On completion of this unit the student should be able to describe and evaluate a range of new or emerging technologies and analyse the likely impacts of a selected innovation.

Assessment
School Assessed Coursework (SAC) for Unit 3
School Assessed Coursework (SAC) for Unit 4
2 x School Assessed Tasks (SAT) in the form of Production Folio
End of year Exam

Advice to students
It is recommended that students intending to study Units 3 & 4 Systems Engineering, choose Robotics in Year 9, Digital Technology in Year 10 and have studied Units 1 & 2 Systems Engineering (Mechatronics).

Possible Pathways

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Digital Technology</td>
<td>Unit 1 &amp; 2 Systems Engineering (Mechatronics)</td>
<td>Unit 3 &amp; 4 Systems Engineering</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Systems Engineering (Mechatronics)</td>
<td>Unit 3 &amp; 4 Systems Engineering</td>
<td></td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mr Chattrath
**Extended Investigation Units 3 & 4**

Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student’s VCE program.

Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

**Assessment**
- Design and justify a research problem
- Write a research plan
- Oral report on the research plan
- Critical Thinking test (externally assessed)
- Oral report on findings from the research problem (externally assessed)
- Written report on findings from the research problem (externally assessed)

**Advice to Students**

There are no prerequisites for Extended Investigation, however, students considering undertaking the subject should be confident, independent and self-managed learners.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td><strong>Extended Investigation</strong></td>
<td><strong>Unit 3 &amp; 4 Extended Investigation</strong></td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td><strong>Unit 3 &amp; 4 Extended Investigation</strong></td>
<td><strong>Any University Enhancement Study</strong></td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Mackin or Ms Warriner
Publications that may assist with choices

- CHOICE! Published by Victorian Tertiary Admissions Centre (VTAC)
- Newspaper insert: 2017 Tertiary Planner
- University booklets for Year 10 students
- VCE study-specific handbooks. Online at VCAA. These provide details of the Assessment Task deadlines for each study. These publications are essential references which must be read thoroughly and consulted regularly.
- VICTER 2017, 2018, 2019 – Available through VTAC (copy on NEO in the careers section).

Outside Agencies and Internet Sites

<table>
<thead>
<tr>
<th>Agency</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victorian Curriculum and Assessment Authority</td>
<td><a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a></td>
</tr>
<tr>
<td>VTAC</td>
<td><a href="http://www.vtac.edu.au">www.vtac.edu.au</a></td>
</tr>
<tr>
<td>My Future Careers Site</td>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
</tr>
<tr>
<td>Australian Government Information</td>
<td><a href="http://www.myuniversity.gov.au">www.myuniversity.gov.au</a></td>
</tr>
<tr>
<td>Hobson’s Course Finder</td>
<td><a href="http://www.hobsonscoursefinder.com.au">www.hobsonscoursefinder.com.au</a></td>
</tr>
<tr>
<td>Youth Central</td>
<td><a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a></td>
</tr>
</tbody>
</table>
If a dispute of assessment occurs in the senior school, Nossal High School will follow the dispute resolution process as recommended by VCAA in the 2016 VCE and VELS Administrative Handbook. Students will be supported in this process by the Director of VCE / Senior Programs and Assistant Principal. Parents/guardians will be kept fully informed throughout the process in writing. Throughout the resolution process students are able to represent themselves, but they are encouraged to have a support person (teacher/guardian/parent/education support staff) who attends any meeting or interviews that may occur. They will be informed in writing of the final consideration by the Principal.

Assessment Dispute
(authenticity/accurate assessment/late submission)

- Interview with Teacher

- Interview with Leading Teacher
  (Director of Curriculum/VCE & Senior Programmes) & Principal

- Parents/Guardians informed in writing and invited for meeting

- Final Decision by Principal

- Parents/Guardians/Student informed in writing

- VCE/VASS data entered by VASS Coordinator
Course Selection Principles

Students in Year 10 and 11 study six subjects per semester and students in Year 12 study five subjects per semester.

- Students in Year 10: Select two English units, Mathematics (year long) and Humanities (year long) plus six other semester long units – a VCE subject or Language will account for two of these units. Use the guidelines for Year 10 Academic Progression (page 6) to ensure you fulfil the selection requirements.
- Students in Year 11: Select an English plus five other subjects.
- Students in Year 12: Select an English plus four other subjects.

Note: Students who will be selecting their course according to an individual learning programme may need their course entered manually at school. We will be in contact with students in this category. Students who have difficulty should contact Ms Warriner or Ms Geyer.

Process:
1. Make an appointment for you and a parent to attend course counselling on the day appropriate for your year level. Information will be sent out with Term 2 reports.

2. Read this booklet and other resources carefully and have discussions at home and with others about your course and career pathways. Consult resources such as the VICTER guide for the year appropriate to you.
   - 2015 Year 12s consult the 2016 VICTER
   - 2016 Year 12s consult the 2017 VICTER
   - 2017 Year 12s consult the 2018 VICTER

Have ideas and/or questions about preferred courses you wish to discuss ready for the counselling session. Course information can be found on NEO in the careers section.

Make sure you are planning a course that you are interested in and have aptitude for. Do not be unduly influenced by the aspirations others have for you. Stay true to your dreams, aspirations and capabilities. Always have a PLAN B.

3. In pencil, fill out the course planning table at the back of this booklet. Have this ready to discuss at your course counselling session.

4. Attend the counselling session.

5. Make a decision about your course for 2016 including the additional preferences. You must be decisive. Major school decisions, like staffing and curriculum offerings, are riding on what you select. It is not possible for us to plan effectively for 2016 if students and families make repeated changes to choices.

6. Log on and complete the course selections as per the guidelines below by the due date Thursday August 13, 2015.

7. Follow the timeline outlined on the back of the booklet. We stand firm on our decision not to discuss courses in the interim periods between specified dates. We need this time to make decisions and work on planning for the coming year.
You will make your selections for your subjects online. Please follow these instructions:

1. Before you begin, make sure that you have access to a printer from the computer on which you are making your selections, as you will need to print out your approval form.

2. The closing date and time for selections is midnight on Thursday August 13, 2015.

3. Please do not leave it until the last moment to make your selections. If you have a problem you may not get access in time.

4. All subject selections will be downloaded after the closing date. Selections submitted by the deadline have equal priority.

Step 1. You will receive an email with a 5 digit web code and a link to the following website. Open https://web.edval.com.au/mysubjects. This will be available from Thursday July 23, 2015.

Step 2. You are now at the Edval Webchoice login page.

Step 3. Enter your 5 digit Login code into the Login code box and then click the Login button.

Step 4. Read the instruction at the top and on the right hand side. Choose one subject from as many of the drop down boxes as you need to.

Step 4. Press the Submit button. If there are no problems with your selections you will be taken to a new page confirming your choices. You will need to print this page.

Note: If you do not complete the form correctly, you will receive a message, and you will need to make a change. Make your change and click on submit again. You may get another message if something else is not correct. Please continue following the instructions until you have submitted successfully.

Step 5. Ask a parent/carer to sign your printed sheet on the bottom half of the page, and bring this to school and hand it into the post boxes by Friday August 14, 2015.

Step 6. You may login again and make changes to your preferences at anytime until midnight on Thursday August 13, 2015. If you change your selection after bringing your printout to school, you will need to bring a new signed printout to the post boxes by Friday August 14, 2015.

Step 7. If you have difficulty logging-in, check you have entered the correct webcode. If you have difficulty in making your selections, re-read the instructions. If you continue to have difficulty, send an email to Ms Geyer at emma.geyer@nossalhs.vic.edu.au

Note: If your individual pathway falls outside our subject selection guidelines your entry will need to be made manually.
Website to log onto for course selection:
log on details:
5 digit webcode

Planning Tool for 2016 and beyond. Use this table to help you plan your courses.

If you are in Year 10 or 11 forward map your courses into Year 11 and 12. This will help you ensure you meet the pre-requisite requirements of your post-secondary pathway and you meet the requirements of the VCE.

<table>
<thead>
<tr>
<th>Goal for Beyond Year 12</th>
<th>Year 10 (Year ____)</th>
<th>Year 11 (Year ____)</th>
<th>Year 12 (Year ____)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you intend to do after school?</td>
<td>English/English Language/Literature</td>
<td>English/English Language/Literature</td>
<td>English/English Language/Literature</td>
</tr>
<tr>
<td>What are the pre-requisites for this?</td>
<td>Humanities</td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Website to log onto for course selection:
5 digit webcode
Log on for course selection:
Follow YOUR dreams!

Notes

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Study what you enjoy and are good at!
## Course Selection Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/Pathways Information Night</td>
<td>Wednesday July 22, 4.00pm to 8.00pm</td>
</tr>
<tr>
<td>Senior Course Counselling Year 9, 10 and 11</td>
<td>Wednesday July 29, 8.00am – 8.00pm by appointment on Compass (no classes this day). All Year 9 counselling should be completed on this day.</td>
</tr>
<tr>
<td>Senior Course Counselling</td>
<td>Tuesday August 4, Thursday August 6 and Thursday August 13 from 9.00am – 4.00pm by appointment on Compass (normal classes this day). Students will come out of classes to meet their parents for course counselling appointments and then returned to class.</td>
</tr>
<tr>
<td>Online course selection completed by midnight Thursday August 15</td>
<td>Friday August 14 – All printed forms placed in the Nossal post boxes.</td>
</tr>
<tr>
<td>No communication about courses after this point until the week of Monday September 7, when only students with course difficulties will be contacted.</td>
<td></td>
</tr>
<tr>
<td>Students with course problems notified and counselled to reselect.</td>
<td>Monday September 7 through to Friday September 18. No communication about courses after this point until the week of Friday November 13.</td>
</tr>
<tr>
<td>Students notified of 2016 courses</td>
<td>Friday November 13 No communication about courses after this point until the week of Monday December 15.</td>
</tr>
<tr>
<td>Commencement of 2016 courses</td>
<td>Wednesday November 25 – Friday November 27</td>
</tr>
<tr>
<td>Unit 3 &amp; 4 VCE results released</td>
<td>Monday December 14</td>
</tr>
<tr>
<td>Final adjustments to 2016 courses by appointment</td>
<td>Monday December 14 and Tuesday December 15</td>
</tr>
</tbody>
</table>