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<td>Health &amp; Human Development</td>
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# VCE/VET Studies offered for 2016

Note: Not all subjects offered will necessarily run

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<td>Global Politics</td>
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<td>History – Ancient Civilizations</td>
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VCE GUIDELINES

VCE Requirements

- 22 Units for most students
- Year 10/11 – 6 subjects (12 units)
- Year 12 – 5 subjects (10 units)
- At least 16 units must be satisfactorily completed to gain VCE
- 3 English Units – including 1 x Unit 3&4 English
- 3 x other Unit 3&4 sequences

Our “Pre-VCE” Concept

- Year 10 Students may access Units 1&2 VCE subjects alongside Year 11 students
- Year 11 Students may access Units 3&4 VCE subjects alongside Year 12 students
- Student status is considered “Pre-VCE” until confirmed at the end of Term 1

Once confirmed the student status is genuine VCE

How Many Pre-VCE Subjects May I Study?

- Year 10 Students may study at most 2 Pre-VCE Units 1&2 subjects
- Year 11 Students may study at most 2 Pre-VCE Units 3&4 subjects

Once Confirmed (end Term 1) the status of these subjects become genuine VCE

How Many Subjects and VCE Units Must I Study?

- Year 10 students do 7 studies, Year 10 English/EAL, Maths (see Handbook), Science, Humanities, Sport and 2 VCE Subjects
- Year 11 students do 6 studies, each of which comprises a Unit 1 and a Unit 2 (or Unit 3&4 where relevant) This gives the total of 12 unit for Year 11
- Year 12 students do 5 studies, each of which comprises of Unit 3&4. This gives a total of 10 Units for Year 12
STANDARD COURSE STRUCTURES AT SOUTH OAKLEIGH COLLEGE

YEAR 10

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th>VCE UNIT</th>
<th>NOTE</th>
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<tbody>
<tr>
<td>English</td>
<td>2 VCE UNIT 1 &amp; 2</td>
<td>Students will be enrolled in Pre-VCE Unit 1 and 2 subjects where their assessment will be modified to reflect completion of a Year 10 Course of Study. In some instances, after consultation with staff, students and parents, students will be formally enrolled in the VCE Unit.</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
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YEAR 11

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<th>VCE UNIT 1 &amp; 2</th>
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<tbody>
<tr>
<td>Unit 1 &amp; 2 English / EAL</td>
<td>12 per year (6 per Semester)</td>
<td>At least two Units of an English and 5 other VCE sequence with a maximum of 2 Unit 3 and 4 sequences.</td>
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YEAR 12

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<thead>
<tr>
<th>COMPULSORY</th>
<th>NOTE</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 &amp; 4 English / EAL</td>
<td>At least two Units of an English and 4 other Unit 3 and 4 sequences</td>
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</table>

NB

- Year 10 Sport does not have to be selected. It is automatically timetabled to occur Wednesday afternoon
- Having completed an ‘Accelerated Subject’ in a previous year will NOT be accepted as reason for a reduced allotment in the current year

Subject Selection Instructions
In selecting a course of study students should consider:

- Subjects that they may need for future study or work.
- Subjects which they have previously completed
- Subjects which maintain and develop skills and talents.
- Consult with the careers adviser

Students should refer to at VTAC website www.vtac.edu.au for specific requirements of tertiary courses.

PATHWAYS DESIGNING YOUR VCE PROGRAM

Managed individual pathways

A number of supportive programs and activities are made available to senior students at South Oakleigh College to help them to successfully complete secondary school and experience a smooth transition into further education, training or employment. Each student is required to have a ‘Managed Individual Pathway’. The pathways/careers coordinator checks the pathway plans and students are encouraged to review their plan regularly in order to check their progress with meeting their goals and to seek out support where necessary.

What is a Program?

A Program is a group of studies, usually taken over two years, which focus on a particular area. When selecting VCE subjects it is important to select a balanced course that reflects the student’s strengths, interests and future educational or career objectives, without narrowing their options. The following is a list of some career fields and subjects that may be complementary to the field of interest.

<table>
<thead>
<tr>
<th>CAREER FIELD</th>
<th>COMPLEMENTARY SUBJECTS</th>
<th>CAREER FIELD</th>
<th>COMPLEMENTARY SUBJECTS</th>
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<tbody>
<tr>
<td>Architecture/Building and related trades and</td>
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<td>Engineering and related trades</td>
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<td>Language - Japanese</td>
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<th>COMPLEMENTARY SUBJECTS</th>
<th>CAREER FIELD</th>
<th>COMPLEMENTARY SUBJECTS</th>
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</table>
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Business Management  
English  
Food Technology  
Information Technology  
Legal Studies  
Language - Japanese  
Mathematics | Information Technology | Accounting  
Business Management  
Design and Technology  
Digital Media  
Economics  
English  
Information Technology  
Mathematics  
Media  
Physics |
| Arts and Design                    | Product Design and Technology  
Theatre Studies  
Media  
VCE/VET Music  
Studio Arts  
Visual Communication | Law | Accounting  
Business Management  
English  
History  
Legal Studies  
Literature  
Language - Japanese  
Mathematics |
| Education                          | English  
History  
Literature  
Language - Japanese  
Mathematics  
Theatre Studies  
Physical Education  
Psychology  
Any science | Science, Medicine and Environment | Biology  
Chemistry  
English  
Geography  
Information Technology  
Literature  
Mathematical Methods  
Physical Education  
Physics  
Psychology |
10 Core Subjects

Year 10 English/EAL

Following AusVELS guidelines, the English course is designed with language use in each of the following modes - listening, speaking, writing, reading and responding to texts. Drawing on a range of material and teaching strategies, the study strives to build on the student's critical and imaginative skills. Ultimately, our goal is to create competent users of the language for a range of purposes and audiences, developing the student's vocabulary, spelling and punctuation skills through their interaction with the language.

Students learn how literature texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Students participate in a range of learning activities which include the following:
- preparing and presenting spoken and written language exercises
- responding to classroom discussions and questions
- drafting and editing written pieces for different purposes
- critically assessing literature, using a variety of techniques
- analysing an issue, drawing on appropriate modes of presentation
- working with other students in a set language task including role plays and debating.

These units develop skills in all language modes.

Students will:
- study a variety of print and non-print texts
- analyse the way language is used to persuade in current newspaper issues and topical texts
- produce a Writing Folio displaying the use of different genres for various audiences that have undergone the drafting process
- participate in class debates, oral presentations and role plays
- read widely
- complete Senior English Skills Builder activities
- use ICT to construct web pages, blogs, power point displays, short films etc.
- develop strong Exam Techniques through timed Writing Tasks and semester exams
- participate in VCAA On Demand Testing four times per year
Preliminary Mathematics Methods

A Prerequisite to the Study of Mathematical Methods Unit 1 and 2
This advanced Maths subject is for teacher nominated students who wish to continue studying Mathematics in the senior years, specifically Maths Methods (CAS) in VCE. They may study Preliminary Mathematics in conjunction with General Maths Unit 1 and 2.

Methods Prelim has content suitable for the development of student mathematical background in preparation for further study of functions, algebra, and calculus; as well as other additional content related to statistics and trigonometry. This will help prepare students for Mathematical Methods (CAS) Units 1 and 2 the following year.

Additional material covered as preparation for subsequent study of Mathematical Methods (CAS) Units 1 and 2, includes content relating to an introductory treatment of logarithmic functions and circular functions (as functions of a real variable). This could include related algebra and solving simple equations, as well as some simple transformations of graphs, especially in modelling contexts. Students should also be familiar with corresponding work on sets, including relevant notation that underpins the study of functions, algebra, calculus and probability, as well as the use of technology for numeric, graphic and symbolic computation.

Pathway
Students considering undertaking Math Methods Units 1 and 2 are strongly recommended to select Preliminary Math Methods.

Standard Mathematics

This is a standard Year 10 Maths Course designed to consolidate students’ skills before they may choose to progress to a VCE Mathematics study (General or Foundation) the following year. The proficiency strands of Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry.

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics

Pathway
Students may choose to study VCE General Maths or Foundation Maths the following year.
**Sport Education**

Year 10 students participate in a predominantly practical based Physical Education program that is in line with AUSVELS and in particular the standards of Movement and Physical Activity. The program will also provide students with practical activities that will offer an insight into VCE Physical Education and exposure to potential career pathways within the Health and Fitness Industry.

The year long program will be broken down over four terms and will feature several incursions and excursions, along with practical school based activities that will help promote Health and Fitness. Students will access Sport and Recreation Facilities within the local community, experience a variety of new fitness activities as well as meet Health and Fitness Professionals.

**Pathway**

Physical Education Units 1 and 2 Health and Human Development Units 1 and 2

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**Special Requirements**

Students are required to wear the South Oakleigh College Physical Education uniform to all practical classes. Students are required to pay a levy to assist with the cost of excursions and incursions, this is approximately $60.

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**History**

**THE MODERN WORLD AND AUSTRALIA**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

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

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

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**Science**

In Year 10 Science students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

The content provides students with the opportunity to understand different branches of Science with the view to undertake further studies in Biology, Chemistry and Physics in future years.
**English and EAL**

VCE English and EAL focuses on how the English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

The study of English contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing. The study is made up of four units. Each unit contains between two and three areas of study.

For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

**Unit 1**

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

*Area of Study 1*  
Reading and creating texts

*Area of Study 2*  
Analysing and presenting argument

**Unit 2**

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

*Area of Study 1*  
Reading and comparing texts

*Area of Study 2*  
Analysing and presenting argument

**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 choices they have made as authors. They also study ‘Using language to persuade’, involving the analysis and comparison of the use of language in texts that debate a topical issue.

*Area of Study 1*  
Reading and responding

*Area of Study 2*  
Creating and presenting

*Area of Study 3*  
Using language to persuade
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.

Area of Study 1
Reading and responding

Area of Study 2
Creating and presenting

Literature
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts.

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text’s complexity and meaning. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. The study is made up of four units.

Unit 1: Approaches to literature
In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They examine the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3
This unit involves three areas of study: ‘Adaptations and transformations’, which explores how the form or genre of the text is significant in the making of meaning; ‘Views, values and contexts’ considers the ways in which views are expressed to create particular perspectives of the world and ‘Considering alternative viewpoints’ focuses on how various interpretations and judgments about a text can contribute to the students’ interpretations.

Unit 4
This unit focuses on students’ creative and critical responses to texts. The two areas of study include ‘Creative Responses to texts’ and a ‘Close Analysis’ of a text.
MATHEMATICS STUDIES

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Further Mathematics
Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’.

General Mathematics

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

For Units 1 and 2, to suit the range of students entering the study, content is selected from the six areas of study.

The content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Mathematical Methods (CAS Calculator)

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.

In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should be able to use relevant mental and by-hand approaches to estimation and computation.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Prerequisites: Units 1 & 2 is available to students who have successfully completed year 10 Preliminary Mathematical Methods.
The Unit 3 & 4 course is available to students who have successfully completed Mathematical Methods Units 1 and 2.

**Further Mathematics**

This subject provides general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’, and ‘Graphs and relations’, ‘Data analysis’ and ‘Recursion and financial modelling’.

Prerequisites: This course is available to students who have successfully completed General Mathematics Units 1 and 2.

**Specialist Mathematics**

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

Prerequisites: Units 1 & 2 is available to students who have successfully completed year 10 Preliminary Mathematical Methods.

The Unit 3 & 4 course is available to students who have successfully completed Specialist Mathematics Units 1 & 2 and / or Mathematical Methods Units 1 & 2.
SCIENCE

- Biology
- Chemistry
- Physics
- Psychology
Biology

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled microorganisms. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers.

It is highly recommended that students complete unit 1 & 2 before attempting units 3 & 4 Biology.

Unit 1
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Unit 2
In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Unit 3 Signatures of Life:
Students investigate the activities of cells at a molecular level including catalysing biochemical processes such as respiration and photosynthesis. Students gain an understanding of DNA as a code for the reproduction of proteins and cell products. Students explore applications of molecular biology in medical diagnosis and the design of new pharmaceuticals. Students investigate how cells detect biomolecules, how organisms recognise ‘self’, signalling molecules and how advances in molecular biology assist in managing disorders that interfere with co-ordination.

Unit 4 Continuity and Change:
Students examine evidence for evolution of life forms over time. They investigate how genomics provides insight into gene expression and the relationship between species, how genes are transmitted and patterns of inheritance. They consider variation and changes to species over time and extinction. They examine biological, cultural and technological evolution and the ability to change the genetic composition of individual organisms and species.
Chemistry

Chemistry is a science which looks at the effect that elements and compounds have in our lives. Chemistry is a dynamic science in which a grasp of factual information and practical skills is equally important. Students must complete unit 1 & 2 before attempting units 3 & 4 Chemistry. It is also recommended that students wishing to do Chemistry also study a VCE Mathematics: General Mathematics or Mathematical Methods.

Unit 1
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Quantitative concepts in chemistry including the mole concept are also studied.

Unit 2
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3  Chemical Pathways:
- complete gravimetric analyses including the calculations involved
- use data tables to interpret IR, NMR and Mass spectrums
- use calibration graphs to determine quantity present for AAS and UV/VIS Spectroscopy as well as GC and HPLC Chromatography
- draw structures representing the bonding in proteins, carbohydrates, fats and DNA
- design and draw pathways for the synthesis of commonly used medications such as Aspirin and Paracetamol

Students will utilise computers to record and access information, to graph and present experimental data and to conduct research for assignments. Its application as an additional research tool is invaluable in this subject. Students will also require a scientific (non-graphic) calculator.
Unit 4  Chemistry at Work

- describe energy transfer that occurs during chemical reactions
- define energy and the rate of reaction as well as describe the factors which affect the rate of a reaction
- define equilibrium and the effect it can have on industrial processes, including the factors that influence the method of production
- relate the common methods of heat and electricity production and the effects they have on the environment
- choose an alternative fuel for a given situation based on their knowledge of the different alternative fuels such as biofuel or fuel cells
- draw diagrams and describe the different methods of electrolysis used in industrial processes in Australia.

Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Unit 1

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

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

Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2

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

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.
Unit 3
Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

Students continue to have regular experience in experimental investigation in the laboratory. They design and carry out an extended practical investigation. They collect accurate data, evaluate the quality of data and measurement processes, and make conclusions based on the data.

Mathematical modelling, including calculations, is applied to all areas of study to organise first-hand and second-hand data, make predictions and link concepts. Students analyse and solve more complex qualitative and quantitative problems.

Unit 4
Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication. Students continue to undertake extensive and regular experimental work in the laboratory. They design and carry out investigations, collect accurate data, evaluate the quality of data and measurement processes and make conclusions based on the data.

Computer and/or graphical calculator programs are used to collect and analyse first-hand and secondhand data, and to present investigation findings.

In this unit, students develop conceptual understanding by investigating practical activities and demonstrations. Students record raw qualitative and quantitative data and present processed data, including correct use of units, symbols and formulas, accurately and to ensure that relationships between variables are evident.
Psychology

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

Unit 1 - How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.
Area of Study 1 – How does the brain function?
Area of Study 2 – What influences psychological development?
Area of Study 3 – Student-directed research investigation

Unit 2 - How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.
Area of Study 1 - What influences a person’s perception of the world?
Area of Study 2 - How are people influenced to behave in particular ways?
Area of Study 3 – Student-directed practical investigation

Unit 3 – The Conscious Self
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.
Area of Study 1 – Mind, brain and body
Area of Study 2 – Memory

Unit 4 – Brain, Behaviour and Experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways.
Area of Study 1 – Learning
Area of Study 2 – Mental Health
Humanities

- Business Management
- Accounting
- History – Ancient History
- Legal Studies
- Politics
VCE Business Management

In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1  Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2  This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3  In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4  This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.
Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. Students who study VCE Accounting may go on to further studies and careers in Business and Finance.

Unit 1 This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2 This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. 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.

Unit 3 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. The perpetual method of stock recording using the First In, First Out (FIFO) method is applied.

Unit 4 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. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.
History – Ancient History

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

Unit 3 and Unit 4, Area of Study 1:
Living in an ancient society
• What was it like to live in ancient Egypt, Greece or Rome?
• What were the social, political and economic features of life?
• Why were these features significant?
In this area of study students explore the historical significance of social, political and economic features of Egypt, Greece or Rome. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

Unit 3 and Unit 4, Area of Study 2:
People in power, societies in crisis
• How did crises change ancient societies?
• How did key individuals contribute to such events?
• How might we judge the historical significance of these crises and the individuals who took part in them?
In this area of study students explore a crisis in ancient Egypt, Greece or Rome with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events. In some cases, individuals made decisions that shaped their societies. On the other hand, the power of individuals was limited in a range of ways. To comprehend these people, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals deepens students’ understanding of human agency.
Legal Studies

Legal Studies investigates ways in which the law and legal system serve individuals and the community. The processes of law-making, dispute resolution and the administration of justice are examined. Students develop an understanding of the impact of the legal system on the lives of citizens and the implications of legal decisions and outcomes on Australian society. Students also develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. Students are encouraged to question these systems and develop judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Unit 1  Criminal law in action:
Students 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.

Unit 2  Issues in civil law:
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.

Unit 3  Law-making:
This unit focuses on institutions that determine laws and the processes by which laws are made. It considers why laws are necessary and the impact of the Commonwealth Constitution on the legal system. An evaluation of the law-making bodies and the processes used to influence change and reform is undertaken.

Unit 4  Resolution and justice: In this unit students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation.
Politics

Units 1 and 2: Global Politics
Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues.

Unit 1: The National Citizen:
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship.

Unit 2: The Global Citizen:
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. This unit is concerned with contemporary issues and events.

Unit 3: Evaluating Australian Democracy
This unit provides an overview of the operation of Australian democracy. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Global actors In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4: Australian Public Policy
This unit focuses on Australian federal public policy formulation and implementation. Students investigate the complexities the government faces inputting public policy into operation.

Global Challenges In this unit, students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues.
TECHNOLOGY

- Food and Technology
- Information Technology
- Software Development
- Systems Engineering
- Product Design and Technology – Textiles Or Wood
Food and Technology

VCE Food and 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.

Unit 1  Food Safety and Properties of Food:
Students are introduced to the nature of food and how to prepare and store it for best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices are also investigated. Students discover the link between classification of foods and their properties and how enjoyment of food is associated with different cooking methods and properties of foods.

Unit 2  Planning and Preparation of Food:
Students investigate the most appropriate tools and equipment to produce optimum results, including latest developments in food technology. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food.

Students work both independently and as a member of a team to research and implement solutions to a design brief (including food safety and hygiene), and to respond to exciting challenges of preparing food for a range of contexts, including nutritional considerations, cultural beliefs and resource access and availability.

Unit 3  Food Preparation, Processing and Food Controls:
Students develop an understanding of food safety in Australia by investigating the causes of poisoning and food spoilage, and the relevant regulations and government bodies. Students apply safe work practices while preparing food.

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students develop a design plan to meet the requirements of a specific design brief, which incorporate the production of four to six food items.

Unit 4  Food Product Development and Emerging Trends:
In this unit students work independently to complete the challenge of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan including complex processes, preservation and presentation techniques.

Students examine the food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing. Students investigate emerging trends in product development, including societal pressure to improve health, technological developments and environmental considerations.
The study of Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information.

**Unit 1: Computing**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

**Unit 2: Computing**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

**Unit 3: Software Development**

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

**Unit 4: Software Development**

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

Units 1 to 4 Systems students plan, construct and test electro-mechanical projects having some type of “control system”. There is also an emphasis on the efficient use of energy and on the environment.

Our project work and learning activities, for which the Study Design gives a fair bit of freedom, takes into account student interest and experience. Most recently this has involved a range of electronics and robotics projects with significant student interest in electronically controlled and GPS guided ground and air vehicles such as drones.

In a typical lesson students may be using software to design and simulate projects, soldering and fabricating their designs as well as using software to upload programs to microprocessors such as the Picaxe and the Arduino.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about, and learn to appreciate and apply technological systems.

**Product Design and Technology – Textiles or Wood**

In this study, students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Central to the study is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. (*Note that only one of these may be chosen – Textiles or Wood.*)

**Unit 1  Product re-design and sustainability:**
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

**Unit 2  Collaborative design:**
In this unit students work both individually and as members of small design team to address a problem, need or opportunity and consider the associated human-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. They apply knowledge, skills, techniques and processes to make their product in accordance with the team requirements.

**Unit 3  Applying the product design process:**
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or end-user, developed through a design process and influenced by a range of complex factors. They present a folio that documents the product design process used and commence production of the designed product. They develop skills in writing a design brief and focus on factors, processes and systems that influence the design and development of products within industrial settings.

**Unit 4  Product development and evaluation:**
In this unit students use comparative analysis and evaluation methods to make judgements about commercial product design and development. They continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production process. Students evaluate the effectiveness and efficiency of their product using evaluation criteria and feedback. They produce an informative presentation to highlight the products features and explain its care requirements.
Development
• Physical Education
Health & Human Development

Over the four Units of Health and Human Development, the health and development of Australia’s youth, individual human development and health issues are studied. Australia’s health is also examined which then follows on to a more global view of health and human development. This course is very relevant to life and thought-provoking in regards to lifestyles and behaviours that affect health and development across all stages of the lifespan.

Unit 1 The Health and Development of Australia’s Youth:
Students will describe the dimensions of, and the interrelationships within and between, health and individual human development. They will explain and describe the factors that impact on the health and individual human development of Australia’s youth. Health issues relevant to Australia’s youth and strategies and programs that have an impact on youth health and development are studied.

Unit 2 Individual Human Development and Health Issues:
Students study the factors that affect the health and individual human development of Australia’s children and adults. Selected health issues facing Australia’s health system and evaluation of community and/or government actions that may address the issues are analysed.

Unit 3 Australia’s Health:
Students should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status. Different models of health and health promotion will be examined. The roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives is investigated. The role of government and non-government organisations is examined in relation to the provision of programs and support for the promotion of healthy eating.

Unit 4 Global Health and Human Development:
Global Health and Human Development. Students will be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations Millennium Development Goals and describe the interrelationships between health, human development and sustainability. Students will learn to describe and evaluate programs implemented by International and Australian government and non-government organisations in promoting health, human development and sustainability.
Physical Education

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

Unit 1 Bodies in Motion:
This unit introduces students to an understanding of physical activity, including the relationship between body systems and physical activity and the role of physical activity in wellbeing.
- Body Systems and Human Movement
- Biomechanical movement principles
- Detailed Study: Technological advancements in Sport

Unit 2 Sports Coaching and the Physically active lifestyle:
This unit focuses on the general processes that are common to analysing performance, learning physical skills and the biomechanical principles of movement involved in these skills.
- Effective coaching practices
- Physically active lifestyles
- Detailed Study: Promoting active living

Unit 3 Physical Activity participation and physiological performance:
This unit introduces students to an understanding of:
- Monitoring and promotion of physical activity in adherence to the National Physical Activity and Sedentary Behaviour Guidelines
- Physiological responses to physical activity including the provision of energy for physical activity

Unit 4 Enhancing performance
This unit examines the factors that influence:
- Planning, implementing and evaluating a training program to enhance specific fitness components
- Performance enhancement and recovery practices, including nutritional, psychological and physiological enhancement of performance.

Students are required to plan and implement a 6 week training program in Unit 4.
The Arts

- MEDIA
- STUDIO ARTS
- THEATRE STUDIES
- VISUAL COMMUNICATION & DESIGN
Media

The media has a significant impact on people’s lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture but also reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

Unit 1  Students develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2  Students will develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through assigned roles in the production process and analyse issues concerning stages and roles in the media production process.

Unit 3  Students develop an understanding of production and story elements and learn to recognise the role and significance of narrative organisation in fictional productions.

Unit 4  Students will further develop practical skills in the design and production of media products. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

Theatre Studies

Throughout the study, students work with play-scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Unit 1:  Apply acting and stagecraft in relation to the theatrical styles of the modern era. Students work through playscripts from the modern era culminating in a performance at the completion of this Unit.

Unit 2:  Study of theatrical styles and stagecraft working with playscripts in both their written form and in performance. Students work through playscripts from the pre-modern era focusing on works pre 1880’s.

Unit 3:  Interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript.

Unit 4:  Scene and monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

It is strongly recommended that students have studied Media at Years 9 and/or 10 before undertaking VCE Media.
Studio Arts

Studio Arts provide opportunities for students to establish effective art practices through an understanding and application of the design process. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. Research assignments will be related to the development of studio practices and the professional art industry.

Unit 1:

**Developing art ideas:** Students develop a range of individual ideas and source a range of inspiration, which they use as a starting point for their own art making. They explore a range of materials and techniques as tools for communicating their ideas. Students record their experience and use effective reflection strategies to reflect on the development of their individual ideas and the artwork produced.

**Materials and techniques:** Students will experience and explore a range materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. Students explore the ways in which materials and techniques can be used to communicate individual ideas.

**Interpretation of art ideas and use of materials and techniques:** The work of artists from different times and cultures is studied in order to gain an understanding of how artworks are conceived and produced. Students will compare and contrast the way artists have used similar and different materials and techniques. They become familiar with art language appropriate for analysis.

Unit 2:

**Design exploration:** Students will learn to explore ideas and sources of inspiration. They will experiment with materials and techniques, practice skills and use the art elements and principles to produce aesthetic qualities. A range of directions and ideas are generated and students will analyse and evaluate these before the production of their own artworks.

**Ideas and styles in artworks:** This area of study focuses on the analysis of artworks by artists or groups of artists from different times and cultures. They will understand how the elements and principles are used to communicate ideas and create aesthetic qualities and styles.
Unit 3:

Exploration proposal: The exploration proposal is a written task, which requires students to identify and communicate an individual direction for the design process. The exploration proposal outlines key ideas, concepts, materials and techniques and inspiration in which the student will explore during Unit 3 and resolve in Unit 4. Students must also provide an individual work plan, which outlines how the design process will be carried out.

Design process: The design process is a folio-based outcome that requires students to explore a range of starting points for generating, developing and refining ideas in order to commence art making activities. Students are required to record ideas and evaluate the potential of ideas to be translated into artworks. Students must use concepts and ideas outlined in the exploration proposal to investigate a range of potential directions that will enable them to resolve their ideas in Unit 4.

Professional art practices and styles: Students are expected to study two artists from different historical and/or cultural contexts. Through this study, students investigate the ways in which artists have interpreted subject matter, influences, cultural contexts and communicated ideas and meaning in making artworks as well as the materials, techniques and processes artists use to make artworks and the way in which artists have developed aesthetic qualities and styles in artworks are also considered. Students review the legal obligations and ethical considerations that arise from the use of other artists including understanding copyright law, appropriation, licensing agreements and the moral rights of artists

Unit 4:

Folio of artworks: This area of study focuses on the production of a cohesive folio of finished artworks from the selected potential directions that have been identified in unit 3. The folio will consist of no fewer than two finished artworks. Students must demonstrate the correct and skilful application of selected materials and techniques and a clear resolution to their aims and ideas outlined in the exploration proposal in Unit 3.

Focus, reflection and evaluation: The focus, reflection and evaluation statement is a written document, which requires students to reflect on their folio and produce an evaluation of the completed artworks. This document requires students to identify the focus of the folio and evaluates to the extent to which the finished artworks reflect the selected potential directions (from Unit 3).

Art industry contexts: Students are required to study the role of the art industry and learn about the role of a variety of art spaces, galleries and museums. They must visit an array of different galleries and partake in interviews, seminars, presentations, tours and lectures presented by various art industry professionals such as curators, exhibition designers, and marketing and promotion teams. It is mandated by the VCAA that students will visit a commercial, public, artist run and alternative art space during their studies in Unit 3 and 4. They must be able to identify and explain conservation and preservation of a variety of different artforms.
Visual Communication & Design

Unit 1  Introduction to visual communication design:
Create drawings for different purposes using a range of drawing methods, media and materials. Select and apply design elements and design principles to create visual communications that satisfy stated purposes. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2  Applications of visual communication design:
School based coursework assessment including Folio, documentation and presentation, June and November exams. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright. Engage in stages of the design process to create a visual communication appropriate to a given brief.

Unit 3  Design thinking and practice:
Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices. Apply design-thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4  Design development and presentation:
Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief. Produce final visual communication presentations that satisfy the requirements of the brief. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.
LANGUAGES

- Greek
- Japanese
**Greek (Modern)**

The study of Greek develops students’ ability to understand and use a language other than English. This study is designed to allow students to use Greek to communicate with others; understand and appreciate the cultural contexts in which Greek is used; understand their own culture through the study of other cultures; understand language as a system; make connections between Greek and English; apply Greek to work, further study, training or leisure.

The areas of study for Greek comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked to the theme and topics. Together as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievements of the outcome.

There are three prescribed themes:

- The Individual
- The Greek Speaking Communities
- The Changing World

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated. It is not expected that all topics will require the same amount of study time, the length of time and depth of treatment as well as the linguistic needs and interests of the student will determine this. As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.

**Outcomes for Unit 1 and 2:**

- Informal conversation or reply to a personal letter/fax/email
- Listen to spoken texts to obtain information to complete notes, charts and tables in Greek or English.
- Read written texts to obtain information to complete tables and charts in Greek or English.
- Oral Presentation or Review or Article.
- Journal entry or Personal account or Short story

**Outcomes for Unit 3 and 4:**

- Express ideas through the production of original texts
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.
Japanese

The study of Japanese develops students’ ability to understand and use a language from the Asia-Pacific region. This study is designed to allow students to use contexts in which Japanese is used; understand their own culture through the study of other cultures; understand language as a system; make connections between Japanese and English; apply Japanese to work, further study, training or leisure.

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:
- The individual
- The Japanese-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated. It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student. As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.

**Unit 1 and 2:**
- Giving direction
- Introducing my family
- Comparison of Japanese and Australian festivals
- Japanese diet
- Seasons
- Travelling to Japan
- Introducing my country
- School
- Career / part – time jobs
- Student life
- Restaurants and diet
- Living in Japan
- Technological progress
- My future

**Unit 3 and 4:**
- Sport
- Weather and seasons
- Leisure activities
Interactive Digital Media (Multimedia) • Music • Hairdressing
VET/VCE Interactive Digital Media (Multimedia)

Interactive Digital Media is a course designed to prepare students for real-world industries involving graphic design, photography, filmmaking, web design and sound recording.

**Unit 1 and 2:**
Units 1 and 2 focus on three main areas: professional-quality SLR photography (both analogue and digital), filmmaking (using the TV Studio as well as our professional field kits) and sound recording/design.

Students will learn a range of multimedia applications including Adobe Photoshop, Adobe Camera Raw, Adobe Premiere and Audacity. Students will be required to complete a series of minor and major assignments in each of these fields to gain TAFE competencies in adherence with current industry standards.

**Unit 3 and 4:**
Units 3 and 4 focus on the interactive elements, beginning with complex animations in Adobe Flash Professional and including some basic programming to create ‘choose-your-own-adventure animations’ or basic games.

Students then move on to Web Design using Adobe Dreamweaver. Students will be required to complete a series of minor and major assignments in each of these fields to gain TAFE competencies in adherence with current industry standards.

Vet Music (Technical Production)

Certificate III in Music provides students with experiences and practical knowledge to prepare them for future work in the music and creative industries.

Units of competence in Certificate III in Music include preparing large-scale performances, developing improvisation skills, extending technical skills in performance, operating a sound mixing console, editing sound using digital systems and expanding skills in critical listening.

Students will develop their skills in ensemble performance, song writing and composition as well as working towards professionalism in their work and an understanding of the music industry as a whole.
VET Hairdressing

Certificate II in Hairdressing
This program is designed for students wanting to pursue a career in hairdressing. This introductory course will give students the skills to begin work as an apprentice hairdresser and prepare them with the knowledge and skills required for gaining work in the hairdressing industry. Training is delivered in a fully equipped hairdressing salon located at South Oakleigh Secondary College.

Note that students will be required to complete a work placement in Hairdressing. They will be assisted by our careers department and monitored and supported during their placement.

Students will explore the theoretical and practical skills required to begin work in the industry. Students will learn the essentials, like maintaining a clean and efficient work environment, maintenance of tool and equipment, safety in the workplace and how to communicate effectively with those around you.

All aspects of dealing with clients are covered, from how to receive and direct bookings, greeting clients and preparation of clients for salon services. Students will become proficient in shampooing, application and removal of both temporary and permanent colour.

All elements of blow – waving, hair straightening and single, double, and triple strand braiding are taught. Students will also learn basic business skills, stock control, displaying merchandise and recommending hair, beauty and cosmetic products and services.

The learning experience is enhanced with organised incursions from industry experts and live models. Students will be provided with a kit comprising of hairdressing equipment, course books and work books. Students will be supplied with a polo top to be worn to class as uniform specific for this course.
Aim high & others will follow

Respect Responsibility Resilience

SOUTH OAKLEYGH COLLEGE