Senior School Handbook 2014

Embrace the Challenge
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At Nossal High School our senior curriculum begins in Year 10. We invite our students to select a personalised learning plan with subjects that will challenge and engage them in preparation for their future. Life in the 21st century is fast paced, in an interconnected globalised 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) philosophy. Our senior curriculum is designed to build on the foundation 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 2014.

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:

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

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

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

Any variations 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, advice and assistance are available and students should 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 pre-requisite studies. These may be for courses you want to do in Years 11 & 12 or at tertiary level
- 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
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 community
- 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
Support

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 - Mr Ian Pegram
Directors of Curriculum and Pedagogy - Ms Jenny Callahan and Ms Tracey Mackin
Careers and Pathways Coordinator - Ms Linda Rackham
Director of Student Leadership and Wellbeing - Mr Wayne Haworth
Director of e-Learning - Mr Stuart Fankhauser
Assistant Principal - Ms Sue Harrap
Principal - Mr Roger Page

2013 Domain Leaders
English - Dr Judie Mitchell
Maths - Ms Po Lin Ooi
Science - Mrs Diane Latham
Humanities - Mr Angus Clark
Arts & Technology - Mrs Leslie Cilia
PE & Health - Mr Bryan Rule

Before students make their final choice, they are advised to:
- read this guide carefully
- be well informed; engage in conversations with parents, older siblings and the above personnel as well as referring to the VCAA website www.vcaa.vic.edu.au

How your selections affect school organisation.
Studies on offer in this handbook will run in 2014 only if sufficient numbers of students select them. Decisions about the subjects to be run in 2014 and individual student courses will be made after all student subject selections are submitted online (Thursday August 15). 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 2014, including the hiring of staff is determined by these selections.

Some students may need further course counselling after the curriculum offerings for 2014 have been finalised (see the timeline on the back of the handbook).
Nossal High School is an academically select entry high school. The very nature of our students means that they work at a very high level in all academic subjects. All of our students, however, can access an individual learning pathway and choose subjects appropriate to their own strengths and interests. For many students this includes accelerating their study in one or more subject areas.

We have guidelines in place that students should be aware of in 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 C 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**
- Students who wish to accelerate in a subject should be achieving at B+ or above in all areas of assessment in the subject or appropriate subject area. Eg. For Philosophy Units 1 & 2 at Year 10, students should achieve at B+ or above in Year 9 Humanities and/or English.
- Students who wish to accelerate in more than one subject should be achieving at B+ or higher in all their subjects in order to show that they are capable of maintaining a consistently high level of achievement.

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 Jenny Callahan  
*Director of Curriculum and Pedagogy (Transition)*
Acceleration

For some students it may be of benefit to accelerate by commencing a VCE Unit 1 & 2 in Year 10 and then continuing on to study a Unit 3 & 4 subject in Year 11. This allows students to have a 6th 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 5th subject. If students accelerate by studying a Unit 3 & 4 subject in Year 11 they will receive an additional 10% of their 6th subject in the calculation.

The other advantage to students who accelerate is they gain the experience of VCE earlier and know what to expect in the following year. However, acceleration can put undue stress on some students need to be achieving at an appropriate level to accelerate. For this reason, the following guidelines apply (see guidelines page 6).

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

**Higher Education Studies in the VCE (Extension)**

For a few very 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, complete an interview, and 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 6th increment in the ATAR calculation with a maximum of 5 for results above 90% in their university studies. Monash University and the University of Melbourne have different criteria for assessing eligibility.

For further information on extension studies refer to the Monash University and University of Melbourne websites.

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 **English** and one **Maths** subject for the whole year.

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

3. **Health & PE:**
   All students are required to undertake **Year 10 Health and PE** for at least one semester. They have the option of selecting additional subjects from within this Domain, if curriculum space allows them to do so.

4. **Humanities:**
   Within Humanities, a student will be required to undertake a minimum of **two semester electives**, with at least one from **List 'A'**.

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5. **Arts/Technology:**
   Students are offered a wide range of Arts/Technology subjects to select from. It is their choice, based on their individual academic pathway, what subjects they choose. While Arts/Technology is not mandated, it is strongly recommended that they include at least one semester of Arts/Technology within their course.

6. **Language:**
   Students are offered a range of languages. A student wishing to choose a language must choose it for **both semester one and two**.
Other notes regarding Year 10 subject selections for 2014

- All students have to undertake Year 10 English, but they may also take on Literature Units 1 & 2
- A student undertaking Year 10 Maths Advanced or Units 1 & 2 Maths Methods would not be expected to undertake Year 10 Maths

- A student undertaking a Unit 1 & 2 Science subject has a number of choices:
  (i) 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
  (ii) They may choose to do one or two semester length 'Foundation Sciences'

- A student undertaking Units 1 & 2 in History, Economics, Philosophy or Geography would satisfy the Humanities requirements

- A student undertaking Units 1 & 2 in Business Management, Accounting or Legal Studies would still have to complete a semester subject from Humanities List 'A'

- A student choosing a Language at Year 10 may negotiate an individual pathway which is outside the subject guidelines in order to fit all their subjects. This can be done during their course counselling appointment in Term 3
## Year 10 Subjects

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Year 10 English

Each semester students will be required to complete a number of learning experiences towards achieving the AusVels Level 10. In English there are three dimensions of learning. Each has a learning focus and the standards are based on the level achieved in each of these.

Speaking and Listening
Students will participate in a variety of oral activities which will enable them to develop their skills of listening critically and speaking effectively for a wide range of purposes and audiences.

Reading
Students will read and view a wide range of texts which examine different perspectives on complex themes and issues in order to develop more critical and analytical ways of reading and responding to texts.

Writing
Students will develop a range of written skills to enable them to write creatively, critically and informatively in an increasingly complex way for different purposes and audiences.

At the end of each semester students will be placed on their level of achievement in the AusVels Dimensions: Speaking and Listening, Reading and Writing. This level will be based on a balanced judgement of several pieces of work. Students will complete a number of units of work; such units will include literature-based studies, film study, poetry, various writing genres and language/issues analysis. Within each unit of work there will be a number of written and/or oral assessment tasks which will be common across the year level. Students will sit an end of year exam in this subject.
**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:

- Measurement
- Indices
- Trigonometry
- Linear Relationships

**Assessment**
- Ongoing course work
- Topic tests
- Topic Assignments
- Exams (technology free and technology enabled)

**Common Possible Pathways**
This subject leads to General Maths (Further and Specialist) and Maths Methods.

**Teachers to see for advice regarding this subject:** Ms Ooi

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**Year 10 Maths (Advanced)**
This course 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 (CAS) as an effective support for mathematical activity and learning. Students undertaking this course will gain enriched preparation for VCE Maths Units.

By the end of this course it is intended that students are confident in dealing with 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, truncus, as well as polynomial, trigonometric and exponential functions
- Complex Numbers
- Vectors
- Introductory Calculus

**Assessment**
- Topic Tests
- Problem Solving/ Investigative tasks
- Exams

**Advice to students**
This course is intended for students who have completed Year 9 Advanced Maths and wish to consolidate their skills before beginning VCE Mathematics.

**Teachers to see for advice regarding this subject:** Ms Ooi, Ms Callahan and Mr Witt
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 including a study of fossils.
- Chemistry: Matter, including the Periodic Table, solubility, shape and structure of molecules and compounds and their properties. Chemical and physical reactions including acids and bases, exothermic, endothermic and precipitation reactions.
- Physics: Motion in One Dimension, including kinematics, dynamics and Newton’s Laws and momentum. If time permits, students will also undertake a study of energy and energy conservation.

Assessment
Ongoing course work 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, ie: Physics, Chemistry and Biology.

Possible Pathways

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<th>Year 11</th>
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<td>Option 1</td>
<td>Intensive Science</td>
<td>Unit 1 &amp; 2 Biology and/or Chemistry and/or Physics</td>
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<td>Option 2</td>
<td>Two Foundation Sciences</td>
<td>Subsequent studies in Unit 1 &amp; 2 Biology and/or Chemistry and/or Physics</td>
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<td>Option 3</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Biology</td>
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Teachers to see for advice regarding this subject: Mrs Latham, Ms Richards and Ms Mackin
Year 10 Foundation Biology
Foundation Biology is a semester long course designed to prepare prospective students for the rigours of VCE Biology. Students study cells and organelles in the context of cellular respiration and photosynthesis. They observe the synthesis of important biopolymers such as DNA and proteins. Students are introduced to Mendelian genetics and evolution by natural selection.

Assessment
- Ongoing course work
- Topic tests
- Exam

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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<td>Option 1</td>
<td>Foundation Biology</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Biology</td>
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<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>
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</table>

Teachers to see for advice regarding this subject: Mrs Latham and Mr LaBrooy
**Year 10 Foundation Chemistry**
Foundation Chemistry serves as an introductory course for VCE Chemistry. Students will explore the structure of atoms, bonding between atoms, and the materials this bonding produces. Students will build on knowledge gained in Year 9 Science by investigating materials and various chemical reactions.

**Assessment**
- Ongoing course work
- Topic tests
- Multimedia presentation
- Self-designed experiment

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

**Possible Pathways**

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<td>Foundation Chemistry</td>
<td>Unit 1 &amp; 2 Chemistry</td>
<td>Unit 3 &amp; 4 Chemistry</td>
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**Teachers to see for advice regarding this subject:** Ms Richards, Ms Warriner and Miss Wriedt

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**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 Astronomy will be undertaken, which will focus primarily on earth-based observational astronomy, and the history of this discipline.

**Assessment**
- Ongoing course work 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**

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<tr>
<td><strong>Recommended Option</strong></td>
<td>Foundation Physics</td>
<td>Unit 1 &amp; 2 Physics</td>
<td>Unit 3 &amp; 4 Physics</td>
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**Teachers to see for advice regarding this subject:** Mr Fankhauser, Ms Mackin and Mr Alderton
Year 10 Subjects

**Health and Physical Education Domain**

**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 a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. The course provides a broad overview of a variety of sports, and allows for individual creativity through movement.

**Health Knowledge and Promotion**
This dimension examines physical health and personal development across varying stages of the life span. It focuses on nutrition and on the physical, social and emotional wellbeing of individuals, families and communities.

**Possible Pathways**

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<td>Option 2</td>
<td>Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
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**Teachers to see for advice regarding this subject:** Mr Rule, Miss Veale, Mr Haverfield and Mr Hayworth

**Year 10 Sports Science**
This subject allows students to look at the science of sports and how sports performance is enhanced through the application of these scientific principles. The unit will expose students to many of the concepts that are studied in VCE Units 1-4, including biomechanics and sports physiology, with an emphasis on practical exploration. This subject is an ideal lead up to VCE Physical Education.

**Assessment**
Ongoing course work
Laboratory 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**

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Year 10 Health and Physical Education and Sports Science</th>
<th>Year 11 Unit 1 &amp; 2 Physical Education</th>
<th>Year 12 Unit 3 &amp; 4 Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 2</td>
<td>Year 10 Health and Physical Education and Unit 1 &amp; 2 Physical Education</td>
<td>Unit 3 &amp; 4 Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Rule, Miss Veale, Mr Haverfield and Mr Hayworth
Year 10 Team Sports
This semester long elective gives students the opportunity to experience a wide range of team sports. This is a very practical elective and will allow students to further develop their teamwork, skill acquisition, strategies and sportsmanship. A wide variety of team sports will be covered from Cricket and Soccer to Netball and Handball.

Possible Pathways

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10 Health and Physical Education and Team Sports</th>
<th>Year 11 Unit 1 &amp; 2 Physical Education</th>
<th>Year 12 Unit 3 &amp; 4 Physical Education</th>
</tr>
</thead>
</table>

Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield and Mr Hayworth
Humanities Domain

Year 10 Commerce (List B)
Through an examination of the Australian Securities Exchange (ASX), students will develop financial skills that will assist them with future VCE studies in Accounting, Business Management and Economics, as well as personal financial planning.

Assessment
Ongoing course work
Research task
Exam

Advice to students
There are no prerequisites for entry into Year 10 Commerce. This subject is not recommended for students choosing Year 11 Accounting, Business Management or Economics as an acceleration subject.

Possible Pathways

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Year 10 Commerce</td>
<td>Unit 1 &amp; 2 Accounting</td>
<td>Unit 3 &amp; 4 Accounting</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Accounting</td>
<td>Unit 3 &amp; 4 Accounting</td>
<td>University Enhancement studies in Accounting</td>
</tr>
<tr>
<td>Option 3</td>
<td>Unit 1 &amp; 2 Economics</td>
<td>Unit 3 &amp; 4 Economics</td>
<td>University Enhancement studies in Accounting</td>
</tr>
<tr>
<td>Option 4</td>
<td>Unit 1 &amp; 2 Business Management</td>
<td>Unit 3 &amp; 4 Business Management</td>
<td></td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mrs Pearson, Ms Loel and Ms Wilson
Year 10 Geography and the Natural Environment (List A)
The big Geographic question facing the world today is how to create a liveable, sustainable world for our future? The subject expands and develops student’s practical geographic skills, focuses their research skills on locating and processing information, and broadens their fieldwork experience and skills, with a growing emphasis on independence and cooperative learning.

Areas of Study include the ‘Law of the Sea’ [UNCLOS], an introduction to the geography of recreation [recreational resources in Melbourne]; a two day/two night field study Camp exploring the sustainable recreation & tourism opportunities of the historic town, Walhalla; and research into a policy for the sustainable use of a Global Resource of their choice.

Assessment
- Practical geographic skills
- Research Report
- Fieldwork handbook
- Exam

Advice to students
This is an excellent introduction for students considering studying Geography at VCE level, and develops skills that are transferable across disciplines. 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

<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>Geography and the Natural Environment</td>
<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
<td>University Enhancement studies in Geography</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Thompson
Year 10 Legal Studies (List B)
This semester length course provides a specific focus into various areas of law, including criminal law with a particular focus on youth crime. In addition students will investigate the court hierarchy, which will include an excursion to a Magistrates’ Court.

Assessment
- Ongoing course work
- Excursion reports
- Mock court
- ICT tasks
- Tests
- Exam

Advice to students
There are no prerequisites for Year 10 Legal Studies. This subject is not recommended for students choosing Year 11 Legal Studies as an acceleration study.

Possible Pathways

<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>Year 10 Legal Studies</strong></td>
<td><strong>Unit 1 &amp; 2 Legal Studies</strong></td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td><strong>Unit 1 &amp; 2 Legal Studies</strong></td>
<td><strong>Unit 3 &amp; 4 Legal Studies</strong></td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Loel and Ms Wilson
Year 10 Modern History: The Rise of Terrorism (List A)
In this subject students learn about the ways in which terrorism as modern warfare is affecting the world today. They study the history, causes and effects of terrorism. The idea of historiography is introduced: the big ideas of history, such as who writes history, and the ways in which a knowledge of history informs our understanding of present.

The course covers the events of 9/11, and explores the causes of conflicts between Islam, Christianity and Judaism. Other causes of conflicts such as resources and ideology are also explored. Students research the medieval Crusades, and the histories of current world 'hotspots'- in particular Afghanistan, Pakistan, and Israel. This knowledge helps to inform students' research into terrorist groups in the world today and the reasons for their existence.

Assessment
A weekly journal of current events and reflection on these:
Research projects
Presentations
Class work
Discussion
Topic tests
Exam

Advice to students
This subject strongly supports the development of skills and understanding necessary in VCE History.

Possible Pathways

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern History</td>
<td>Unit 1 &amp; 2 History</td>
<td>Unit 3 &amp; 4 History</td>
<td></td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Dr Mitchell and Mr Clark
Year 10 Modern History: The Swinging Sixties (List A)
In this subject students learn about the world changing events and lasting impacts of movements of the 1960s, including the Vietnam War, the hippie movement, the Civil Rights movement, the Cold War and nuclear threat, and the Space Race. The idea of historiography is introduced: the big ideas of history, such as who writes history, and the ways in which a knowledge of history informs our understanding of present events.

Assessment
- Research projects
- Presentations
- Class work
- Discussion
- Topic tests
- Exam

Advice to students
This subject strongly supports the development of skills and understanding necessary in VCE History.

Possible Pathways

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern History</td>
<td>Year 10</td>
<td>Unit 1 &amp; 2 History</td>
<td>Unit 3 &amp; 4 History</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Dr Mitchell and Mr Clark
Year 10 Philosophy (List A)

This course introduces students to two of the most important fields of modern Philosophy: Ethics and Epistemology (knowledge). They explore the core ethical theories of Deontology, Utilitarianism and Virtue Ethics. They are also introduced to the key ideas of Empiricism and Rationalism and how these relate to our acquisition of knowledge.

This course can either provide a platform for students wishing to study VCE Philosophy or it can simply provide an opportunity for any student to expand their general knowledge, improve their critical thinking ability, refine their writing style and improve their literacy skills.

**Assessment**
- Ongoing course work
- 3 X Formal assessments
- Exam

**Advice to students**
There are no prerequisites for entry into Year 10 Philosophy. Students who have done Philosophy as an elective in Year 9 will be familiar with some of the concepts, but most of the course will be new material for all students. Students who have excelled at Year 9 Philosophy and have very strong literacy skills (demonstrated through high achievement in English and/or Humanities) may wish to talk to the teacher listed below about commencing Unit 1 & 2 Philosophy in Year 10.

**Possible Pathways**

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td>Philosophy</td>
<td>Unit 1 &amp; 2 Philosophy</td>
<td>Unit 3 &amp; 4 Philosophy</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Philosophy</td>
<td>Unit 3 &amp; 4 Philosophy</td>
<td>University Enhancement studies in Philosophy</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Clark
Year 10 Languages
There will be 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.

Prior Knowledge
- Year 9 studies, at either beginner or intermediate level
- Listening, Speaking, Reading and Writing

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.

Students are assessed in the four areas of listening, speaking, reading and writing. Regular tests on vocabulary and sentence structures are also assessed. The different level of students’ prior knowledge of the language is also taken into account in the design of different assessment tasks.

Teachers to see for advice regarding this subject: Mr Bramley, Ms Krause and Ms Wakeman

Languages through Victoria School of Languages (VSL)
Students may choose from a wide range of languages through VSL. VSL offers language via Distance Education or classes at weekend school. Students wishing to study a language through VSL should discuss this at course counselling.
Year 10 Art
This semester length course provides students the opportunity to:
• Experiment with a variety of print making techniques. i.e. Lino printing, dry etching or transfer prints.
• Create a self-portrait using paint or multimedia techniques.
• Create an Up-cycled sculpture from saved recycled materials.
• Research and analyse the work of famous Artists of the 20th Century.

Teachers to see for advice regarding this subject:  Mrs Cilia

Year 10 Drama
This subject allows students to focus on the dramatic elements in creating, presenting and analysing their own and others’ performances. Students use expressive skills in the creation and presentation of characters and respond to a range of stimulus materials. They learn stagecraft, theatrical conventions, and different performance styles. Students will analyse their own performance and that of professional and other drama practitioners and reflect on these performances in a journal. They will create a solo performance based on a character and an ensemble performance based on a theatrical style.

Assessment
Ongoing course work
Journal reflection
Solo performance
Ensemble performance

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

Teachers to see for advice regarding this subject:  Mrs Cilia
Year 10 Subjects

Arts Domain

Year 10 Multimedia
This is a semester length course providing students with the opportunity to experiment with the computer software within the Adobe CS5 Suite.

Students will:
• Produce a series of creative photographs and/or short videos to answer set tasks
• Undertake research into the workings of some part of the CS5 program and report back to the class

Teachers to see for advice regarding this subject: Mrs Cilia

Year 10 Music
Exploring Music- Semester 1/Semester 2
This semester length course will provide an introduction to various styles of music. This course will encourage students to develop their creativity, imagination, inventiveness and the cultivation of aesthetic considerations of music. Students will develop an understanding in the following areas:
• Musical elements
• Musical genres
• Music and technology

Possible Pathways

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td>Year 10 Exploring Music</td>
<td>Unit 1 &amp; 2 Music</td>
</tr>
</tbody>
</table>

Advice to students
Since music is a performance subject and years of experience enhance performance, we do not recommend acceleration in this subject.

Teachers to see for advice regarding this subject: Mrs Budd
Year 10 Subjects

Arts Domain

Year 10 Photography
This semester length course provides a creative and technically challenging set of activities with a digital SLR camera.
The students will:

Ÿ Experiment with photographers tricks of illusion and space
Ÿ Be official photographers at sporting and cultural events that take place at school
Ÿ Use Photoshop CS5 to improve their images
Ÿ Produce stitched panoramas, create a self-portrait and tell a photographic story
Ÿ Learn about the photographic journalism and the ethics associated with digital manipulation of images
Ÿ Create a short animation or pixilated film

Teachers to see for advice regarding this subject: Mrs Cilia

Year 10 Visual Communication and Design
This semester length course aims to provide a basic introduction to graphic design.
The students will:

Ÿ Interpret information from a wide variety of sources
Ÿ Analyse professional graphic designers’ artworks
Ÿ Explore and develop ideas using a range of materials and media
Ÿ Use design elements and principles to enhance their own work
Ÿ Experiment with freehand, instrumental and computer drawing techniques
Ÿ Produce final artworks which meet the needs of a design brief for a client

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>Photography or Art</td>
<td>Unit 1 &amp; 2 Art</td>
<td>Unit 3 &amp; 4 Art</td>
</tr>
<tr>
<td>Option 2</td>
<td>Visual Communication and Design</td>
<td>Unit 1 &amp; 2 Visual Communication and Design</td>
<td>Unit 3 &amp; 4 Visual Communication and Design</td>
</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Mrs Cilia
Year 10 Exotic Cakes, Slices and Biscuits
This class requires students to utilise their creativity in designing and decorating cakes and biscuits. Students will learn the art of baking sweet cakes, slices and biscuits as well as the skill and techniques to decorate. Students will be given the opportunity to make a children's birthday cake and showcase their talent by submitting their piece in a class competition.

Possible Pathways

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Exotic Cakes and/or Nossal Entertainer</td>
<td>Unit 1 &amp; 2 Food Technology</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
</tr>
</tbody>
</table>

Advice to students
This subject strongly supports the development of skills and understanding necessary in VCE Food Technology.

Teachers to see for advice regarding this subject: Mrs Ansalde

Year 10 Nossal Entertainer
Be entertained in this semester length elective. Students will learn several ways to entertain family and friends using food. Students will learn simple tricks of the trade to make yummy and sophisticated dishes, such as entrees, canapés, mains and desserts.

Possible Pathways

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>Exotic Cakes and/or Nossal Entertainer</td>
<td>Unit 1 &amp; 2 Food Technology</td>
</tr>
<tr>
<td>Option 2</td>
<td>Unit 1 &amp; 2 Food Technology</td>
<td>Unit 3 &amp; 4 Food Technology</td>
</tr>
</tbody>
</table>

Advice to students
This subject strongly supports the development of skills and understanding necessary in VCE Food Technology.

Teachers to see for advice regarding this subject: Mrs Ansalde
Year 10 Information Technology
This semester length course will be a creative approach to Information Technology. It will provide students who are willing to be challenged an opportunity to delve deep into the following:

- Problem solving through ICT
- Using contemporary computer software to organise and frame information into formats used by organisations in the 21st century

Teachers to see for advice regarding this subject: Mr Chattrath
**Cross-curricular**

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 student's 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 within 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.

In 2014 Extended Investigation will be offered in conjunction with participation in the Maningrida Project. Students undertaking Extended Investigation will be able to focus their investigation on some aspect of life in a remote outback community. Read more about this opportunity on page 31.

**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>Extended Investigation</td>
<td>Any Unit 1 &amp; 2 Study</td>
<td>Extended Investigation Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Option 2</td>
<td></td>
<td>Extended Investigation Unit 3 &amp; 4</td>
<td>Any University Enhancement Study</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Callahan and Mrs Ansalde
Maningrida Project
Nossal High School has entered into an exciting partnership with Melbourne University and an indigenous community in a remote area of Northern Territory called Maningrida. Students at Nossal High School will have a number of opportunities over the next few years as a result of this partnership.

The first opportunity will be for years 10 and 11 students to study Extended Investigation and focus their investigation on an aspect of Maningrida. (See previous page for a description of Extended Investigation).

Students from Nossal High School enrolling in this subject will be supported in their investigation by researchers from Melbourne University, specifically the venom research department at Melbourne University.

The scope of Extended Investigation is very wide and students could focus their investigation in a multitude of ways. Naturally with the relationship with the venom research department this could form part of the investigation, however students are free to choose their investigation from any field they wish.

In 2014 students will be offered the opportunity to travel to Maningrida, interact with the community and possibly complete some research towards their Extended Investigation. It is anticipated that a group of Nossal students will travel to Maningrida in May 2014 with an estimated cost for the trip between $1500 and $2000.

This subject is available for students in years 10 and 11 in 2014. Students in year 11 would choose Extended Investigation for semester 1 and a Unit 2 subject for semester 2. Students in year 10 would choose Extended Investigation as a semester unit in semester 1.
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 Course work or Tasks (SACs or SATs). These are internally administered assessments that provide students with the opportunity to demonstrate the outcomes of the VCE.

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2 - 4 Assessment Tasks contribute to a VCAA assessment of Satisfactory (S) or Not Satisfactory (N) and an internal Nossal assessment of A+ - E</td>
<td>a. 2 - 4 SACs or SATs contribute to a VCAA S or N and graded assessment of A+ - Ungraded.</td>
</tr>
<tr>
<td>b. Internal Nossal exam graded A+E</td>
<td>b. End of year VCAA exam</td>
</tr>
<tr>
<td>Both are included on the Nossal report.</td>
<td>Both (a) and (b) contribute to the calculation of the ATAR.</td>
</tr>
</tbody>
</table>

Prerequisites vary depending on the university of interest and from year to year. Please clarify the requirements of any proposed pathway with Ms Rackham, and ensure that you have checked the correct VICTER publications for your year regarding current prerequisite information.
<table>
<thead>
<tr>
<th>Subject</th>
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<td>English Units 1 &amp; 2</td>
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<td>English Units 3 &amp; 4</td>
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<tr>
<td>English as an Additional Language Units 3 &amp; 4</td>
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<tr>
<td>English Language Units 1 &amp; 2</td>
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<td>English Language Units 3 &amp; 4</td>
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<td>General Maths (Specialist) Unit 1 &amp; 2</td>
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<td>Maths Methods (CAS) Units 3 &amp; 4</td>
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<tr>
<td><strong>Arts</strong></td>
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<td>Art Units 1 &amp; 2</td>
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<td>Art Units 3 &amp; 4</td>
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<td>Drama Units 1 &amp; 2</td>
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<td>Music Performance Units 1 &amp; 2</td>
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<tr>
<td>Music Performance Units 3 &amp; 4</td>
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<td>Music Style and Composition Units 1 &amp; 2</td>
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<td>Music Style and Composition Units 3 &amp; 4</td>
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<tr>
<td>Visual Communication and Design</td>
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<tr>
<td>Units 1 &amp; 2</td>
<td></td>
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<tr>
<td>Visual Communication and Design</td>
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<td>Units 3 &amp; 4</td>
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<tr>
<td><strong>Health and PE</strong></td>
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<tr>
<td>Health and Human Development (HHD)</td>
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<td>Health and Human Development (HHD)</td>
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<td>Physical Education (PE) Units 3 &amp; 4</td>
<td>58</td>
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<td>Accounting Units 1 &amp; 2</td>
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<td>Accounting Units 3 &amp; 4</td>
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<td>Business Management Units 1 &amp; 2</td>
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<tr>
<td>Business Management Units 3 &amp; 4</td>
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<td>Classical Studies Units 1 &amp; 2</td>
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<td>Economics Units 1 &amp; 2</td>
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<td>Economics Units 3 &amp; 4 (From 2015)</td>
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<td>Geography Units 1 &amp; 2</td>
<td>66</td>
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<td>Geography Units 3 &amp; 4</td>
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<td>History Units 1 &amp; 2</td>
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<td>Units 1 &amp; 2</td>
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<tr>
<td>Systems Technology (From 2015) Units 3 &amp; 4</td>
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</table>
English Units 1 & 2

Unit 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Assessment

Unit 1:
Outcome 1: Language Analysis - Oral presentation
Outcome 2: Text response
Outcome 3: Context piece
Course work: A range of class work and homework tasks
Exam

Unit 2:
Outcome 1: Language Analysis
Outcome 2: Context piece
Outcome 3: Text response
Course work: A range of class work and homework tasks
Exam

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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<th>Year 10</th>
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<td>Unit 1 &amp; 2 English</td>
<td>Unit 3 &amp; 4 English</td>
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<td>English and</td>
<td>Unit 1 &amp; 2 Literature and</td>
<td>Unit 3 &amp; 4 English</td>
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<td>Unit 1 &amp; 2 Literature</td>
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</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Gory and Dr Mitchell
**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 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) needs 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 their ‘S’ in Units 3 & 4 English.

**Unit 3 SACs:**
Outcome 1 - Issues analysis  
Outcome 2 – Text Response essay  
Outcome 3 – Context response

**Unit 4 SACs:**
Outcome 1 – Text Response essay  
Outcome 2 – Context response  
Exam

**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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<td>Unit 1 &amp; 2 English</td>
<td>Unit 3 &amp; 4 English</td>
</tr>
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<td><strong>Option 2</strong></td>
<td>English and Unit 1 &amp; 2 Literature</td>
<td>Unit 1 &amp; 2 Literature and Unit 3 &amp; 4 Literature</td>
<td>Unit 3 &amp; 4 English</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Gory and Dr Mitchell
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 course work
- 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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</table>

Teachers to see for advice regarding this subject: Mr McQuaid, Miss Banaag and Mr Rahalingam
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 course work
- 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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Teachers to see for advice regarding this subject: Mr McQuaid, Miss Banaag and Mr Rahalingam
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 Outcomes**
Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

**Unit Two Outcomes**
Analyse and respond both critically and creatively to the ways a text from a past era 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, time in history, social or cultural context.

Advice to students
It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature.

Possible Pathways

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<td>Unit 3 &amp; 4 Literature</td>
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</table>

Teachers to see for advice regarding this subject: Dr Mitchell and Mr McQuaid
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, non-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 contexts 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, students 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

Advice to students
It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature.

Possible Pathways

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<td>Unit 3 &amp; 4 Literature</td>
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</table>

Teachers to see for advice regarding this subject: Dr Mitchell and Mr McQuaid
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.
- Linear Graphs and Models - Sketching and interpreting linear graphs, modelling with linear equations.
- Geometry and Trigonometry
- Linear Programming – Graphical approaches to solving optimisation problems.
- Matrices – Matrix algebra and its applications

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

Assessment

- Ongoing course work
- Topic tests
- Application Task Reports for each topic
- Exam

Advice to students

It is recommended 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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<td>Unit 3 &amp; 4 Further Maths</td>
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</table>

Teachers to see for advice regarding this subject: Mr Witt and Ms Desaulniers
Maths Methods (CAS) Units 1 & 2

Mathematical 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’ and ‘Probability’. Students will be assessed in three outcomes.

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

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 combinations 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, and basic concepts of probability.

Assessment

Ongoing course work
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>University Enhancement 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) 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 and Circular Functions. 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) 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) 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).

Possible Pathways

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<td>Unit 3 &amp; 4 Specialist Maths and 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.
Further Maths Units 3 & 4
Further Maths consists of a core area of study, Data Analysis, and the three modules: Geometry and Trigonometry, Graphs and Relations and Matrices. Data Analysis includes displaying, summarising and analysing data and contains the topics: Univariate and Bivariate Data, Regression, Transformations and Time Series.

- Geometry and Trigonometry covers geometric and trigonometric applications in two-dimensional and three-dimensional problems.
- Graphs and Relations involve construction and interpretation of graphs and Linear Programming.
- Matrices cover representation of data in arrays, applications of simultaneous equations and transition matrices.

Technology  
Student use a Computer Algebraic System (CAS) calculator

Assessment
School Assessed Course (SAC) work
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 students studying Further Mathematics have studied General Maths (Further).

Possible Pathways

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<td>Unit 3 &amp; 4 Further 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.
Maths Methods (CAS) Units 3 & 4

Maths Methods (CAS) Units 3 & 4 consists of the following areas of study: ‘Functions and graphs', 'Calculus', 'Algebra' and 'Probability', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 & 4. Assumed knowledge and skills for Maths Methods (CAS) Units 3 & 4 are contained in Maths Methods Units (CAS) Units 1 & 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Maths Methods (CAS) Units 3 & 4.

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 Course work (SAC) tasks:
Two equally weighted tests.
One application task

Unit 4:
2 x School Assessed Course work (SAC) tasks:
Two analysis tasks

Advice to students

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

Possible Pathways

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<tr>
<th>Option 1</th>
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<td>Unit 3 &amp; 4 Maths Methods (CAS)</td>
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</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 and Functions and their graphs.
- 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 laws and constant and variable acceleration.
- The topics in Functions include reciprocal, circular, inverse circular and conic graphs.

Assessment
School Assessed Course (SAC) work:
- Two analysis tasks
- Application task
- Two tests
- Exam

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 students should have a high level of competence in mathematics if they wish to study it.

Possible Pathways

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<tbody>
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<td>Maths</td>
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<td>Unit 3 &amp; 4 Maths Methods (CAS) and Unit 3 &amp; 4 Specialist 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.
Art Units 1 & 2

Unit 1: Art and meaning
This unit focuses on artworks as objects and examines qualities such as art elements, materials and techniques to communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity.

Students interpret the meanings and messages of artworks and document the reflection of their own ideas and art making. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Unit 2: Art making and cultural expression
In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group's sense of its own power and importance or they can challenge social attitudes and assumptions.

Students study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Assessment
Unit 1: 4 x Assessment Tasks
Unit 2: 4 x Assessment Tasks
Exam

Advice to students
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Possible Pathways

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<tbody>
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<td>Unit 1 &amp; 2 Art</td>
<td>Unit 3 &amp; 4 Art</td>
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Teachers to see for advice regarding this subject: Mrs Cilia
Art Units 3 & 4

Unit 3
Students study selected artists and explore ways in which ideas and issues can influence the making and interpretation of art by comparing art produced before and after 1970.

Students apply imagination and creativity to develop their ideas through a visual language. Their art making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using this visual language and will be able to reflect on the formal, personal, cultural and contemporary aspects of their own developing artworks.

Unit 4
Students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. From this research students choose an art issue to explore.

Students select artworks of at least one artist and use these artworks to discuss the chosen art issue. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

Assessment:
Unit 3: 2 x School Assessed Tasks (SAT) for each unit
Unit 4: 2 x School Assessed Tasks (SAT) for each unit
Exam

Advice to students
There are no prerequisites for Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Possible Pathways

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<tbody>
<tr>
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<td>Unit 1 &amp; 2 Art</td>
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</table>

Teachers to see for advice regarding this subject: Mrs Cilia
**Drama Units 1 & 2**

In these units students focus on creating, presenting and analysing their own and others' performances. In Unit 1, Dramatic Storytelling, students use expressive skills in the creation and presentation of characters. Students investigate a range of stimulus materials, and learn stagecraft, theatrical conventions, and different performance styles drawing from a range of social and cultural backgrounds. Students will analyse their own performance and that of professional and other drama practitioners. In Unit 2, Creating Australian Drama, students will create a solo or ensemble performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. They will reflect aspects of identity, such as indigenous voice, the Celtic perspective, the migrant or refugee experience, the urban and bush perspectives. In this unit, students use performance styles from a range of historical, cultural and social contexts.

**Assessment**

- Ongoing course work
- 4 x Assessment Tasks

**Advice to students**

It is recommended that students intending to study VCE Drama choose Drama at Year 10 level. There are no prerequisites for entry to Units 1, 2 and 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 Rackham
VCE Subjects

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 musicianship skills including theory, aural and analysis.

Assessment

Units 1 & 2: Performance of three works including at least one group work and one solo work. Demonstration of technical work, explanation of how selected technical works support the development and performance of unprepared material. Aural and written tests and tasks.

Unit 2: Folio of compositions, improvisations and their analysis.

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 Coordinator.

Possible Pathways

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<td>Unit 1 &amp; 2 Music Performance</td>
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Note: VCE Music Style and Composition can be taken along with VCE Music Performance.

Teachers to see for advice regarding this subject: Mrs Budd
Music Performance Units 3 & 4

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, explanation of how selected technical work support development and performance of unprepared material
SAC 3: Aural and written exam

Unit 4:
SAC 1: Demonstration of technical work, explanation of how selected technical work support development and performance of unprepared material
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 Coordinator.

Possible Pathways

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Note: VCE Music Style and Composition can be taken along with VCE Music Performance.

Teachers to see for advice regarding this subject: Mrs Budd
**Music Style and Composition Units 1 & 2**
This unit involves an exploration of a wide range of music styles. Students listen to music excerpts from different styles, traditions, times and places. They become familiar with the elements of music and consider the various ways composers/music creators treat these elements and use compositional devices to create music works. Students compose original works in different styles and forms.

**Assessment**
Various analysis tasks (including essays and tests) make up the majority of the assessment for this subject.
Students must also create a composition folio of original compositions and/or arrangements for assessment.

**Advice to students**
It is recommended that students have completed AMEB Grade 3 theory or equivalent and that they are able to play an instrument.

**Possible Pathways**

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Note: VCE Music Style and Composition can be taken along with VCE Music Performance.

**Teachers to see for advice regarding this subject:** Mrs Budd
Music Style and Composition Units 3 & 4
Students develop skills in making critical responses to music excerpts. They study the characteristics of different styles of music, contextual issues that may have influenced the development of these styles, and develop their listening and analysis skills. Students compose an original work which is influenced by the styles they have studied.

Assessment

Unit 3
- SAC 1: Aural analysis of and written critical responses to four excerpts of music
- SAC 2: Analysis and discussion of selected works

Unit 4
- SAC 1: Aural analysis of and written critical responses to four excerpts of music
- SAC 2: Analysis and discussion of selected works

Units 3 & 4
- Exam: End of year written and aural exam
- Externally-assessed Task: submit a folio that contains: exercises, an original work, audio recordings and documentation

Advice to students
It is recommended that students have completed AMEB Grade 4 theory or equivalent and that they are able to play an instrument.

Possible Pathways

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Notes: Units 3 & 4 can be taken without having first completed Units 1 & 2. VCE Music Style and Composition can be taken along with VCE Music Performance. Students can choose to complete Units 3 & 4 of Music Style and Composition AND Music Performance if they wish.

Teachers to see for advice regarding this subject: Mrs Budd
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 render drawings. Students use drawing methods such as paraline 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 Tasks
Unit 2: 2 x Assessment Tasks
Exam

Advice to students
It is recommended that students intending to study VCE Visual Communication and Design have studied Visual Communication and Design in Year 10 level, but this is not compulsory.

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 study Units 1 & 2 of Visual Communication and Design, but this is not compulsory.

Possible Pathways:

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<td>Unit 1 &amp; 2 Visual Communication and Design</td>
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Teachers to see for advice regarding this subject: Mrs Cilia
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. Intellectual, social, emotional and physical development is explored. Unit 1 looks at health and development in general and then specifically at the youth stage of the lifespan. In Unit 2 the focus is on, firstly the health and development of babies, infants and children and secondly adults.

These units help young people to understand themselves, their families, and their communities.

Assessment
- Ongoing course work
- Topic tests
- 3 x Assessment Tasks
- Exam

Advice to students
There are no pre-requisites for this subject. This is a subject that lends itself to those students wishing to begin VCE studies in Year 10.

Possible Pathways

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<td>Unit 1 &amp; 2 Health and Human Development</td>
<td>Unit 3 &amp; 4 Health and Human Development</td>
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Teachers to see for advice regarding this subject: Mr Haverfield
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. Unit 4 takes on a global perspective, specifically examining the Millennium Development Goals which are set to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

Assessment
Ongoing course work
Topic tests
3 x School Assessed Course (SAC) work tasks
Exam

Advice to students
Unit 3 & 4 must be taken as a sequence in one year.

Possible Pathways
This is a study that lends itself to those students wishing to accelerate their VCE studies in Year 11 by completing Units 3 & 4 one year early.

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<td>Unit 1 &amp; 2 Health and Human Development</td>
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Teachers to see for advice regarding this subject: Mr Haverfield
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 is the study of the characteristics of effective coaches and the principles of learning skills. Students will also investigate the activity levels of Australians, and approaches to promoting physical activity and its benefits.

Assessment

Ongoing course work
Topic tests
4 x Assessment Tasks
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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<tr>
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Teachers to see for advice regarding this subject: Mr Rule, Miss Veale, Mr Haverfield and Mr Haworth
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, causes of fatigue, and mechanisms for recovery.

Assessment
- Ongoing course work
- Topic tests
- 3 x School Assessed Course (SAC) work 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. 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 Rule, Miss Veale, Mr Haverfield and Mr Haworth
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, in understanding the different needs of small business owners. 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 course work
ICT - Case Study
ICT – Creative business assignment
Topic tests
Exam

Advice to students
It is recommended that students wishing to study VCE Accounting also study Year 10 Commerce. It is also recommended that students studying Unit 3 & 4 Accounting have studied at least Unit 2 Accounting.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Pearson and Mrs Youssef
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 use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. 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 method of accounting. Students should also apply this knowledge to the interpretation of accounting reports and discussion of the function of various aspects 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. The 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 course work
- ICT Practical case study
- Topic tests
- 4 x School Assessed Course work (SAC) tasks per unit
- Exam

Advice to students
It is recommended that students wishing to study VCE Accounting also study Year 10 Commerce. It is also recommended that students studying Unit 3 & 4 Accounting have studied at least Unit 2 Accounting.

Possible Pathways

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Teachers to see for advice regarding this subject: Mrs Pearson and Mrs Youssef
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 course work
- 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 Management in Year 10. For further clarification please see Ms Rackham.

Possible Pathways

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Teachers to see for advice regarding this subject: Ms Wilson and Ms Loel
Humanities Domain

Business Management Units 3 & 4
Unit 3 focuses on how large-scale organisations operate with a particular emphasis on social & 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 resource management and strategies used to manage human resources. They analyse change management and apply it to a significant business issue.

Assessment
Ongoing course work
Topic tests
1 x School Assessed Course (SAC)work
Exam

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

Possible Pathways

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Teachers to see for advice regarding this subject: Ms Wilson and Ms Loel
Classical Studies Units 1 & 2

What is a hero? What is beauty? What makes a leader? What is the nature of war? ancient Greece and ancient Rome confronted many of the questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what it means to be human.

Unit 1: Mythical Worlds
This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society. As archaeological methods developed over time, sites such as Troy and Knossos were explored by pioneers of archaeology for evidence to explain the possible historical basis of particular myths.
In this unit, students will study ancient texts and other sources to enrich their understanding of ancient myths and legends.

Unit 2: Classical imaginations
This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise of the Roman republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced? In this unit, students will examine a variety of texts and examples of culture from ancient Greece and Rome to enrich their understanding of ancient culture.

Assessments
- Essays
- Annotated catalogues
- Research reports
- Written analyses
- Short-answer responses
- Written reflections
- Oral presentations
- Multimedia presentations

Advice to students
There are no prerequisites for entry into Unit 1&2 Classical Studies, though students should have achieved strong results in both Humanities and English.

Teachers to see for advice regarding this subject: Mr Clark
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 affecting 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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<tbody>
<tr>
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<td>Unit 3 &amp; 4 Economics or Unit 3 &amp; 4 Business Management</td>
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<td>Unit 1 &amp; 2 Economics</td>
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Teachers to see for advice regarding this subject: Mrs Pearson
Humanities Domain

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 pushed for economic, political and social reasons. Students examine the role of trade with international 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 magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Students investigate how the government has utilized 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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<td>Unit 1 &amp; 2 Economics</td>
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<td>Unit 3 &amp; 4 Business Management</td>
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</table>

Teachers to see for advice regarding this subject: Mrs Pearson
**Humanities Domain**

**Geography Units 1 & 2**

**Unit 1: Natural Environments**
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments. Two areas of study are covered:

- An investigation of natural processes & human activities that bring about change to the natural environment of Mount Stirling in the Victorian ‘high country’. This incorporates a four-day / three night Fieldwork camp examining the natural environment of Mt. Stirling and the human activities leading to the changes taking place on the mountain.
- An examination of the human contribution to ‘global warming’ and the response of individuals, organizations and countries to meeting the challenges of this problem.

**Unit 2: Human Environments**
This unit investigates the dynamic nature & characteristics of Rural and Urban environments which can be changed in the long or short term by advances in technology, individual and organizational decisions, as well as by natural and human processes and events. Two areas of study are covered:

- Through a series of student researched and presented seminars, students analyse the characteristics of, and evaluate the links between world debt, urbanisation and slum development.
- Examination of the ‘peri-urban’ fringe of Melbourne, and the contrasting land uses and settlement patterns of this meeting of Urban and Rural environments. There is a one day fieldwork exercise investigating the geographic characteristics of the rural 'hamlet' at Woodend/Hanging Rock.

**Assessment**

**Unit 1:**
- Fieldwork report
- Practical analysis & evaluation of Geographic data

**Unit 2:**
- Seminar delivery, participation and analysis of findings
- Fieldwork report
- Exam

**Advice to students**
There are no prerequisites for entry into Unit 1 Geography, 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>Geography and the Natural Environment</td>
<td>Unit 1 &amp; 2 Geography</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
<td>University Enhancement studies in Geography</td>
</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Ms Thompson
**Humanities Domain**

**Geography Units 3 & 4**

**Unit 3: Regional Resources**
This unit investigates the nature and distribution of resources and variations in their use over time and place. It examines the place of water as a resource in Australia, with specific application to the Murray-Darling Basin. Fieldwork (a four day/three night Fieldwork camp) examines future policy options for the sustainable use and development of Mt. Stirling.

**Unit 4: Global Perspectives**
This unit investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that affect significant parts of the globe. This unit also focuses on the ways in which people and organisations respond to the impact of global phenomena. Two case studies are covered, Human Population (an examination of the impact of human population growth and dynamics on the natural world and human populations) and Desertification (an investigation of the geographic characteristics, causes, consequences and possible solutions to this global phenomenon).

**Assessment**

**Unit 3:**
- Murray-Darling Basin – Analysis of geographic data
- Mt Stirling Fieldwork Report

**Unit 4:**
- Global Population – Practical analysis and evaluation of Geographic data
- Desertification – Analysis of geographic data

**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. Please see the teacher listed below to discuss this option.

**Possible Pathways**

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<td>Unit 3 &amp; 4 Geography</td>
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<td>Unit 1 &amp; 2 Geography</td>
<td>Unit 3 &amp; 4 Geography</td>
<td>University Enhancement studies in Geography</td>
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</table>

**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 course work
3 x School Assessed Course work (SAC)
Exam

Advice to students
There are no prerequisites for entry into Unit 3 & 4 Global Politics. The school does not currently offer Unit 1 & 2 Politics so students are free to take up the course in either Year 11 or Year 12. It is not possible for students to study Unit 3 & 4 Global Politics in Year 10.

Possible Pathways
Students may wish to study Global Politics at either Year 11 or Year 12 level. 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 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
VCE Subjects

**History Units 1 & 2 – Twentieth Century History**

The 20th Century has been a period of enormous change in technology, political ideas and systems, economic experiences and social attitudes and values. There have been wars, revolutions, civil wars and civil rights movements – each driven by new ideas and by men and women alike.

In Unit 1 students explore the origins of WWI, crisis and conflict in post WWI Germany, the Great Depression, social life in the Nazi state and cultural expression in 1920s and 1930s. Areas of study in Unit 2 include the key ideas and nature of political power in the Cold War, the anti-war movement in America, and the collapse of the USSR.

**Assessment**

Ongoing course work
3 x Assessment Tasks
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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<th>Year 10</th>
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<td>Unit 3 &amp; 4 History - Revolutions</td>
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<td>Unit 3 &amp; 4 History - Revolutions</td>
<td>University Enhancement studies in History</td>
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**Teachers to see for advice regarding this subject:** Mrs Morgan, Ms Chapple and Mr Clark
History Units 3 & 4 – Revolutions

Revolutions are some of the most remarkable events in human history. They often lead to great progress, advancement and optimism. Yet paradoxically, they are also violent, brutal and at times, horrific. Revolutions in history have been considered and debated by historians, and this study considers differing perspectives and the reasons why various groups have made different judgements on these significant events. The extent to which the revolutionary process can be judged to have been successful and to have realised its aims, are also addressed and debated in this course. Over the course of the year, students will study one or more of the following revolutions: Russian, Chinese, French or American.

Assessment

Ongoing course work
3 x School Assessed Course (SAC) work tasks
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 and Mr Clark
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 course work
- ICT presentation
- Criminal law article and case analysis
- Topic tests
- 4 x formal assessment tasks
- Exam

Advice to students
It is recommended that students wishing to study VCE Legal Studies choose Year 10 Legal Studies. It is recommended that students studying Unit 3 & 4 Legal Studies have studied Unit 1 & 2 Legal Studies.

Possible Pathways

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<th>Option 1</th>
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<tbody>
<tr>
<td></td>
<td>Unit 1 &amp; 2 Legal Studies</td>
<td>Unit 3 &amp; 4 Legal Studies</td>
<td>University Enhancement studies in Criminalogy</td>
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</table>

Teachers to see for advice regarding this subject: Ms Wilson and 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 course work
- Topic tests
- 1 x School Assessed Course (SAC) work task
- 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.

Possible Pathways

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<td>Unit 1 &amp; 2 Legal Studies</td>
<td>Unit 3 &amp; 4 Legal Studies</td>
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<td><strong>Option 2</strong></td>
<td>Unit 1 &amp; 2 Legal Studies</td>
<td>Unit 3 &amp; 4 Legal Studies</td>
<td>University Enhancement studies in Criminal Justice Studies</td>
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</tbody>
</table>

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

Unit 1
Focuses on three key 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 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 course work
3 x Assessment Tasks
Exam

Advice to students
There are no prerequisites for entry into Unit 1 Philosophy, although 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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<tr>
<td>Option 1</td>
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<td>Unit 3 &amp; 4 Philosophy</td>
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<td>Unit 3 &amp; 4 Philosophy</td>
<td>University Enhancement studies in Philosophy</td>
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</table>

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

Unit 3
Focuses on the theme of 'the good life' and explores the work of various classical philosophers on the topic. Students will consider the role of wealth, emotion, desire, reason, freedom, virtue, choice and suffering in living the good life.

Unit 4
Focuses on metaphysics and epistemology. The first topic is the Nature of Mind and Body, where students will consider both materialist and dualist theories of mind, and questions such as ‘Is artificial intelligence possible?’ and ‘What is the nature of self?’ The second topic concerns whether science can provide us with knowledge. Students will study different answers to this question offered by three different philosophers.

Assessment
Ongoing course work
3 x School Assessed Course (SAC) work tasks
Exam

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

Possible Pathways

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</table>

Teachers to see for advice regarding this subject: Mr Clark
**Language Domain**

**French Units 1 & 2**

In Units 1 & 2 French, students begin to study more topics related to real-world, such as: the environment, science and technology, history, migration and the arts. 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 Study Guide. Students also complete one listening and one reading comprehension task 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 French.

**Assessment**

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

**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 Unit 3 & 4 French have studied Units 1 & 2 French.

**Possible Pathways**

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<th>Option 1</th>
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<td>Unit 3 &amp; 4 French</td>
<td>University Enhancement studies in French</td>
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</table>

**Teachers to see for advice regarding this subject:** Ms Wakeman and Mrs Krause
French Units 3 & 4
In Units 3 & 4 French, students continue to study themes and issues related to French-speaking countries and communities. 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 on 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 and 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 15 minute oral exam (including general conversation and the presentation and discussion of their detailed study).

Assessment

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<tr>
<th>Unit 3</th>
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<tr>
<td>250-300 word personal or imaginative piece</td>
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<td>Listening comprehension</td>
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<td>3-4 minute role-play</td>
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<th>Unit 4</th>
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<tr>
<td>Reading comprehension</td>
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<tr>
<td>Part A a 250-300 word informative, evaluative or persuasive piece</td>
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<tr>
<td>Part B (1 3-4 minute interview)</td>
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<tr>
<td>Ongoing course work</td>
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<tr>
<td>Tests</td>
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<td>Exam</td>
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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 Unit 3 & 4 French have studied Units 1 & 2 French.

Possible Pathways

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<thead>
<tr>
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<td>Option 3</td>
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<td>Unit 3 &amp; 4 French</td>
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</table>

Teachers to see for advice regarding this subject: Ms Wakeman and Mrs Krause
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 task 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 course work
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 Unit 3 & 4 Japanese have studied Units 1 & 2 Japanese.

Possible Pathways

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<th>Option</th>
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<tbody>
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<tr>
<td>Option 2</td>
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<td>Unit 1 &amp; 2 Japanese</td>
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<tr>
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<td>Unit 1 &amp; 2 Japanese</td>
<td>Unit 3 &amp; 4 Japanese</td>
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</tbody>
</table>

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

In Unit 3 students produce a 500 ji personal or imaginative written piece, analyse and use information from spoken texts, and complete a three- to four-minute role-play, focusing on the resolution of an issue. In Unit 4 students analyse and use information from written texts, write a 600 ji informative, persuasive or evaluative written response, and complete a three- to four-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 ji 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 Unit 3 & 4 Japanese have studied Units 1 & 2 Japanese.

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Background speakers only, with permission

Teachers to see for advice regarding this subject: Mr Bramley and Ms Wakeman
Biology Units 1 & 2
In Units 1 & 2 Biology students study the cell as the structural and functional unit of the whole organism. They investigate how organ systems work in order to meet the energy and nutrient requirements of an organism. They observe how organisms can adapt to the environmental factors prevalent in their habitats, and learn about the complex and finely balanced network of relationships that exist in Australian ecosystems.

Assessment
4 x Assessment Tasks
Topic Tests
Exam

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 and Mr LaBrooy
Biology Units 3 & 4
In Units 3 & 4 Biology, students consider the molecules and biochemical processes that are 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 nervous system and immune system. Students then examine evidence for evolution over time, incorporating molecular genetics and modern genetic technologies.

Assessment
- 3 x School Assessed Course work (SAC) tasks per semester
- Topic Tests
- End of year 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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Teachers to see for advice regarding this subject: Mrs Latham and Mr LaBrooy
Science Domain

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 Periodic Table and Materials. Students learn how evidence is used to develop and refine chemical ideas and knowledge, as well as use the different models of structure and bonding to explain the properties and applications of materials.

Unit 2 Chemistry focuses on Water and the Atmosphere. Students work to balance chemical equations and apply their knowledge to quantitative and qualitative investigations of reactions involving acids and bases, the formation of precipitates and gases as well as oxidants and reductants. Students study how chemical reactions and process occurring in the atmosphere help to sustain life on Earth.

Assessment
- Ongoing course work
- Topic tests
- 3 x Assessment Tasks
- 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 and 2 Chemistry.

Possible Pathways

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Teachers to see for advice regarding this subject: Ms Richards, Ms Warriner and Miss Wriedt
Chemistry Units 3 & 4
Unit 3 & 4 Chemistry involves investigating the scope of techniques available to the analytical chemist and using these techniques to analyse organic reaction pathways and the chemistry of particular organic molecules. Students investigate industrial production of chemicals and the energy changes associated with chemical reactions. They apply the knowledge and principles of green chemistry to chemical processes, and use the language and symbols of chemical formulas and equations to explain observations and data collected from experiments.

Assessment
Ongoing course work
6 x School Assessed Course work (SAC) tasks
External Examinations

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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</tr>
</tbody>
</table>

Teachers to see for advice regarding this subject: Ms Richards, Ms Warriner and Miss Wriedt
Environmental Science Units 1 & 2
Students studying Unit 1 will identify and describe the natural processes within the environment and ecosystems, and analyse the impact humans and human activity have on the environment. In Unit 2 students explain and analyse the use of environmental indicators to measure the health of ecosystems and investigate a local environmental issue.

Assessment
Ongoing course work
Fieldwork report
Oral presentation
Multimedia report
Practical report

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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<td>Unit 1 &amp; 2 Environmental Science</td>
</tr>
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</table>

Teachers to see for advice regarding this subject: Mrs Latham and 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 course work
Topic tests
Practical report
Oral presentation
Multimedia report
Practical 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 and 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 Nuclear Physics and Radioactivity, focusing on the structure of the nucleus, the nature of radioactive emissions and the impact of exposure to radioactive sources. The second core area of study is Electricity. Students explore electrostatic forces, the nature of electric current, potential difference and resistance, and develop strategies for analysing a range of electrical circuits. Finally, students undertake a detailed study. This study is chosen from six possible options: Astronomy, Astrophysics, energy from the nucleus, flight, sustainable energy sources, and medical physics. In 2014, the study in Astrophysics is the one most likely to be explored.

In Unit 2 students investigate Motion, with the aim of building on the work done in Year 10 Foundation Physics and extending their understanding of this topic beyond the level of Unit 2 to some concepts from Unit 3. The second core area of study is Wave-like Properties of Light. Students explore the nature and properties of waves, investigate wave behaviours, and compare the wave and particle models for light. Finally, students undertake a detailed study. This study is chosen from amongst various options. In 2013, the study in Special Relativity was undertaken, and it is likely that this will be repeated in 2014.

Assessment

Ongoing course work including practical work
Topic tests and an Assignment
3 x Assessment Tasks
Exam

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 and 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 amongst various options, but in 2014 is most likely to focus on sound.

**Assessment**

- **Unit 3 & 4**
  - Ongoing course work including practical work
  - Topic tests
  - 3 x School Assessed Course work (SAC) tasks

- **Unit 3 only**
  - One Extended Practical Investigation

**Advice to students**

It is recommended that students studying VCE Physics study Foundation Physics at Year 10 level. It is 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 and Mr Alderton
Science Domain

Psychology Units 1 & 2
Psychology is the systematic study of thoughts, feelings and behaviour. It is one of the newer sciences, but one of the oldest fields of disciplined inquiry. Psychology aims to describe, explain and predict human behaviour. In doing so, it relies on scientific procedures rather than intuition. The application of research methods in Psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

Students will:
- Analyse the contribution that classic and contemporary theories have made to the development of psychology
- Study the specialised fields of psychology and investigate aspects of visual perception from a biological, behavioural, cognitive and socio-cultural perspective
- Consider how classic and contemporary studies contribute to our understandings of changes that take place across an individual's lifespan
- Examine research findings to explain the formation of attitudes, and individual and group behaviour
- Examine research methods appropriate to measuring attitudes and behaviours and consider ethical issues in the conduct and use of such research
- Explore scientific ways to describe, measure and classify intelligence and personality

Assessment
- Ongoing course work
- Exam
- 6 x Assessment Tasks in the form of:
  - Tests
  - Research investigations
  - Media responses
  - Evaluations of research
  - Data analysis
  - Visual presentations
  - Annotated folio of practical activities

Advice to students
It is strongly recommended that students studying 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 and Ms Gory
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 course work
6 x School Assessed Course (SAC) work tasks in the form of:
- Tests
- Research investigations
- Media responses
- Evaluations of research
- Data analysis
- Visual presentations
- Annotated folio of practical activities
- Exam

Advice to students
It is highly recommended that students studying Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

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Teachers to see for advice regarding this subject: Miss Soltys and Ms Gory
Information Technology Units 1 & 2

Unit 1 focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. This unit includes an examination of how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Unit 2 focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

Assessment
- Ongoing class work
- Assignments and projects
- Tests
- Exam

Possible Pathways

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Teachers to see for advice regarding this subject: Mr Chattath
Information Technology (Applications) Units 3 & 4

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.

Unit 4 focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation.

Assessment

School Assessed Course (SAC) work tasks
Exam

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

In Unit 3 students focus on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 & 4. Area of study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In area of study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions. In Unit 4 students focus on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

**Assessment**

School Assessed Course (SAC) work tasks
Exam

**Possible Pathways**

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**Teachers to see for advice regarding this subject:** Mr Chattrath
**VCE Subjects**

**Technology Domain**

**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 course work
- 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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<td>Option 1</td>
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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 course work
- Topic tests
- 3 x School Assessed Course (SAC) work tasks for Unit 3
- 2 x School Assessed Course (SAC) work 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
**Mechatronics (Systems Engineering) 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.

**Outcome 1: Fundamentals of mechanical system design**
On completion of this unit the student should be able to describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.

**Outcome 2: Producing and evaluating mechanical 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.

**Outcome 1: Fundamentals of electrotechnology system design**
On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

**Outcome 2: Producing and evaluating electrotechnology systems**
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.

**Advice to students**
It is recommended that students intending to study Units 3 & 4 (Systems Engineering), have studied Unit 1 and 2 (Mechatronics).

**Possible Pathways**

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
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<tbody>
<tr>
<td><strong>Option</strong></td>
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</tr>
</tbody>
</table>

**Teachers to see for advice regarding this subject:** Mr Chattrath
Systems Engineering Units 3 & 4 (offered in 2015)

Unit 3: Integrated systems engineering and energy
Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system.

**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
Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

**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.

Advice to students
It is recommended that students intending to study Units 3 & 4 (Systems Engineering), have studied Unit 1 and 2 (Mechatronics).

Possible Pathways

<table>
<thead>
<tr>
<th>Option</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
</table>

Teachers to see for advice regarding this subject: Mr Chattrath
Publications that may assist with choices

- Where to Now for 2014
- CHOICE! Published by Victorian Tertiary Admissions Centre (VTAC)
- The Age: 2014 Tertiary Planner
- University booklets for Year 10 students
- VCE study-specific handbooks. On line 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 2015 - Available through VTAC (copy on NEO in the careers section).

Outside Agencies and Internet Sites

Victorian Curriculum and Assessment Authority  www.vcaa.vic.edu.au
VTAC  www.vtac.edu.au
My Future Careers Site  www.myfuture.edu.au
Australian Government Information  www.goingtouni.gov.au
Youth Central  www.youthcentral.vic.gov.au
Dispute Resolution

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 2014 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, however are encouraged to have a support person (teacher/guardian/parent/education support staff) who attends any meetings 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 coordinator) & Principal

Parents/Guardians informed in writing & invited for meeting

Final Decision by Principal

Parents/Guardians/Student informed in writing

VCE/VASS data entered by VASS Coordinator
Instructions for Subject Selections Online

You will make your selections for your subjects online. Please follow these instructions:

1. Before you begin, make sure that you will 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 15, 2013.
3. Please do not leave it until the last moment to make your selections, because 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 25, 2013.

Step 2. You are now at the Edval Webchoice login page. Enter your 5 digit Login code into the Login code box and then click the Login button.

Step 3. Read the instruction at the top and on the right 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 in to the post boxes by Friday August 16, 2013.

Step 6. You may login again and make changes to your preferences at anytime until midnight on Thursday August 15, 2013. If you change your selection, you will need to bring a new signed printout to the post boxes by Friday August 16, 2013.

Step 7. If you have difficulty logging-in, check your typing of your webcode. If you have difficulty in making your selections, re-read the instructions. If you continue to have difficulty, send an email to Ms Callahan at Jennifer.Callahan@nossalhs.vic.edu.au

Note: Every effort is made to give students their choice of subjects, but this is not always possible.
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 English and a Mathematics + 8 other semester long units in preference order - 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.
  
  Note: If you choose a VCE subject and/or Language you will have to put in extra year 10 preferences in order to complete your online selection.

- **Students in Year 11**: select an English plus five other subjects in preference order.

- **Students in Year 12**: select an English plus four other subjects in preference order
  
  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.

**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 semester 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 VIC TER guide for the year appropriate to you
  
  - 2013 Year 12s consult the 2014 VIC TER
  - 2014 Year 12s consult the 2015 VIC TER
  - 2015 Year 12s consult the 2016 VIC TER

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 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 2014 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 2014 if students and families continually change their minds.

6. Log on and complete the course selections as per the guidelines below by the due date **Friday August 16, 2013**.

7. Follow the timeline outlined on the back of this booklet. We stand firm on our decision not to discuss courses in the interim periods between the specified dates. We need this time to make decisions and work on planning for the coming year.
Planning tool for 2013 and beyond. Use this table to help you plan your course.
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>Year 10 (year ____ )</th>
<th>Year 11 (year ____ )</th>
<th>Year 12 (year ____ )</th>
<th>Goal for Beyond Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Literature</td>
<td>English/English Language/Literature</td>
<td>English/English Language/EAL/Literature</td>
<td>What do you intend to do after school?</td>
</tr>
<tr>
<td>Mathematics (__________)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>What are prerequisites for this?</td>
</tr>
</tbody>
</table>
Follow YOUR dreams!

Study what you enjoy and are good at!
### Nossal High School Course Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected timeline</th>
</tr>
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</table>
| Careers/Pathways Information Night                                    | Wednesday July 24, 4.00pm to 8.00pm  
6.30pm session for those students recommended for HES enhancement studies in 2013.         |
| Senior Course Counselling Year 9, 10 and 11                          | Wednesday August 7, 8.00am - 8.00pm by appointment  
(no classes this day).  
All Year 9 counselling should be completed on this day.                      |
| Senior Course Counselling                                             | Monday August 12 and Tuesday August 13, 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 return to class. |
| Online course selection completed by midnight Thursday August 15     | Friday August 16 - All printed forms placed in the Nossal post boxes.  
No communication about courses after this point until the week of Monday September 9, when only students with course difficulties will be contacted. |
| Students with course problems notified and counselled to reselect.    | Monday September 9 through to Friday September 20.  
No communication about courses after this point until the week of Monday October 28. |
| Students notified of 2014 courses                                     | Monday October 28  
No communication about courses after this point until the week of Monday December 16. |
| Commencement of 2014 courses                                          | Thursday November 28 - Friday November 29 |
| Unit 3 & 4 VCE results released                                      | Monday December 16 |
| Final adjustments to 2014 courses by appointment                      | Monday December 16 and Tuesday December 17 |