



BERWICK COLLEGE

2024 CURRICULUM GUIDE

SENIOR SCHOOL

Berwick College aims to prepare each person for diverse pathway choices and to make a successful transition into further education, training, and employment.



2024 SENIOR SCHOOL CURRICULUM GUIDE YEARS 10 – 12

Berwick College is known for its ability to provide individual curriculum programs that meet the varying needs of our students. It is a priority of the College that we support our students in their social, emotional and academic development, so that they are prepared to meet the challenges of an ever-changing educational landscape.

“All that we do is in the best interests of our students”

Overarching Motto

Berwick College’s motto is “Crescam”. Taken from the Latin verb “crescere”, the term crescam means “I will grow” and reflects our commitment that every person “shall grow”.

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Assistant Principal:
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THE ARTS
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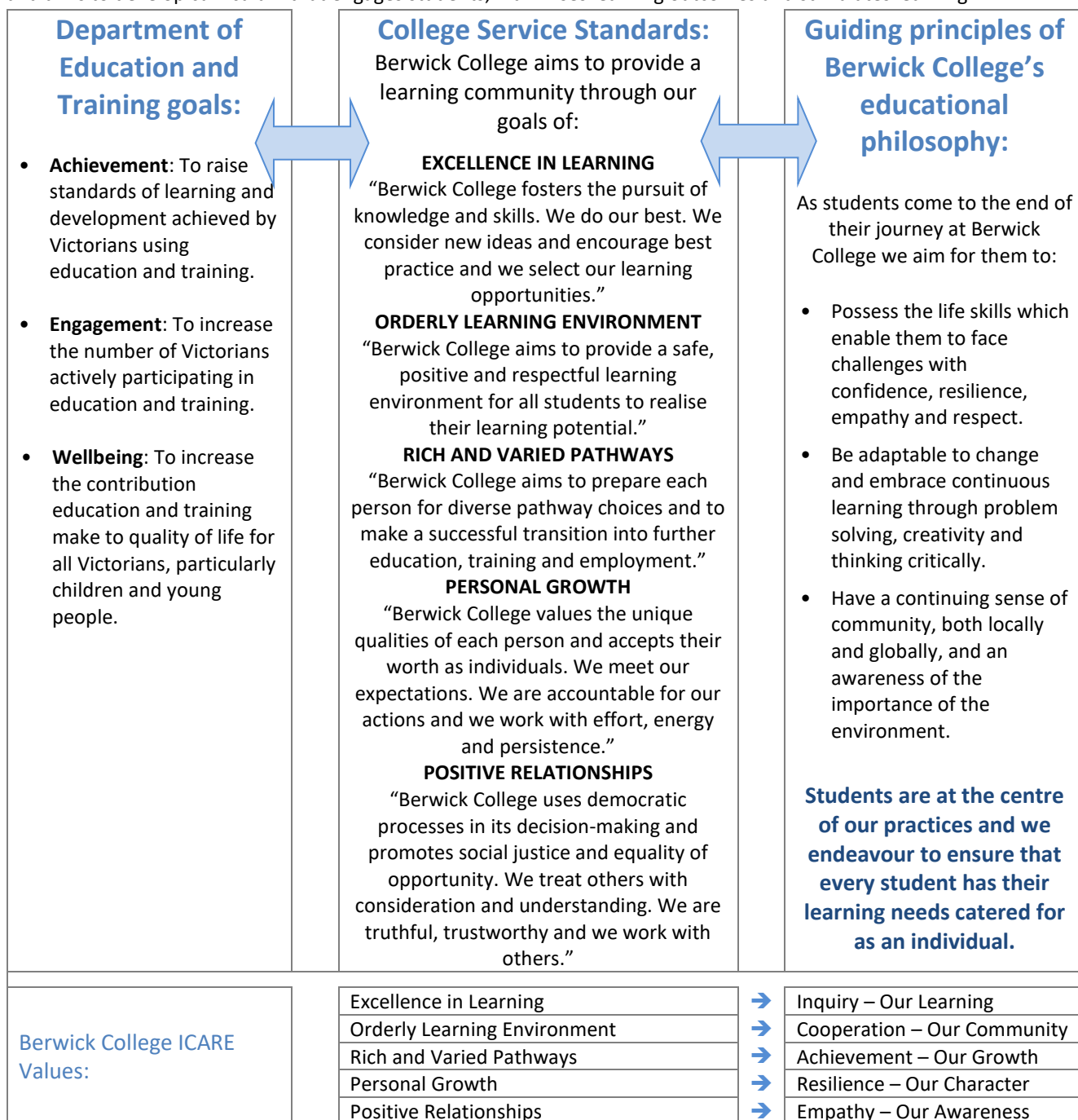
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OUR LEARNING

Berwick College is a school that prides itself on being able to offer a broad range of study options that enable us to personalise a student's timetable based on their individual needs and interests. We hope the information contained in this guide provides guidance in choosing subjects into the senior years to maximise the pathways available to students.

Our Vision and Philosophy

All members of the Berwick College community work together towards the realisation of the College principles, values and goals. Berwick College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our College recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The Curriculum Committee guides curriculum development across whole school programs and aims to develop curriculum that engages students, maximises learning outcomes and stimulates learning.



CHOOSING A PATHWAY

Berwick College offers an extensive careers education program to students in the senior years. All students have completed a Careers Action Plan (CAP) in years 10, 11 and 12. All students over 15 have been supported by a qualified careers practitioner to investigate areas of interest and set goals for further education, employment and training.

Victorian Certificate of Education (VCE)

The VCE (Victorian Certificate of Education) is recognised internationally, and provides pathways to further study at university, TAFE (Technical and Further Education) and the world of work. The VCE program covers both years 11 and 12 and involves four semesters of work. Over these four semesters students will normally take a total of 22 units. These will include:

- Four units of English (one per semester)
- Six subjects (12 units) in VCE year 1 (Year 11)
- Five subjects (10 units) in VCE year 2 (Year 12)

Units 3 and 4 are taken as a sequence.

To be awarded the Victorian Certificate of Education the student must satisfactorily complete at least sixteen units, including:

- At least three units of English, including both Unit 3 and Unit 4 English, Literature or EAL (English as an Additional Language)
- At least three subjects for both units 3 and 4.

Some year 10 students will be able to take a unit 1 and 2 subject if their Year 9 results are very good and they receive a letter of recommendation. These students will then be able to take a unit 3 and 4 sequence in year 11; assuming their results in year 10 remain consistently high. Most students will take 1 and 2 level units at year 11 and 3 and 4 level units at year 12. However, some students may take a 3/4 sequence while in year 11. A unit is taken for one semester (half year) and is of approximately 50 hours duration. Regular homework and revision are an essential part of this.

PLANNING FOR THE TWO-YEAR COURSE:

Students should plan for both years 11 and 12, realising that changes can and will be made to those plans to suit their changing interests and activities. At year 11, six units will be studied each semester, each for five periods per week. At year 12, five units will be studied each semester, for six periods per week each.

UNITS OFFERED:

Berwick College offers a range of units to give the widest possible choice to students who are free to select whichever units they want. However, due to staffing restrictions and student numbers, not all the listed units will be available in any one year or semester. We will also have to timetable units together which may restrict choices for some students. As far as possible, efforts will be made to minimise these restrictions.

ATTENDANCE:

It is important to note that Berwick College has a 90% attendance requirement for all VCE subjects. Students who do not meet this requirement may have to complete redemption or not receive a satisfactory unit result.

AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR):

To receive an ATAR score students must complete the VCE. The ATAR is the primary criterion for entry into most undergraduate university programs in Australia. The ATAR is a ranking, against all other students who complete the VCE or other Australian state's equivalents.

Victorian Certificate of Education Vocational Major – VCE VM

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE for year 11 and 12 students.

The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

WHAT ARE THE REQUIREMENTS FOR THE VCE VOCATIONAL MAJOR?

To be eligible to receive the VCE VM, students at Berwick College must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Students must complete a minimum of three other Unit 3–4 sequences as part of their program.
- Students can receive recognition for structured workplace learning completed during the VCE Vocational Major.

CAN I GET INTO HIGHER EDUCATION IF I SUCCESSFULLY COMPLETE THE VCE VOCATIONAL MAJOR?

If you are considering going to university straight from school, VCE VM is probably not the best option for you. Students planning to go straight into higher education usually complete the VCE, which allows them to gain an Australian Tertiary Admissions Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC). If you are studying the VCE Vocational Major in years 11 and 12 and decide that you might be interested in going on to university, check with your teacher or careers counsellor as some universities will consider students with the VCE VM for admission. However, entry straight from school is not the only route into university. Some people study a VET course at TAFE, perhaps leading to a diploma or advanced diploma, and then decide that they would benefit from a university course.

WILL THE VCE VM GET ME READY TO ENTER A TRADE?

As you will have completed VET units as part of your VCE VM certificate you will have developed knowledge and skills that employers value, for example industry awareness, use of tools required in the industry and occupational health and safety. Completed VET units will also help demonstrate to an employer that you are keen to work in this industry.

WORK EXPERIENCE

VCE VM students at Berwick College are encouraged to participate in two blocks of work experience in year 11 and one block in year 12 to explore different industries and potential job opportunities.

VOCATIONAL EDUCATION & TRAINING (VET)

Vocational Education and Training (VET) study programs incorporate the teaching of skills and knowledge in the context of 'real life' experiences. It allows students to discover how to apply what they have learned by doing, experiencing and relating acquired skills to the real world.

VET subjects allow secondary students to gain practical skills in a specific industry while contributing towards the completion of senior secondary certificates, either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major. VET studies also allow students to:

- Gain a nationally recognised qualification in a specific industry, or credit towards one
- Study through school-based apprenticeships and traineeships, which are often paid positions.

VET subjects are optional in VCE but essential in VCE Vocational Major. For year 10 students this is an accelerated option and will require the following pre-requisites for entry; interview and/or literacy/numeracy test.

Some examples of VET programs students can undertake are below and subject descriptors are located from page 53:

Timetabled as an elective					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				11VA1 VET Automotive (1 st Year)	
				11VC1 VET Construction (1 st Year)	
				11VCS Vet Community Services	
				11VEET VET Electrotechnology	
				11VRE VET Sport and Recreation	
				11VB1 VET Business (1 st Year)	
				11VB2 VET Business (2 nd year)	

			11VD1 VET Dance (Units 1&2) 12VD2 VET Dance (Units 2&3)		
			11VVA VET Visual Arts		
Blocked on Wednesday or Friday					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			VECP1 VET Construction (1 st year) VECP2 VET Construction (2 nd year)		
			VEET1 VET Electrotechnology (1 st year) VEET2 VET Electrotechnology (2 nd year)		
			VETSR VET Sport and Recreation		
			VEAM1 VET Automotive (1 st year) VEAM2 VET Automotive (2 nd year)		

/HEADSTART

THE
EDUCATION
STATE

VICTORIA
State
Government

Head Start is an initiative from the Victorian State Government to increase the number of students undertaking high quality, Certificate III Apprenticeships and Traineeships, while still completing their senior secondary studies through flexible arrangements.

Head Start Apprenticeships and Traineeships is a:

- high quality pathway with more time spent on the job
- ensure students complete VCE/VCE VM alongside their apprenticeship/traineeship
- focus on key qualifications in high-demand industries with strong employment pathways
- provide intensive support to students and employers through Head Start staff, all the way through the program.

What are the benefits?

- employers are enabled to train and mentor young apprentices and trainees who are ready for work, and who will also have higher levels of literacy, numeracy and employability skills;
- the number of qualified apprentices and trainees in growing trades and industries

For further information please speak to the Careers Education staff in the Senior School.



SUBJECTS BY DOMAIN AND YEAR LEVELS

ENGLISH

Year 10	Year 11	Year 12
10ENG English	11ENG English Units 1 & 2	12ENG English
10LIT Literature	11LIT Literature	12LIT Literature
	11EAL01 English as an Additional Language	12EAL01 English as an Additional Language
10LPL Literacy Plus	11VOM VCE Vocational Major	12VOM VCE Vocational Major
10HAE High Achievers' Program		

HEALTH AND PHYSICAL EDUCATION

Year 10	Year 11	Year 12
10PEM Physical Education	11PEM Physical Education Units 1 & 2	12PEM Physical Education Units 3 & 4
10ESS Exercise and Sport Science		
10PEF Personal Fitness		
10HHD Advanced Health and Human Development	11HHD Health and Human Development – Units 1 & 2	12HHD Health and Human Development – Units 3 & 4
10OES Outdoor Education	11OES Outdoor Environmental Studies – Units 1 & 2	12OES Outdoor Environmental Studies – Units 3 & 4
Basketball Academy 10BBA	Basketball Academy 11BBA	
VET Options Available – see page 7 & 8 & 53	11VMP Vocational Major Personal Development	12VMP Vocational Major Personal Development

HUMANITIES

Year 10	Year 11	Year 12
10GEO Geography Contrasts in Living Conditions	11GEO Geography Units 1 & 2	12GEO Geography Units 3 & 4
10HIS History – Fascists and Freedom Fighters	11HIS History 20 th Century Units 1 & 2	12HIS History Revolutions Units 3 & 4
10BUS Business Basics	11ACC Accounting Units 1 & 2	12ACC Accounting Units 3 & 4
	11BUS Business Management Units 1 & 2	12BUS Business Management Units 3 & 4
10LAW Law and Order	11LEG Legal Studies Units 1 & 2	12LEG Legal Studies Units 3 & 4
10PHI Philosophy	11PHI Philosophy Units 1 & 2	12PHI Philosophy Units 3 & 4
10POL Politics, People and Power	11POL Australian and Global Politics Units 1 & 2	12POL Global Politics Units 3 & 4
	11VMW Vocational Major Work Related Skills	12VMW Vocational Major Work Related Skills

LANGUAGES OTHER THAN ENGLISH (LOTE)

Year 10	Year 11	Year 12
10IND Indonesian	11IND Indonesian Units 1 & 2	12IND Indonesian Units 3 & 4

SCIENCE

Year 10	Year 11	Year 12
10BES Biology/Environmental Science	11BIO Biology – Units 1 & 2	12BIO Biology – Units 3 & 4
	11EVS Environmental Science Units 1 & 2	12EVS Environmental Science Units 3 & 4
10CHP Chemistry/Physics	11CHE Chemistry Units 1 & 2	12CHE Chemistry Units 3 & 4
	11PHY Physics Units 1 & 2	12PHY Physics Units 3 & 4
10PSY Psychology	11PSY Psychology Units 1 & 2	12PSY Psychology Units 3 & 4
10SIV Science Investigator		

MATHEMATICS

Year 10	Year 11	Year 12
10MAM Maths Methods	11MAS Specialist Maths Units 1 & 2	12MAS Specialist Maths Units 3 & 4
	11MAM Maths Methods Units 1 & 2	12MAM Maths Methods Units 3 & 4
	11MAG General Maths Units 1 & 2	12MAG General Maths Units 3 & 4
10MAG General Maths	11MAF Foundation Maths Units 1 & 2	12VOM VCE Vocational Major
	11VOM VCE Vocational Major	12MAF Foundation Maths Units 3 & 4
	11VOM VCE Vocational Major	12VOM VCE Vocational Major
10MAC Consolidated Maths	11MAF Foundation Maths Units 1 & 2	12MAF Foundation Maths Units 3 & 4
10NPL Numeracy Plus	11VOM VCE Vocational Major	12VOM VCE Vocational Major
		12ALG Algorithmics (Centre for Higher Education Studies)
		12EXI Extended Investigation (Centre for Higher Education Studies)

TECHNOLOGY

Year 10	Year 11	Year 12
10DTP Product Design & Technology - Textiles (Pyjama Party)	11DTT Product Design & Technology Soft Materials - Textiles Units 1 & 2	12DTT Product Design & Technology Soft Materials - Textiles Units 3 & 4
10FO1 Food Technology - Catering	11FOO Food Technology Units 1 & 2	12FOO Food Technology Units 3 & 4
10FO2 Food Technology - Food for the Future		
10FO3 Food Technology - Cook For Your Life		
10DTW Product Design & Technology Wood	11DTW Product Design & Technology Hard Materials Wood Units 1 & 2	12DTW Product Design & Technology Hard Materials - Wood Units 3 & 4
10SYE System Technology - Electronics	VET Options Available – see page 9	
10ITR Reality Bytes	11ITC Applied Computing Units 1 & 2	12ITA Data Analytics Units 3 & 4

10ITP Inside Programming		12ITS Software Development Units 3 & 4
10DIT Digital Technology		
VET Options Available – see page 7&8 & 53		

THE ARTS

Year 10	Year 11	Year 12
10ART Art	11ART Art Creative Practice Units 1 & 2	12ART Art Creative Practice Units 3 & 4
10PHO Photography	11APM Art Creative Practice – Photomedia Units 1 & 2	12APM Art Creative Practice – Photomedia Units 1 & 2
10VCD Visual Communication Design	11VCD Visual Communication Design Units 1 & 2	12VCD Visual Communication Design Units 3 & 4
10THE Theatre Production	11THE Theatre Studies Units 1 & 2	12THE Theatre Studies Units 3 & 4
10MED Media	11MED Media Units 1 & 2	12MED Media Units 3 & 4
10MUS Music	11MUS Music Performance Units 1 & 2	12MUS Music Performance Units 3 & 4
VET Options Available – see page 7&8 & 53		
Dance Academy 11VD1 VET Dance Units 1 & 2	Dance Academy 11DAN VCE Dance Units 1 & 2	Dance Academy 12DAN VCE Dance Units 3 & 4



YEAR 10 COURSE OVERVIEW

ENGLISH

Students must select English at year 10 and study it for the full year. Students may also select Literature, which is a 6-month elective and study this as well as English. There is also the option for students to study High Achievers' English but entry into this subject is at the discretion of subject teachers, the High Achievers' Leader and English and Literacy Domain Leader.

English

10ENG

At year 10 students can choose to study English or High Achievers' English for the full year but also have the option to study Literature, which is run as a 6-month elective unit. Mainstream English units expose students to a range of texts, including written and multimodal (film), which are intended to promote enjoyment and active engagement through discussion and writing. Particular emphasis is placed on analyses of argument and language in persuasive texts, analytical writing and student writing through an exploration of different text types and features. The course is designed to build upon students' literacy skills, developing their critical and creative thinking, listening and oral proficiency, and ability to produce analytical and creative texts.

Assessment covers:

- Responding to texts analytically and creatively
- Presenting a point of view orally
- Analysing the argument and language in persuasive texts.

English - High Achievers' Program

10HAE

In Semester 1 of year 10 High Achievers' English, students closely study the First Nations text, *Ghost Bird*. They explore features of construction, use of sophisticated vocabulary, narrative voice and authorial intent. Students use this knowledge to then craft their own piece of writing in a style of their choice. Later in the semester students extend their ability to analyse how an author uses written and visual material to position a target audience.

Students analyse techniques of persuasion and then demonstrate their understanding by completing their own written analysis of current media texts.

In Semester 2 of year 10 High Achievers' English, students study the Arthur Miller play, *The Crucible*. They consolidate and extend their ability to analyse the key ideas within a text as well as the use of construction, development of characterisation and connections to the wider world. Students finish the year by analysing a film text, the choice of which may be negotiated with the class teacher. Students use the techniques of persuasion learned in Semester 1, to craft their own persuasive text, a film review.

Literacy Plus

10LPL

The study of Literacy Plus focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose and are accurate and effective. Students will be supported to write fluently and confidently. Texts studied will be drawn from a wide range of contexts and be focused on participating in the workplace and community. Text types include media texts, multimodal texts, texts used in daily interactions, and workplace texts.

Literature (6-month elective)

10LIT

Year 10 Literature is a course that should appeal to students wishing to study texts in closer detail. Students are encouraged to explore, discuss, and debate a range of texts - including poetry and a play - which helps to deepen their understanding of literary conventions and devices. Students are taught to read deeply and critically, and they learn how to respond personally and analytically. They also cultivate an understanding of the many ways texts can be interpreted by comparing and contrasting their views with those held by others. Year 10 Literature is a 6-month elective course. It can be studied alongside Year 10 English or Year 10 High Achievers' English. Year 10 Literature is designed as the foundation for VCE Literature.

Advanced Health & Human Development

10HHD

This subject introduces students to the main concepts that will be covered in Unit 1-4 Health & Human Development. The following concepts will be covered in detail.

- Dimensions of health and wellbeing
- Indicators used to measure health status
- Function/food sources of nutrients
- Food selection models
- Consequences of nutritional imbalance
- Global health.

Exercise and Sport Science

10ESS

This subject introduces students to the main concepts that will be covered in Unit 1-4 Physical Education. The following concepts will be covered in detail.

- Fitness Components
- Energy Systems
- Training Program and principles
- Biomechanics/sport science

Students will undertake a range of laboratory activities to support their understanding of the above concepts.

A subject fee applies for this subject

Personal Fitness

10PER

This subject introduces students to a wide range of training methods that improve multiple fitness components. Personal fitness is aimed at students who wish to increase their knowledge and understanding on training and fitness. Students will use their experiences throughout this elective to design their own training program that aims to improve specific training goals.

A variety of training methods including continuous, interval, flexibility, plyometrics, circuit and resistance (weight) training.

Theory topics include, Fitness components, energy systems, training methods, training principles.

Physical Education

10PEM

Students continue to build on their offensive and defensive skills, and their knowledge of strategies,

tactics, and formations developed in Year 9. Students develop their leadership and communication skills by taking up coaching roles in a sport of their choice. In theory classes students further enhance their knowledge of the cardiovascular and respiratory systems, as well as develop an understanding of umpiring, coaching and feedback through the SEPEP unit.

Game of Life – Compulsory Unit

10GOL

In this unit students develop a range of skills and experiences related to adolescent health and wellbeing as they transition into adult life. The key areas of focus are:

- Job readiness and career development
- Drug and Alcohol education
- Sexual health and respectful relationships
- Mental Health

As a part of their job readiness journey, students will organise and complete a week of compulsory work experience within the community.

Students also develop a wide range of valuable life skills that will equip them to handle the challenges of being an adolescent in today's society.

Outdoor Education

10OES

This semester long unit introduces students to some of the key concepts and themes covered in Units 1 to 4 of VCE Outdoor and Environmental Studies, to allow for a smooth transition into VCE. Students will continue to develop initiative, leadership, teamwork and communication skills. They will also come to understand a sense of place and respect within outdoor environments, through participation in a range of outdoor experiences designed to aid and assist their current and future studies. Theory classes will focus on The Resilience, motivation and risk, indigenous culture, technology and sustainability. Practical activities include stand up paddle boarding, sea kayaking, camping, mountain bike riding and various other local excursions.

An expression of interest is required if you would like to complete this subject.

A subject contribution applies to this unit.

BERWICK COLLEGE

BASKETBALL ACADEMY

Year 10 & 11: Basketball Academy

10BBA & 11BBA

Enrolment is by selection only. Please refer to www.berwickcollege.vic.edu.au/basketball-academy/ for further information.

The Berwick College Basketball Academy is aimed at providing an integrated academic pathway driven by young students' sporting aspirations.

This elite program allows young student athletes to enhance and develop their sporting talent while concurrently receiving their secondary education. It is crucial to the Academy that the students' academic pursuits are of the highest priority and that each student's interest and aspiration in sport assists them in achieving excellent results both academically and athletically.

Berwick College's Basketball Academy is committed to providing strong pastoral care for all students, monitoring academic performance and achievement, and providing a unique, high quality specialised sports program allowing students to achieve their full potential in their selected sport. Students will develop skills that will create opportunities for career development.

A subject contribution applies to this program

HUMANITIES

Students are required to select at least one Humanities subject.

Geography: Contrasts in Living Conditions

10GEO

This unit looks at 'An unequal world'. Students focus on 'human well-being'. They look at the stark contrast between the rich and the poor countries, where they are situated around the globe. They understand the reasons that cause people to live in 'stark contrast'. Students learn how to measure the wellbeing of a country, why poverty exists, comparing and contrasting India and another Asian Pacific nation.

Throughout their investigations, there will be a focus on HIV/AIDS (in less developed countries), Refugees, Indigenous Australians and how the world responds

through government intervention, foreign aid and non-government organisations to assist those in need.

History: Fascists and Freedom Fighters

10HIS

In this unit, students will investigate the significant events, ideas and individuals that shaped the twentieth century. If World War 1 was viewed as the 'war to end all wars' then how and why, did the world find itself drawn into a second world war in 1939? Students will explore the 'interwar period' looking at the significance of the Treaty of Versailles, the Roaring 20's, the Great Depression, and the rise of Hitler and the Nazi party. Students will complete an in-depth study of WWII, looking at key events such as the Blitz, the Holocaust, the attack on Pearl Harbor, the Fall of Singapore, Kokoda, the bombing of Darwin, and the atomic bombing of Hiroshima and Nagasaki. Students will then investigate how the creation of the United Nations and the advancement of Human Rights in the post-WWII era led to the emergence of Civil Rights groups in the United States, the Indigenous reconciliation movement in Australia, and the fight against apartheid in South Africa.

Law & Order

10LAW

VOTE 1 LAW AND ORDER!

This subject will focus on the government systems around the world. Students will look at how Australia's political choices are shaped and explore our government's role at a global level. The second half of the course sees students study the key features of Australia's Court System and how civil and criminal disputes are handled. Areas of coverage over the semester include:

- What shapes Australia's political choices
- Government's role in foreign aid and peacekeeping
- Australia's legal obligations that shape policies
- Legal obligations relating to Aboriginal and Torres Strait Islander peoples
- Key features of Australia's court hierarchy system
- Jurisdiction of courts and how they resolve disputes
- Civil and criminal offences
- Key principles of Australia's justice system
- Equality before the law

Students may have the opportunity to undertake the following activities:

- Excursion to Dandenong Magistrates Court
- View true crime story documentaries
- Analyse Hollywood Crime films

The unit consists of 5 periods per week with a variety of assessments including:

- Research investigations
- “You’re the lawyer” case study
- Film analysis
- Exam.

It is strongly recommended that students wishing to undertake VCE Legal Studies complete this elective, as it provides a strong foundation for the required knowledge.

Business Basics

10BUS

Have you ever dreamt of running your own successful business? The dream of running your own business is becoming more accessible. This unit allows students to examine the issues impacting the establishment, operation and evaluation of running a business. Areas of coverage include;

- Standards of living in Australia and around the globe
- Budgeting for a holiday
- Measuring Australia’s Economic Performance
- Measuring different Indicators of Economic Performance
- Changes in work patterns and environments
- Innovation and gaining a competitive advantage
- Sustainability by businesses around the world
- Financial Literacy and determining how businesses become successful.

This unit consists of five periods per week and includes a range of assessment tasks such as workbook tasks, investigation, case study, creation of a small business and the end of semester examination. Students may be given the opportunity to see the Eureka Tower to see their approach as a business in being sustainable. It is a strong recommendation from the commerce faculty that year 10 students wishing to undertake VCE Business Management, VCE Accounting and VET Small Business successfully complete Business Basics as their commerce pre-requisite.

Commerce: Politics, People and Power

10POL

Have you ever wondered what ‘Power’ means? In People, Power & Politics, year 10 students will have the opportunity to learn about people, groups and organisations that dominate Australian and modern world affairs, such as terrorist and global organisations,

corporations and political parties. The course will investigate the relationship between people, the state and power in different contexts, and considers what it means to be Australian in a global age.

Some of the topics covered include:

- The rise of international terrorism
- The influence of social media and fake news on our choices
- North Korea under Kim Jong-Un
- Modern global issues such as mass-migration and climate change
- The power of corporations such as Samsung
- How the world is organised through multinational organisations, such as the United Nations, World Bank and IMF
- The role of political parties in Australian society
- The course consists of 5 periods per week with a variety of activities and assessments including:
- Case studies on 9/11 and terrorism.
- Analysis of how social media and fake news influence people
- Globalisation and the role and power of multinational organisations like Samsung and Walmart.
- Research investigations on the influence and power of organisations around the world.

Enrol in People, Power & Politics to understand what is happening in the world today, get a taste of VCE Politics and develop strong foundations for both VCE Politics and Legal Studies.

Philosophy: Introduction to big ideas

10PHI

Have you ever wondered what exists beyond things that you see, why certain actions are considered right and wrong or whether you actually know what you think you know? If you have, then Philosophy is for you. In this unit you will explore some of life’s biggest questions and learn how to justify your ideas philosophically. You will be exposed to philosophy in film and television as well as text and challenged by some of the greatest philosophical minds ever to have existed. By the end of this unit you will have developed a world view that will inform the way you live your life.

LANGUAGES OTHER THAN ENGLISH

Indonesian

10IND

Semester 1

This unit explores the language in more depth, building on the communication skills acquired in Years 7–9. Students will begin by comparing and contrasting aspects of everyday life within Indonesia with their own daily life in Australia. By the end of the semester students can read, write about and discuss housing, including the names of rooms and the family activities conducted in the various rooms as well as the unique and exciting street life and religious diversity found in Indonesia. They will also explore Indonesian dining culture and etiquette and develop the language skills required to interact appropriately in a dining situation.

Semester 2

This unit focuses on preparing students for VCE Indonesian. This unit provides a relevant insight into healthcare, consumerism and rural versus city life in Indonesia.

By the end of the semester students will be able to demonstrate their knowledge of healthcare by reading, writing about and discussing symptoms of injury and illnesses, and comparing modern and traditional medical treatments and facilities in Indonesia. They will also be able to negotiate commercial transactions, and compare and contrast life in rural and city Indonesia with that of their own lives.

MATHEMATICS

All year 10 students must complete a Mathematics unit in both semesters. Students should discuss their mathematical pathways with the careers advisor and their year 9 class teacher prior to making their subject selection in Mathematics. Students will be placed in an appropriate Mathematics unit based on their Year 9 Mathematics exam result and subject results for both semesters, their year 9 Mathematics class teachers' recommendation and in consultation with the Mathematics Domain Leader.

To access Year 10 Consolidated Mathematics, students must successfully complete Year 9 Mathematics Semester One and Semester Two.

To access Year 10 General Maths, students must achieve 50% on both Year 9 Semester One and Semester Two

Mathematics exams and successfully complete Year 9 Mathematics Semester One and Semester Two.

To access Year 10 Methods, students must achieve 80% on the calculator exam and 70% on the non-calculator exam in both Year 9 Semester One and Semester Two Mathematics exams and successfully complete Year 9 Mathematics Semester One and Semester Two.

Consolidated Mathematics

10MAC

Please note: This unit provides a pathway to Year 11 Foundation Maths and Year 12 Foundation Maths ONLY. VCE General Maths is NOT a recommended pathway from Year 10 Consolidated Maths.

Pre-requisite: Students must have successfully completed Year 9 Mathematics both Semester One and Semester Two to be eligible for this subject.

Semester One

This unit will further build upon the skills and understandings developed in Year 9 and seek to consolidate students' knowledge of mathematical concepts with emphasis on how mathematical skills are used in all facets of society and employment. Topics include Measurement and its applications, Probability and Consumer Arithmetic. Modes of assessment include topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and their requirements.

Semester Two

This unit continues to build on the skills and understandings developed from Semester One and seeks to consolidate students' knowledge with emphasis on how mathematical skills are used in all facets of our society and employment. Topics include Pythagoras and Trigonometry, Straight Line Graphs and Statistics. Students will complete an end of semester examination. See the Maths flow chart for pathways and requirements.

General Mathematics

10MAG

Please note: This unit provides a pathway to Year 11 General Maths and Year 12 General Maths ONLY. VCE Mathematical Methods is NOT a recommended pathway from Year 10 General Mathematics.

Pre-requisite: Students must have obtained a minimum of 50% in the Year 9 Semester One and Two Mathematics examinations and must have successfully completed Year 9 Mathematics Semester One and Semester Two to be eligible for this subject.

Semester One

This unit will further build upon the skills and understandings developed in Year 9 and seek to extend students' knowledge of mathematical concepts through problem solving and applications. Topics include the solving of Linear Equations, Measurement and its applications, Probability and Geometry. Modes of assessment include topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and their requirements.

Semester Two

This unit builds on the skills and understandings developed from Semester One and seeks to extend students' knowledge of mathematical concepts through problem solving and applications. Topics include Linear Relations, Statistics, Pythagoras and Trigonometry and Indices. Modes of assessment include topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and requirements.

Maths Methods

10MAM

Please note: This unit progresses to VCE Further Mathematics or VCE Mathematical Methods or VCE Specialist Mathematics taken in conjunction with VCE Mathematical Methods.

Pre-requisite: Students must have obtained at least 80% on the calculator exam and 70% on the non-calculator exam in both Year 9 Semester One and Semester Two Mathematics exams and successfully complete Year 9 Mathematics Semester One and Semester Two to be eligible for this subject.

Semester One

This unit will build upon the skills and understandings developed from year 9 and seek to extend students' knowledge of mathematical concepts through problem solving and applications. Emphasis is placed upon demonstrating non-calculator methods to solve mathematical tasks as well as strengthening students' abilities to interpret worded problems. Topics include Trigonometry, Linear Relations and Applications, Quadratic Equations and Statistics.

Modes of assessment includes topic tests, investigations and the end of semester examination. See Maths flow chart for pathways and their requirements.

Semester Two

This unit further develops skills and understandings developed in Semester One and seeks to extend the depth of students' knowledge of mathematical concepts through problem solving and applications. Emphasis is placed upon demonstrating non-calculator methods to solve mathematical tasks as well as strengthening students' abilities to interpret worded problems.

Topics include Parabolas and other graphs, Probability, Indices and Surds and Logarithms and Polynomials. Modes of assessment includes topic tests, investigations and the end of semester examination. See the Maths flow chart for pathways and requirements.

Numeracy Plus

10NPL

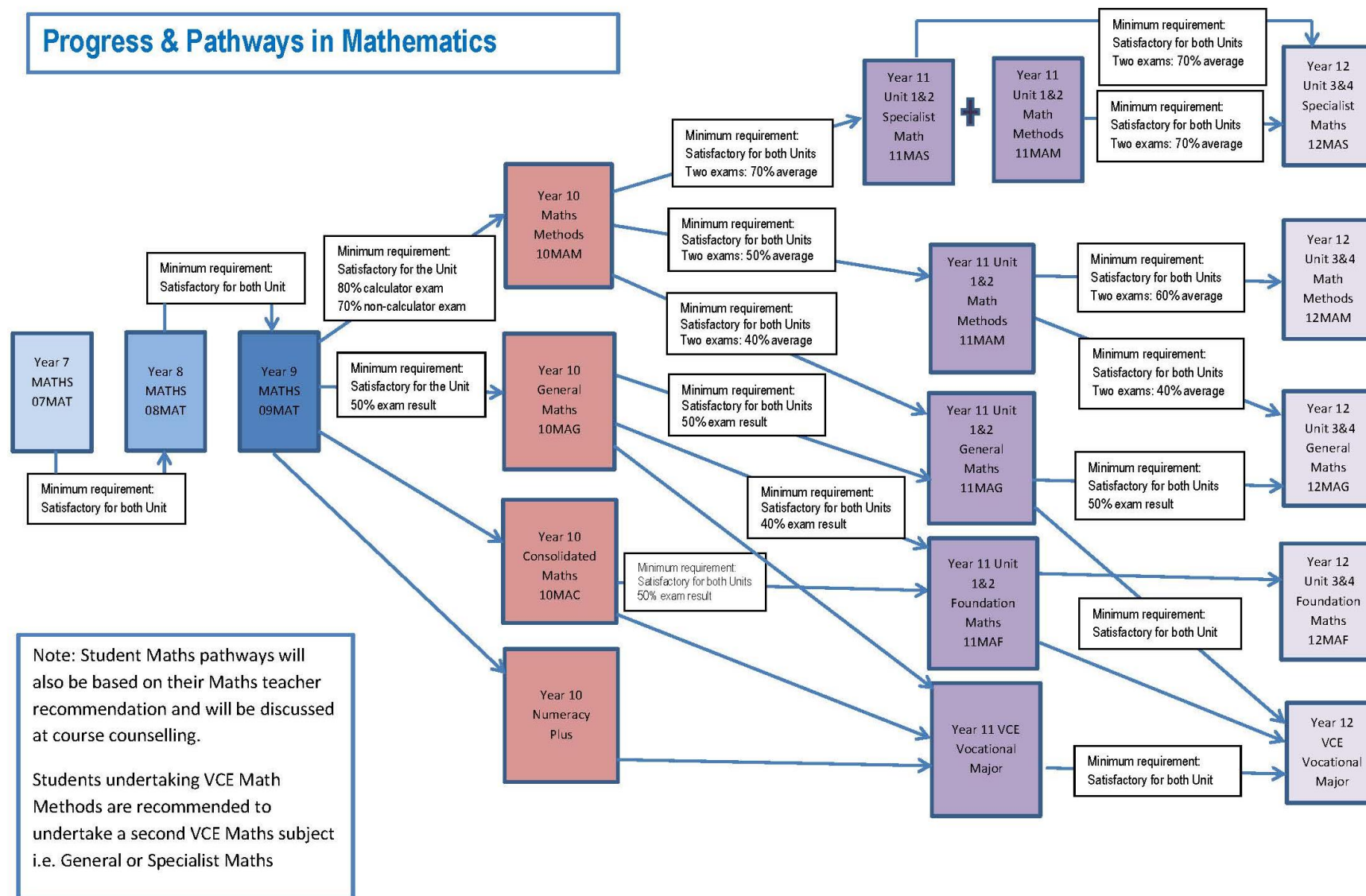
Numeracy Plus focuses on enabling students to develop and enhance their numeracy skills in order to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes and mathematical relationships and thinking.

This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

PROGRESS & PATHWAYS IN MATHEMATICS

Progress & Pathways in Mathematics



SCIENCE

Year 10 Biology/Environmental Science

10BES

This subject is designed for students who have an interest in Biological and Environmental sciences. During this course students investigate the transmission of heritable characteristics considering DNA and genetics, along with the theory of evolution by natural selection. In the Environmental sciences, students learn about Earth's four global spheres and their interactions, taking into consideration nutrient cycles. Students will also learn about the impact that human activities have on the environment. Topics will be explored using experiments, investigations and excursions to Berwick College's research site. It is strongly recommended that students wishing to study VCE Biology and/or VCE Environmental Science undertake this subject as it contains essential preparation. A subject result of 70% or higher in this elective is recommended if students are planning on undertaking Unit 1&2 Biology and/or Environmental Science.

Year 10 Chemistry/Physics

10CHP

This subject is designed for students who have an interest in chemical and physical sciences. During this course students investigate the structure of atoms, periodic table, properties of elements, chemical bonding and rates of reactions. They also study motion of objects, forces and energy, features of the universe such as stellar formation and Big Bang theory to explain the origin of the universe. Topics will be explored using experiments, case studies and investigations. It is strongly recommended that students wishing to study VCE Chemistry and/or VCE Physics undertake this subject as it contains essential preparation. A subject result of 70% or higher in this elective is recommended if students are planning on undertaking Unit 1&2 Chemistry and/or Physics.

Introduction to Psychology

10PSY

This unit provides a broad introduction to Psychology including the systematic study of human thoughts, feelings and behaviours. Students explore the different fields of psychology that are practised and the pathways required to gain employment in this area. Students

examine the ethics of Psychology as well as investigating some of Psychology's most unethical experiments. They become familiar with the structure of the brain and nervous system. The final area of study is of mental illness where students will investigate an illness of their choice.

Science Investigator

10SIV

This subject is designed for students who enjoy problem solving and would like a basic understanding of scientific processes. Students will study the scientific process and then negotiate a science topic of interest with the teacher to research. Students will be supported in researching their chosen topic, before presenting their understanding to the class. Examples could include plant growth, effect of music on memory, making simple rockets and anything that they find interesting in the wide world of Science. Students will also learn about early forensic science, cover fingerprinting techniques, writing analysis, chromatography, eyewitness testimony and micro expressions and DNA profiling. Students will have a final assessment of solving a crime in class. This subject is designed to encourage problem solving, covering basic scientific processes and is not intended to lead into a specific Unit 1-2 science subject.

TECHNOLOGY

Information Technology: Reality Bytes—computers in the real world

10ITR

Students adopt or invent an organisation such as a sporting club, band or business and learn how to promote and support its day-to-day operations using a range of computer applications.

They design and produce a range of printed promotional materials. Students also record a radio advertisement, interview people and add sound effects and music. They develop a professional looking building plan for an organisation. Students design and draw a computer network to suit a client's needs. They explore the workings of the Internet and then use Flash and Dreamweaver to produce an informative and entertaining website.

Students dismantle a computer, identify the parts and then reassemble it back to working order.

Students also learn about computer networks (LAN, WAN and Network configuration), concepts such as web conferencing, block chain and cloud technologies are also part of this course.

A subject contribution applies to this unit.

Inside Programming

10ITP

Learn some more advanced Visual Basic techniques — design, code and debug programs to solve some interesting problems. No prior knowledge required. Peek inside the workings of web pages and investigate HTML, JavaScript and style sheets to produce some powerful and surprising effects in your web browser!

This unit will be a perfect introduction to aspects of VCE IT unit 2, as well as units 3 and 4, Software Development.

Note that students wishing to do VCE Information Technology must complete at least one 10ITP. VCE units offered: unit 1 IT in Action, Unit 2 IT Pathways, Unit 3 and 4 Informatics, Units 3 and 4 Software Development.

A subject contribution applies to this unit.

Digital Technology

10DIT

Students will spend a term covering topics such as how data is secured in a corporate setting. Students will study privacy and security requirements for obtaining and publishing data, along with how to reference correctly, and what functional or non-functional requirements are. They will analyse and visualize data, along with presenting this online. Students will also interview key stakeholders in relation to their data. Students will study SQL (databases) and HTML/CSS (web development) throughout both terms. This is a scripting language used for many different purposes such as web applications and scientific research. Students will spend the other term constructing robots such as a Fortressbot (based on Ballistas) and compete to knock down the enemy tower. They will build a robot and code it to chase and pop balloons, again competing against another team. They will build robots that are remote controlled that can move along gravel and pick objects up, or emulates a forklift.

*There is no contribution for this subject however students will be required to have a subscription to Grok learning (online coding program).

Product Design & Technology - Textiles: Pyjama Party

10DTP

Students respond to a design brief and follow a logical design process to ensure the best results in the finished product. They are set work that challenges their ability and builds on the skills previously learned. They learn how to take measurements and follow a commercial pattern. Fabrics are tested and investigated and their suitability for the required task is assessed prior to beginning production. Tasks may include:

- Onesies/PJs, embellished
- Garment designed for a specific purpose
- Fashion illustration

Students develop a design folio. This unit builds on skills previously learnt and forms an excellent basis Unit 1 Technology Design Textiles.

A subject contribution applies to this unit.

Product Design & Technology - Wood

10DTW

This unit extends students in the areas of designing, planning, constructing and evaluating their own individual projects. Students develop skills in hand tools, portable equipment and machines. Students construct a chopping board, coffee table, and a clock. This unit is a good basis for students who wish to complete further studies in Units 1 and 2 VCE Design and Technology (Wood). Safe workshop practices are an integral part of the course. Students also complete a unit of computer aided drawing and design.

Students may also be required to pay for extra materials depending on their choice of productions during the semester.

A subject contribution applies to this unit.



Systems Technology - Electronics

10SYE

Students investigate electronic and electrical systems. They then construct electronic and mechanical projects using a range of assembly techniques and manufacturing processes including laser cutting and engraving. Each project is evaluated for its effectiveness and performance. Students learn about electronic circuits, electrical components and soldering.

Safe workshop practices are an integral part of the course.

A subject contribution applies to this unit.

Food Technology: Catering

10FO1

This unit aims to develop techniques in preparation of a range of foods for different occasions. Students are introduced to food service and other aspects of working in a catering business. The content of this unit focuses on:

- Preparation of a range of menu items from appetisers, soups, entrees to main courses, desserts
- Food presentation and garnishing
- Building skills to enable students to work to a catering brief (timing, costing and quoting)
- Major production—catering for a function and analysing the use of particular foods in recipes.

A subject contribution applies to this unit.

Food for the Future

10FO2

The aim of this subject is to enable students to become environmentally responsible and aware individuals. Students will be given the opportunity to design and produce products which meet a sustainability need within global or national food system contexts.

They will develop an understanding of the choices we all need to make to “Save Our Planet.”

Practical classes will be based around growing produce and expanding our current organic kitchen garden and cooking delicious food weekly. They will learn about practices we can all adopt to reduce our impact on the earth’s resources and develop a sustainable food system.

Students will have the opportunity to discover and visit organisations who are leading the way in the areas of waste management, organic food production and food miles.

Learning about the impact food production has on climate change and what each individual can contribute to make a difference by adopting practices students can carry through their everyday lives.

A subject contribution applies to this unit.

Cook for Your Life

10FO3

Haven’t you noticed that what you eat now is different to what you ate as a Year 7 student? In ten years’ time do you think your food needs will be the same as they are now? Join us in this great hands-on class to find out why our body requires different food needs at different times of our lives. We will cook and learn about the food that helps us to rest, work and play throughout the lifespan. Students will design and create a meal for a toddler, a breakfast for a family and a gourmet hamburger. A subject contribution applies to this unit.

A subject contribution applies to this unit

THE ARTS

Students who intend to do Arts courses in VCE are strongly encouraged to take two units in their preferred subject at Year 10 to allow for the best possible preparation.

Art

10ART

In this unit, students extend their art skills in printmaking, mixed media, drawing, painting and sculpture. Students learn about different artists and art styles and gain an understanding of how to analyse artwork. Students are given the opportunity to create artworks using a variety of mediums and techniques. Students will learn how to document and annotate their work and understand the importance of keeping an art journal. This unit encourages creativity and experimentation in a variety of art works. This unit is a perfect introduction to aspects of VCE Art Creative Practice.

A subject contribution applies to this unit.

Photography

10PHO

In Year 10 Photography students are introduced to the fundamentals of the darkroom through 35mm analogue cameras. They develop an understanding of manual camera settings such as shutter speeds, aperture and ISO.

Students explore how analogue cameras work and are introduced to concepts such as exposure and focal length. They explore how to use enlargers as well as understanding the chemicals and steps involved in the printing process.

A subject contribution applies to this unit.

Theatre Production

10THE

Drama is not just about acting. This unit provides an opportunity to learn the skills and acquire the knowledge to stage a live production. Students will be given the chance to specialise in areas of theatre such as:

- Set design
- Costume design
- Lighting design
- Sound design
- Properties (props)
- Make-up
- Acting.

The emphasis of this unit is problem solving and teamwork and that what happens off stage helps create the magic that is delivered to the audience, on stage. This unit is an excellent pathway into VCE Theatre Studies.

A subject contribution applies to this unit.

Media

10MED

In Year 10 Media students are introduced to the analysis of film and television production. Students examine style, genre, advertising and target audiences. Students study techniques of engagement in video production and the importance of planning in the form of scriptwriting and storyboarding. All students are expected to work as part of a small team to plan, shoot and edit short video productions.

Music

10MUS

This unit extends the practical, theoretical and aural skills studied in Year 9. It continues to extend the student's theoretical and aural skills in the areas of scales, intervals, chords, rhythmic recognition and transcription and analyses of pre-recorded works.

It broadens the student's musical experiences and appreciation through performances in solo and group contexts. It explores aspects of the works being

prepared for performance, including analysis and interpretation, which develops the student's individuality.

This unit continues to extend the student's theoretical and aural skills in the areas of scales, intervals, chords, rhythmic recognition and transcription and analyses of pre-recorded works. It broadens the student's musical experiences and appreciation through performances in solo and group contexts. It extends their creative skills through completing a task in composition or arranging.

Instrument Hire or Band Fees may apply to these units.

Visual Communication and Design

10VCD

In this unit, students will use a wide range of media materials and techniques to complete multiple projects. The main areas of focus are Industrial Design, Communication Design, and Environmental Design. By combining digital skills like Adobe Illustrator and SketchUp with manual drawing, students will develop their abilities and learn from different designers to improve their own design practices. The projects will be diverse and challenging, including Monogram & Packaging, Brand Identity, Designer Products, and Architecture. This unit is an excellent preparation for success in fields such as Studio Art, Visual Communication and Design, Art, and Media, equipping students with the necessary skills and knowledge.

A subject contribution applies to this unit.

VCE VET Dance – Unit 1 and 2 (2 Year Course)

VCE VET Dance is industry based and upon its completion, provides students with a certificate II in Dance (2-year course Year 10 Unit 1, 2 and Year 11 Units 3 and 4). This is a recognised TAFE qualification which can enable students to do further study at TAFE (i.e. dance teaching) as well as be qualified to take on different roles within the Performance/Dance Industry. The great part about this course is that it is also recognised by VCE, so students can obtain a study score for this subject (if they wish) which will contribute towards an ATAR University entrance score.

VET is a standalone subject and we encourage all students with Dance experience to enrol.

The students have 5 periods a week which includes practical and theoretical classes. Students will also have the opportunity to concurrently undertake VET Units 3 and 4 and VCE Dance Units 1 and 2 during their Year 11 education.

Future career pathways:

- Dance Studio Teacher
- Professional Dancer
- Physiotherapist
- Nutritionist
- Myotherapist.
- Pilates Instructor

Further Dance Studies:

Certificate III in Dance, Certificate IV in Dance, Diploma of Dance (Elite Performance)

Certificate III in Community Dance, Theatre and Events, Certificate IV in Community Culture in Dance, Diploma of Musical Theatre.

Certificate IV in Assistant Dance Teaching, Certificate IV in Dance Teaching and Management, Diploma of Dance Teaching and Management.

A subject contribution applies to each unit.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)



Accounting

11ACC & 12ACC

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.

It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Accounting procedures developed in each area of study (Units 1-4) incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business.

They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and 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 and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

A subject contribution applies to each unit.

Art Creative Practice and Art Creative Practice - Photomedia

11ART & 12ART & 11APM & 12APM

Unit 1: Interpreting artworks and exploring the Creative Practice. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. Students also explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists.

Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Unit 2: Interpreting artworks and developing the Creative Practice. Students explore the collaborative practices of artists and use the Creative Practice to make

and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

Unit 3: Investigation, ideas, artworks and the Creative Practice. In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice. Students also use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

Biology



11BIO & 12BIO

Unit 1: How do organisms regulate their functions?

How do organisms regulate their functions? In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

Unit 2: How does inheritance impact on diversity? In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's

survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems. A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

A subject contribution applies to these units.

Unit 3: How do cells maintain life? In this unit students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Unit 4: How does life change and respond to challenges? In this unit students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases. Students consider that in a globally connected world there are biological challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases. Students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of

technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world. Students will design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present their findings using the scientific method to form a scientific poster. A subject contribution applies to these units.

A subject contribution applies to these units.

Business Management

11BUS & 12BUS

Unit 1: Planning a Business. Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a Business. This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a Business. In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the

relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a Business. Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

Using a contemporary business case study from the past four years, students evaluate business practice against theory.

A small subject contribution applies to this subject.

Chemistry

11CHE & 12CHE

Unit 1: How can the diversity of materials be explained? The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green

chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

Unit 2: How do chemical reactions shape the natural world? Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

A subject contribution applies to these units.

Unit 3: How can design and innovation help to optimise chemical processes? In unit 3 of chemistry students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose? In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation

techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

A subject contribution applies to these units.

English

Year 11 students can study English and/or Literature. It is strongly recommended that if students wish to study Literature, they also study English.

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas.

They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

11ENG & 12ENG

Unit 1 Area of Study 1: Reading and exploring texts: In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and

reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

Through participation in discussions about their own experiences and the ways they make connections with a text, students develop their own thinking and engage with the ideas of others to extend their understanding of a text. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

Area of Study 2: Crafting texts: In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard

conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

Unit 2 Area of Study 1: Reading and exploring texts: In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Area of Study 2: Exploring argument: In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Suitable texts for study should reflect a variety of persuasive texts. Appropriate texts could be drawn from print, digital, audio and audio visual sources. These texts may include speeches, digitally presented texts, opinion and comment pieces, and other texts designed to position audiences in relation to an issue. In selecting

these texts, teachers should reflect on what students choose to read, view and listen to.

Consideration and time should be given to the explicit teaching of contextual information and cultural knowledge required to support an understanding of the selected issue and texts.

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. When working with audio or audio visual texts, they explore elements of spoken language including intonation, volume, pace, pausing and stress, and develop analysis of the ways these elements contribute to argument and the effect on the audience.

Unit 3 Area of Study 1: Reading and responding to texts:

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

Area of Study 2: Creating Texts: In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Students participate in collaborative class work and discuss the ways that vocabulary, text structures and language features can enliven ideas. They read, explore and revisit examples of text, including extracts, to stimulate structural innovation and to inspire ideas when developing individual writing. They also make connections with experiences and events in their own lives, observing and recording to enrich their writing, and to extend their ideas.

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

Unit 4 Area of Study 1: Reading and responding to texts:

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

Area of Study 2: Analysing argument: In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience. Consideration and time should be given to explicit teaching of the contextual and cultural background of the selected issue and the texts explored.

Students must explore and analyse the structures and features of argument presented in audio and/or audio visual texts, and consider the unique structures and features that enhance argument in these contexts. They plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

English as an Additional Language

11EAL01 & 12EAL01

There are specific eligibility requirements for English as an Additional Language (EAL). Please reference the VCAA Administrative Handbook.

Environmental Science

11EVS & 12EVS

Unit 1: How are Earth's dynamic systems interconnected to support life? Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects. Students analyse the range of components and processes that contribute to ecosystem functioning, and examine how events occurring in one of Earth's four interrelated systems can affect all systems to support life on Earth. Students compare Earth's changing features, examine different ways to measure and make predictions about changes in Earth's four systems, and explore different options for managing environmental changes and challenges. Students will also draw an evidence-based conclusion from primary data generated from a student-designed investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems through excursions to Berwick College's research site.

Unit 2: What affects Earth's capacity to sustain life? A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations.

They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water. Students will investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security. Throughout both unit 1 and 2 topics will be explored using experiments, case studies and investigations.

Unit 3: In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4: In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. A subject contribution applies to these units.

A subject contribution applies to these units.

Dance

11DAN & 12DAN

Unit 1

In this unit students explore the potential of the body as an instrument of expression. They *learn about* and develop physical skills. Students discover the diversity of expressive movement by exploring movement categories, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

They discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students are also introduced to dance traditions, styles and works.

Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement. This analysis supports students' understanding of the link between theoretical and practical aspects of each area of study.

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of movement categories and use of performance skills. Students also learn a group dance work created by another choreographer.

The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers. Students further develop their understanding of choreographic skills through an analysis of ways that the expressive intentions chosen by choreographers of twentieth and/or twenty-first century solo dance works. Students analyse the dance design and use of movement vocabulary of selected works, as well as consider influences on the choreographers' choice of expressive intention, and production aspects of the dance works.

Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work. Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of different types of group structures. These include unison, canon, contrast, symmetrical and asymmetrical groupings and formations. Students also analyse the use of the elements of spatial organisation – direction, level, eye/body focus and dimension – in a group dance work by a twentieth and/or twenty-first century choreographer. Influences on choices made by choreographers in these works are also studied.

Product Design & Technology

Soft Materials – Textiles

Hard Materials - Wood

11DTW & 12DTW or 11DTT & 12DTT

Both Product Design and Technology (Wood) and Product Design and Technology (Textiles) are offered but students can only select one or the other as these subjects both have the same study design.

In VCE product design and technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design.

They will select and use materials such as wood, metals, plastics or textiles to produce a three dimensional product that is innovative, demonstrates their skill in construction and their ability to research and respond to a design brief.

Assessment for Units 1 to 4 will be based on a folio of work that will be generated in response to a design brief. All stages of the product design process will be evident in the folio.

Production work will be carried out safely using the selected material/s and high-quality finish is expected. The finished product and work processes will be evaluated.

Unit 1: Sustainable product redevelopment. This unit focuses on analysing, modifying and improving a product's design. Students will do this by considering the materials used and issues such as sustainability. Students will produce a redesigned product using tools, equipment, machines and materials. It will be compared to the original and evaluated against the needs outlined in a design brief.

Students will learn about practices used by designers and the importance of acknowledging the Intellectual Property of the original designer.

Unit 2: Collaborative design. Teamwork encourages communication between students and mirrors professional design practice. The use of ICT for communication will be explored. This unit challenges students to work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group project. Students are able to gain inspiration from historical, cultural or style trends. They will work with their team to design and produce a product range based on a theme. They will research and refer to their chosen style or design movement. The finished product/s will be evaluated individually and / or by the group.

Unit 3: Applying the product design process. Students will work through the stages of the design and development process to create a product that meets the needs and expectations of a client. Students will prepare a design brief. They will use this as a springboard to direct research and design activities.

Students will examine a range of factors, including new and emerging technologies, international and Australian standards, and the design and development of products within industrial manufacturing settings.

They consider issues associated with obsolescence and sustainability models. This design and development process will be commenced during Unit 3 but will be completed and evaluated in Unit 4.

Unit 4: Product development and evaluation. In this unit students learn that evaluations are made at various points of product design, development and production.

Students use comparative analysis and evaluation methods to make judgments about commercial product design and development. Students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. Students evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria and client and/or end-user feedback. Students make judgments about possible improvements. They produce an informative presentation to highlight the product's features to the client and/or an end-user and explain its care requirements.

Future pathways.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels (e.g. building and manufacturing). VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

A subject contribution applies to each unit.

Students will be required to purchase their own fabric and patterns for major projects. Cost constraints will be applied. Guidance will be given in the selection of patterns.

Food Studies

11FOO & 12FOO

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

UNIT 1: FOOD ORIGINS. This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area 1 of Unit 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area 2 of Unit 1 students focus on Australia. They look at Australian Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing techniques as well as through immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

UNIT 2: FOOD MAKERS. In this unit students investigate food systems in contemporary Australia. In Area 1 of Unit 2 the focus is on commercial food production industries while the emphasis of Area 2 of Unit 2 is investigating food production in small-scale domestic settings as both a comparison and complement to commercial production. Students gain an insight into the significance of food industries to the Australian economy as well as investigating the capacity of industry to provide safe high quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life.

In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. Students consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

UNIT 3: FOOD IN DAILY LIFE. This unit investigates the many roles and everyday influences of food. In Area 1 of Unit 3 students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food and the microbiology of digestion. Students also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students use a range of Food Models to further develop their understanding of nutrient requirements that will lead to the establishment of healthy, lifelong eating patterns. In Area 2 of Unit 3 influences on food choices, eating patterns and behaviours is studied within social environments.

Students investigate, the role of food in shaping and expressing identity and connectedness, as well as the influence of media in providing information which can be filtered and manipulated.

UNIT 4: FOOD ISSUES, CHALLENGES AND FOOD FUTURES. Students examine debates about global and Australian food systems. Area 1 of Unit 4 focuses on issues about the environment, ecology, ethics, farming practices, the development of technologies and the challenges of food security, food safety, food wastage and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions as well as analysing work undertaken to solve problems and support sustainable futures. Area 2 of Unit 4 focuses on individual responses to food information [as well as misinformation] and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets.

Students practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to

environmental and ethical food issues as well as to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

A subject contribution applies to each unit.

Geography

11GEO & 12GEO

Unit 1: Hazards & Disasters

Students develop a sense of wonder and curiosity about people, culture and environments throughout the world and develop knowledge and understanding of geographic phenomena at a range of spatial scales. They develop their ability to think and communicate geographically. In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and/or the environment whereas disasters are judgments about the impacts of hazard events.

Students examine the processes, causes and impacts, human responses to events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards. Students complete a report on bushfires, after completing a compulsory fieldwork investigation

Unit 2: Tourism. In this area of study students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world. Students explore the environmental, economic and socio-cultural impacts of different types of tourism. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. Students investigate the interconnection of the two selected locations with their surrounding region and national context. Students complete compulsory fieldwork in this unit.

Unit 3: Changing the land. Students study land use and land cover across the globe. They investigate three

major processes that are changing land cover in many regions of the world (Deforestation, Desertification and Melting glaciers and Ice sheets). Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future. They analyse processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process. They also evaluate three different global responses to the impacts of land cover change, one global response for each process.

Unit 4: Human Population – Trends & Issues

Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Students investigate growth and decline in fertility and mortality, together with population trends.

They look at various population issues and challenges and investigate two significant population trends that have developed in different parts of the world; a growing population of one country and an ageing population of another country.

Students place these trends and resulting issues and challenges in their world regional context. They will look at Meeting healthcare and social service needs.

Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate the effectiveness of strategies in response to these issues and challenges strategies can be selected from government and/or non-government organisations within each selected country.

A subject contribution applies to these units.

Health and Human Development

11HHD & 12HHD

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions.

It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. In this unit students identify personal perspectives and priorities

relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Area of Study 2 focuses on health promotion and improvements in population health over time.

Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

They consider the health implications of increased globalisation and worldwide trends relating to climate

change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

History

11HIS & 12HIS

Unit 1: Students explore the nature of political, social and cultural change in the period between the world wars. Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two, focusing on the rise of Hitler and Nazi Germany.

Students investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. Students analyse how Adolf Hitler got into power in Germany, and also the political, social and economic factors, which assisted his ability to gain control over an entire nation, and bring the world to brink of War. We also analyse the Social life of Jews in Europe in the 1930s and 40, the Holocaust, and how political factors influenced changes to their social, economic, and political life.

Unit 2: In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

They investigate significant events and developments and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct-armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam.

Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the Soviet Union in 1991. In this area of study students also focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the in the 1950s and 60s.

Students explore the causes of significant political and social events and movements, and their consequences for nations and people. Students study the social and political movements of the American Civil Rights campaigns in the USA, and the influence of key individuals such as Martin Luther King, Rosa Parks and Malcolm X.

Units 3 and 4: Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. In this very challenging course, students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. Important events such as The Boston Massacre, Boston Tea Party, the Revolutionary War (America), The Assassination of the Russian Royal Family, Bloody Sunday Massacre and the February and October Revolutions (Russia) will be analysed in detail.

They consider historical arguments about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They will consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through this dramatic experience. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Students will study the influence of key leaders such as George Washington, Benjamin Franklin, Josef Stalin and Vladimir Lenin and their role in changing government.

It is recommended that students complete Units 1 and 2 History before commencing 3 and 4. It is also strongly recommended that students have a sound understanding of the historical skills developed in Units 1 and 2, and have achieved good results in Units 1 and 2 before undertaking Units 3 and 4.

The following Revolutions are studied at Units 3 and 4:

- The American Revolution from 1754 to 4 July 1776 (French and Indian War to the Declaration of Independence 1776)
- The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
- **A subject contribution applies to these units.**

Computing (Applied Computing & Data Analytics)

11ITC/12ITA

Unit 1: Applied Computing. In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing. In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

A subject contribution applies to these units.

Unit 3: Data Analytics. In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of

Study 1 students respond to teacher-provided solution requirements and designs.

Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: Data Analytics. In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan.

Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation.

They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

A subject contribution applies to these units.

Software Development

12ITS

Unit 3 – Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

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. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation. In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Languages Other Than English (LOTE) Indonesian

11IND & 12IND

Pre-requisite Year 10 Indonesian unless the student is a native speaker

The study of a second language contributes to the overall education of students. It enhances communication, cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of non-English speaking communities and promotes understanding of different attitudes and values. Students access the course through a range of resources. The use of a text book, work book and supplementary handouts is important. Importantly we also access arrange of audio visual resources such as documentaries and feature films in Indonesian.

Students will study from three prescribed themes over the course of Year 11 and 12: The Individual, Indonesian Communities and The Changing World.

This gives students best access to a wide range of vocabulary and issues to enable them to develop the necessary skills for their final Detailed Study and Examinations.

Units 1 and 2: Lifestyles: This will include rural and urban life and a look at the way in which these differ greatly in terms of access to basic resources such as education and health. Also covered is teenage life, living and studying in Indonesia and the different religions and lifestyles of Indonesians.

Visiting Indonesia: This will encourage students to investigate travel, finding accommodation, obtaining assistance or advice, visiting friends and health considerations for tourists. We will focus on issues including Eco-tourism and ways in which tourism is supporting the developing economy of some of Indonesia's less well-known areas.

Customs and traditions: This popular unit will look at different ethnic and religious groups, Selamatan, Balinese cremations and major celebrations such as Lebaran.

Arts and entertainment: This unit provides a window into modern and or traditional music/dance/art, wayang, literature, cinema and the media.

It enables students to understand the cultural and spiritual significance of the expression of oneself through the arts.

Environmental issues: This is a very important unit as it develops the required language for future reference in this area. It covers the impact of tourism, logging, forest fires, pollution, conservation and wildlife protection. This unit is briefly revisited in Unit 3.

Units 3 and 4: Stories from the past: This unit looks at turning points in history, famous people and significant events. We investigate some of the ancient kingdoms, which heavily influenced modern Indonesian social and religious constructs. We then move to the focus area of World War II and the Japanese Occupation of Indonesia followed by Indonesia's struggle to gain Independence. This is commenced during Year 12 Headstart.

The world of work: This unit includes people at work, different types of work, vocational pathways, unemployment, work in rural and urban areas. Students will learn to apply for jobs in Indonesian, providing valuable interview practice for the upcoming Oral Exams.

This unit also covers education and aspirations, including student exchanges, tertiary options, search for work, job applications and interviews, work experience and careers.

Social issues: Our detailed study allows students to choose one of the areas studied in this unit to explore in detail. We look at homelessness, street children, political change, urbanisation, health, tourism, economic crisis and technological change.

Personal world: In preparation for the final exams, both oral and written, we learn the language associated with giving personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.

Legal Studies

11LEG & 12LEG

Unit 1: Guilt and Liability

This unit explores the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. It focuses on the key concepts of criminal and civil law, types of crime and areas of civil law as well as possible defences. Students apply legal reasoning to case studies to determine possible culpability of an accused or possible liability for a breach of civil law and the impact of these actions on individuals and society.

Unit 2: Sanctions, Remedies and Rights

This unit focuses on the enforcement of criminal law and civil law and the methods and institutions that may be used, such as the Victorian Courts, to determine a criminal case or resolve a civil dispute.

It considers the purposes and types of sanctions and remedies and their effectiveness. Students explore the extent to which the principles of justice could be or were achieved in recent criminal and civil cases. As well as the ways in which rights are protected in Australia, the unit also investigates the way rights are protected in one other country and discusses possible reforms to Australia's approach.

Students may have the opportunity to attend excursions to the Melbourne Magistrates Court and Loddon Prison and also participate in a mock trial.

Unit 3: Rights and Justice

This unit explores the rights of the accused and victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties and the ability of

sanctions to achieve their purposes. Students analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4: The People and the Law

The purpose of this unit is to enable students to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and the impact of the Commonwealth Constitution on the operation of the legal system. Students explore the factors that affect the ability of Parliament to make laws and the relationship between Parliament and the courts in law-making. Students undertake an evaluation of the strengths and weaknesses of law-making bodies and their ability to respond to the need for law reform and also the processes used to influence change and reform.

Students may have the opportunity to attend an excursion to the Supreme Court and County Court.

A small subject contribution applies to this subject.

Literature

11LIT

Students may study Year 11 Literature in combination Year 11 English. Students wishing to undertake Literature in place of English must obtain approval from the Senior School Leader and the English and Literacy Leader.

VCE Literature is an academically rigorous but ultimately rewarding subject that should appeal to students wishing to study a range of text types, including: novels, plays, short stories, poetry and film. VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

Unit 1: Area of Study 1 -Reading practices: In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text

Area of Study 2 - Exploration of literary movements and genres: In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Unit 2: Area of Study 1: Voices of Country: In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal

and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Area of Study 2: the text in its context: In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Foundation Mathematics

11MAF

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community setting relevant to contemporary society.

They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to

make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

12MAF

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

General Mathematics

11MAG

Unit 1 & 2: General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Mathematical Methods

11MAM

Unit 1 & 2: 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. The units 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, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics.' The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics.'

Specialist Mathematics

11MAS

Units 1 & 2: 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, reasoning and proof. This study has a focus on interest in the discipline of mathematics 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. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4. The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

General Mathematics

12MAG

Units 3 & 4: General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics. Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4. A subject charge applies to this unit.

A subject contribution applies to these units.

Mathematical Methods

12MAM

Units 3 & 4: Mathematical Methods Units 3 and 4 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 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs.' Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

A subject contribution applies to these units.

Specialist Mathematics

12MAS

Units 3 & 4: Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from

Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

A subject contribution applies to these units.

Centre for Higher Education Studies

The Victorian Government is establishing the Centre for Higher Education Studies (CHES) to provide senior secondary students from right across the State with opportunities for even greater stretch and challenge in their studies.

CHES will enable you to access first year university-level studies and select VCE subjects, accompanied by an innovative enrichment program. Through CHES, you can study a subject aligned to your skills and interests that may contribute to your ATAR, and potentially earn university credits, providing a head start on your undergraduate degree. To accommodate as many eligible students as possible, these programs will be available through a hybrid and flexible approach, with opportunities to study online, on-site at CHES, or a combination of the two.

If you wish to enrol in a CHES subject you will need to obtain an enrolment form from the Senior School office.

Algorithmics

12ALG

VCE Algorithmics is a 'Higher Education Scored Study', which means it is designed to be the equivalent of a first-year university subject. Students can attain a VCE study score for Algorithmics with some universities offering accelerated pathways and credits for successful completion.

Algorithmics provides a structured framework for solving real-world, practical problems with computational methods. It is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of our information society.

Further, it provides a methodical way to approach complex problem-solving in STEM and other disciplines that benefit from analytical problem-solving and formal reasoning.

Computing is central to our society and economy and drives innovation across many fields of human endeavour. VCE Algorithmics examines how information about the world can be systematically represented and how the processes can be made precise enough to be implemented in a computer program. The focus is not on coding but on 'algorithmic thinking'.

Algorithmics covers systematic methods for analysing real-world problems and identifying the key aspects that need to be modelled to find a solution.

Algorithmics also covers deeper topics in computer science such as artificial intelligence, statistical methods of computation, and ethical issues related to these topics. This investigation of theoretical topics is complemented by the development of skills in a high-level programming language. Students must have successfully completed VCE Mathematical Methods Units 1 and 2 to enrol in VCE Algorithmics.

Extended Investigation

12EXI

VCE Extended investigation enables students to develop, refine and extend knowledge and skills in independent research and to carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already studied or it may be completely independent of any other subject in the student's VCE program. Through this subject students develop their capacity to explore, justify and defend their research findings in both oral and written forms to an educated non-specialist audience. Students develop and construct a research question, understand and apply ethical and robust research methods, explore a chosen area of investigation in depth, conduct a review of relevant literature, develop skills in research project management, rigorously analyse and evaluate findings and results, develop skills in written and oral presentation of research findings, and develop as independent, critical and reflective learners. Aspects of critical thinking such as analysing, evaluating and synthesising information and reasoning logically are integral to the process of formulating and developing an investigation.

As well as critiquing the strengths and the weaknesses of the arguments and conclusions of other researches, students also need to apply critical thinking to their research question, methodology and research findings. There are no pre-requisite subjects for studying VCE Extended Investigation. Students with excellent grades can apply to study Extended Investigation in Year 11 or Year 12.

Media

11MED & 12MED

Unit 1: Media forms, representations and Australian stories. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form.

Unit 2: Narrative across media forms. In this unit students further develop an understanding of the concept of narrative in media products and forms through different contexts such as genre and style. Students analyse the influence of developments in media technologies on individuals and society, examining a range of media forms. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through a media narrative. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, historical, institutional, cultural, economic and political contexts of construction, consumption, production and distribution. Students look at how ideas, research, investigation and experimentation can be used in the development of media products. They explore and experiment with media technologies to develop skills in their selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Students undertake preproduction processes appropriate to their selected media form and develop written and visual documentation to support the production and postproduction of a media product in Unit 4.

Unit 4: Media production and issues in the media.

In this unit students focus on the production and postproduction stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the contemporary challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and individuals. Students also analyse the role of the Australian government in regulating the media as well as ethical and legal issues in the media.

A subject contribution applies to these units.

Music Performance

11MUS & 12MUS

Unit 1: This unit focuses on developing skills in practical music through both solo and group performances. Students study other performers to explore strategies to optimise their own performances and develop technical exercises to meet the technical and expressive challenges of the works being performed. They study aural, theory and analysis concepts to develop their musicianship skills.

Unit 2: In this unit, students build on their performance and musicianship skills. They present performances of both solo and group works. They study strategies for developing technical and expressive skills, identify challenges in the works being prepared for performances and practice related technical exercises. Students study aural, theory and analysis concepts to develop their musicianship skills. They also devise an original composition or improvisation.

Unit 3: These units prepare students to present convincing performances of solo and group works representing a range of styles and diversity of character. Students develop instrumental techniques that enable them to interpret the works and expressively shape

their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

Unit 4: In this unit prepare students to refine their ability to present convincing performances of solo or group works. Students further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students also develop an understanding of performance conventions they can use to enhance their performances. Students continue to develop skills in aural perception and comprehension, transcription, music theory and analysis.

Instrument Hire or Band Fees may apply to this unit.

Outdoor and Environmental Studies

11OES & 12OES

Unit 1: Exploring outdoor experiences.

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments.

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3: Relationships with outdoor environments.

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships.

This unit analyses and evaluates contemporary relationships with natural environments and consequences for humans and environments. Students will investigate the health of outdoor environments in Australia and potential threats to the environment. Students will analyse conflicts of interest between users of the environment and strategies and policies in place to protect the environment.

A subject contribution applies to this unit

Philosophy

11PHI & 12PHI

Unit 1: Existence, Knowledge and Reasoning.

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin questions found in Science, justice and the Arts. This unit challenges students with fundamental philosophical questions through active discussion of two key areas of philosophy: epistemology (what is known) and metaphysics (what exists). The emphasis is 'doing philosophy'; therefore, the study and practice of techniques of logic are central to this unit.

As students learn to think philosophically, examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about philosophical concepts and problems that are relevant to their everyday lives.

Unit 2: Questions of Value. What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3: Minds, bodies and persons.

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. The skills that will enable students to do this will be developed in this study.

Unit 4: The good life.

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life?

How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live and use their understandings to inform their analysis of contemporary debates.

Physics

11PHY & 12PHY

Unit 1: How is energy useful to society? Students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change. Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia. Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

Unit 2: How does physics help us to understand the world? Students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study. An extended practical investigation is carried out where students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question. Students can investigate concepts from Unit 1 and 2.

It is strongly recommended that students have satisfactory completed Year 10 Chemistry/Physics previous to undertaking this study. It is also recommended that students have achieved very good results in Year 10 Essential Maths and are also studying VCE Maths Methods.

Unit 3: How do fields explain motion and electricity? In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format.

A subject contribution applies to these units.

Physical Education

11PEM & 12PEM

Unit 1: The human body in motion.

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society.

This unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Movement skills and energy for physical activity.

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in

physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance.

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

A subject contribution applies to this unit.

Physical Education – Basketball Academy

11BBA

Students will complete Units 1 and 2 of the VCE Physical Education course. Practical sessions will focus on continuing to build their basketball knowledge and skills. Students will continue to be involved in all tournaments as in previous years of the academy.

A subject contribution applies to this unit.

Politics – Australian and Global

11POL

VCE Australian and Global Politics is a standalone Unit 1 and 2 subject that aims to introduce students to both Australian Politics and Global Politics, with Global Politics offered at Berwick College as a Unit 3 and 4 sequence.

Unit 1: Ideas, actors and power: In this unit students are introduced to the key ideas relating to the exercise of political power.

They explore how these ideas shape political systems and consider the nature of power in Australian democracy and in a non-democratic political system. Students also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.

In Area of Study 1, students are introduced to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative and explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy. Students will have the opportunity to investigate a case study of a non-democratic system to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy.

In Area of Study 2, students explore the roles and functions of key political actors in the Australian system, such as how political parties formulate ideas in elections and form government, how interest groups seek to influence the government about local or global issues and how the media also plays a significant role in reporting Australian politics and the ways social media and the 24-hour news cycle influence political debate.

Key questions considered in this unit include:

What is politics? What is meant by power and how can it be exercised? How is power distributed in the Australian political system? How do non-democratic systems distribute power? What roles do political parties play in the Australian political system? How influential are political parties, interest groups and the media in shaping the Australian political agenda? How do parties, interest groups and the media facilitate political participation?

Unit 2: Global Connections: This unit introduces students to the global community and the global actors that are part of this community.

In Area of Study 1 students consider how citizens and global actors in the 21st century interact and connect with the world.

Students will have the opportunity to investigate the increased role of international non-government organisations (NGOs) such as Amnesty International, the way in which commerce, trade and investment occur as seen through the rise of e-Bay and online shopping, the growing power of transnational corporations (TNCs) to shape global trading patterns

and political agendas, as seen through the global reach of corporations such as Apple, Toyota and Shell, and the way communication, networking and travel have been transformed by Facebook, Twitter and Instagram and the increased accessibility of air travel. Students also investigate Australia's involvement in an issue affecting the global community, and assess the response.

In Area of Study 2, students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. The global community is composed of citizens, states, Intergovernmental Organisations (IGOs) such as the United Nations and the World Trade Organization, NGOs, TNCs and other non-state actors and students will consider the extent to which the global community can effectively deal with global challenges.

Key questions considered in this unit include:

How are citizens of the 21st century linked – politically, socially and economically? How have peoples' lives been affected by globalisation?

Do citizens and states have global responsibilities? Can the global community meet the challenges of the 21st century or will the interests of individual global actors compromise the needs of this global community? How does the global community work in the 21st century and what are its responsibilities? How effective is the global community in managing cooperation and conflict? What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

Students may have the opportunity to attend excursions to the Parliament of Victoria and hear from guest speakers.

Unit 1 and 2 of Australian and Global Politics provides with a pathway to continue to Units 3 & 4 Global Politics in Year 12.

Politics – Global

12POL

Year 12 Global Politics does NOT require students to have completed Unit 1 or 2 Australian and Global Politics in Year 11.

VCE Global Politics has a sole focus on international politics; including global issues such as terrorism, refugees, border conflicts and explores the rising power of NGOs such as Sea Shepherd or Greenpeace and

Corporations like Samsung. It also looks at the way states exercise their power in the Asia-Pacific region, as well as global responses to an international crisis.

Unit 3: Global Actors: In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an examination of the concepts of national interests and power as they relate to the state, and the way in which one Asia-Pacific state uses power to achieve its objectives.

Key questions considered in this unit include:

Who are the key actors in contemporary global politics? From where does their power stem? What impact do these actors have on global politics? What challenges do these global actors face in achieving their aims?

To what degree can these global actors challenge state sovereignty? What is power? Why do different ideas about national interests exist? How is power exercised by an Asia-Pacific state? What is the most effective type of power for a state to use to pursue its national interests? How effective is the state in achieving its national interests?

Unit 4: Global Challenges.

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Key questions considered in this unit include:

Do we have a responsibility to uphold human rights everywhere? What is the best way to address people movement? In what ways should development occur? Can the world be rid of weapons and, if so, will it be safer? What crises does the world face today? What are the causes of particular global crises? How have global actors responded to these crises and how effective are their responses? What challenges do global actors face in achieving resolutions to these crises?

Psychology

11PSY & 12PSY

Unit 1: How are behaviour and mental processes shaped? In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and

emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

A subject contribution applies to these units.

Theatre Studies

11THE & 12THE

Unit 1: Pre-modern theatre styles and conventions.

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Kabuki and other traditional indigenous theatre forms.

Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance. Students will focus on two production roles. The production roles are actor, director, designer and any one or more of costume, make-up, props, set, lighting, sound.

Unit 2: Modern Theatre Styles and Conventions.

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present.

Theatre styles from the modern era of theatre include Epic theatre, Theatre of the Absurd, Political theatre,

Feminist theatre, Expressionism, Eclectic theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Unit 3: Producing Theatre.

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to put on a production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

Unit 4: Presenting an Interpretation.

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

Visual Communication and Design

11VCD & 12VCD

Unit 1: Finding, reframing and developing design solutions. In this unit, students will use a wide range of media materials and techniques to complete multiple projects. The main areas of focus are Industrial Design, Communication Design, and Environmental Design. By combining digital skills like Adobe Illustrator and SketchUp with manual drawing, students will develop their abilities and learn from different designers to improve their own design practices. The projects will be diverse and challenging, including Monogram & Packaging, Brand Identity, Designer Products, and Architecture. This unit is an excellent preparation for success in fields such as Studio Art, Visual Communication and Design, Art, and Media, equipping students with the necessary skills and knowledge.

Unit 2: Design Contexts and Connections.

During Unit 2, students will gain knowledge about Visual Communication practices and will be able to use the Double Diamond Design Process. Their main focus will be on designing interactive experiences and environments. They will learn about different practices from architecture, landscape architecture, and interior design. Additionally, they will have the opportunity to explore the role of interaction designers in user experience (UX) and learn how to develop spaces and interfaces that respond to contextual factors and user needs. The course aims to expand their understanding of the interconnections between design and its context.

Unit 3: Visual Communication in Design Practice.

In this unit, students will gain knowledge about designers and their work. The course will cover contemporary designers and their design processes, emphasizing the significance of visual language in design. Students will explore design examples and evaluate their purposes and impact.

Unit 4: Refining, resolving and presenting design ideas using Visual Communication practices.

During Unit 4, students will improve and present their design ideas. They'll revise and refine them and use manual and digital methods to explore various options. After creating models or prototypes, they'll prepare a pitch to explain their choices. Finally, they'll perfect their designs and select the most fitting way to showcase them, taking into account both aesthetics and purpose.

A subject contribution applies to each unit.

VCE VOCATIONAL MAJOR

Vocational Major – Literacy

11VML & 12VML

Unit 1: Literacy for personal use and understanding and creating digital texts.

In this unit students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information. In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text. Students will also read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Unit 2: Understanding issues and voices and responding to opinions.

In this unit students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience. Students will practise note-taking and responding to short-answer questions as well as formulating their own oral

and written opinions. They will also practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner. In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Unit 3: Accessing, understanding, creating, and responding to organisational, informational and procedural texts.

In this unit students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types. Students will also create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 4: Understanding and engaging with literacy for advocacy and speaking to advise or to advocate. In this unit students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice. Students will also use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

Vocational Major – Numeracy

11VMN & 12VMN

Units 1 & 2: In these units students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The four areas of study for unit 1 include number, shape, quantity and measures, and relationships. In unit 2 the areas of study are dimension and direction, data, uncertainty and systematics.

Units 3 & 4: In these units students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The four areas of study for unit 3 include number, shape, quantity and measures, and relationships. In unit 4 the areas of study are dimension and direction, data, uncertainty and systematics.

Vocational Major – Personal Development

11VMP & 12VMP

Unit 1: Healthy Individuals. This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing.

It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing.

Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students will investigate local health-promoting organisations and resources that play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community.

Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Unit 2: Connecting with Community.

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community. In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication.

Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Unit 3: Leadership and teamwork. This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute

within a team context through a collaborative problem-solving activity.

Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4: Community project. This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present the project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Vocational Major – Work Related Skills

11VMW & 12VMW

Unit 1: Careers and learning for the future.

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2: Workplace skills and capabilities.

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a

chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3: Industrial relations, workplace environment and practice.

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship, workplace relations, and communication and collaboration. Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Unit 4: Portfolio preparation and presentation.

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

VOCATIONAL EDUCATION & TRAINING (VET) PROGRAMS

Certificate II Automotive (Vocational Preparation)

11VA1 & VEAM1/VEAM2

Attendance: Within the College timetable

Course duration: Two years at Berwick College

This two-year qualification students will gain hands on experience working on everything from engine cylinder heads, clutch assemblies and transmissions. Students will develop important employability skills that will enable them to pursue careers in automotive and related industries.

Berwick College offers the first year of the course in the timetable and the first and second year on a Friday. Contact the Careers Office for more details.

Sample Course Content:

- Follow environmental and sustainability best practice in an automotive work-place
- Follow safe working practices in an automotive workplace
- Use and maintain tools and equipment in an automotive workplace
- Carry out research into the automotive industry
- Dismantle and assemble multi-cylinder four-stroke petrol engines
- Carry out basic vehicle servicing operations.

Future Career Pathways:

- Certificate III in Automotive Mechanical Repair (Apprenticeship)
- Certificate IV in Automotive Management; or Certificate IV in Automotive Technology; or Certificate IV in Motor Sport
- Diploma of Automotive Management; or Diploma of Automotive Technology; or Diploma of Motor Sport
- University options: Bachelor of Engineering
-

Certificate III Community Services CHC32015

11VCS

Attendance: In the timetable

Course duration: One year at Berwick College

This certificate offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

Possible Sample course content:

- Respond to client needs
- Communicate and work in health or community services
- Work with diverse people
- Follow safe work practices for direct client care
- Manage personal stressors in the work environment
- Provide first aid
- Work within a community development framework
- Implement participation and engagement strategies
- Contribute to the review and development of policies
- Provide first point of contact
- Support group activities
- Organise personal work priorities and development.

Future career Pathways:

- Certificate III in Aged Care; or Certificate III Health Services Assistant; or Certificate III in Home & Community Care
- Certificate IV in Allied Health Assistance; or Certificate IV in Disability; or Certificate IV in Mental Health
- Diploma of Nursing; or Diploma of Community Services/Mental Health/Alcohol and other drugs

Certificate II Construction

VECP1 (Year 1) & VECP2 (Year 2)

Attendance: Wednesday, Friday and in the timetable

Course duration: Two years at Berwick College

The aim of the VET Building and Construction Pathways is to provide participants with the knowledge and skills to achieve units of competency that will enhance their employment prospects in building or building related industries.

This qualification will enable participants to gain a recognised certificate and make a more informed choice of vocation and career paths as well as expose them to skills, such as building projects, workplace safety and first aid.

Sample Course content:

- Work effectively and sustainably in the construction industry
- Conduct workplace communication
- Carry out measurements and calculations
- Apply OH&S requirements, policies and procedures in the construction industry
- Work safely in the construction industry
- Handle carpentry tools and equipment.

Future Career Pathways:

- Certificate III in Brick & Block laying
- Certificate IV in Building & Construction
- Diploma in Building & Construction.

Certificate II Electrotechnology (Vocational Preparation)

VEET1 (Year 1) & VEET2 (Year 2)

Attendance: Wednesdays

Course duration: Two years

This course is designed to provide training, practical skills and studies for students interested in investigating a career as an electrician.

Students who complete both years of this course will have completed a nationally recognised pre-vocational for careers in the electrical field.

Course content:

- Use basic computer applications relevant to a workplace

- Document occupational hazards and risks in electrical work
- Solve problems in extra-low voltage
- Use of routine equipment/plant/technologies in an electrotechnology environment
- Identify and select components/accessories/materials for electrotechnology work activities
- Produce routing products for work
- Dismantle, assemble and fabricate electrotechnology components
- Solve problems in multiple DC
- Fix and secure equipment
- Carry out routine activities in an electrotechnology environment
- Use drawings, diagrams, schedules and manuals

Future pathways: Employment opportunities exist in the electrical trades in:

- Electronic installation
- Testing
- Repair or sales
- Working on audio systems video systems, mobile phone systems, electronic security systems
- Car electronic accessories
- Electronic ticketing systems
- Vehicle engine management systems
- Computer interfacing.

Materials: Students are to supply writing material, pens and paper.

Materials: all materials are provided except stationery

Certificate III Sport and Recreation sis30115

VETSR / 11VSR

Attendance: In the timetable

Course duration: One year at Berwick College

This certificate provides students with the skills and knowledge to work in the sport and recreation industries. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs.

Units 3 and 4 offers scored assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Sample course content:

- Respond to emergency situations
- Organise personal work priorities and development
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness or recreation sessions
- Provide first aid
- Respond to emergency situations
- Use social media tools for collaboration and engagement
- Participate in conditioning for sport
- Provide quality service
- Provide equipment for activities
- Participate in WHS hazard identification, risk assessment and risk control
- Conduct sport, fitness or recreation events
- Educate user groups
- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Facilitate groups.

Future Career Pathways

- Certificate III in Fitness
- Certificate IV in Fitness; or Certificate IV in Sport and Recreation; or Certificate IV Community Recreation
- Diploma of Sport & Recreation
- University Options: Bachelor of Human Movement or Bachelor of Exercise Science

Soon to be superseded by SIS30122 – Certificate III in Sport, Aquatics and Recreation.

Certificate III Business

BSB30120

11VB1 (Year 1) 11VB2 (Year 2)

Attendance: in the timetable

Course duration: Two years at Berwick College

This certificate provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

Possible Sample course content:

- Assist with maintaining workplace safety

- Use inclusive work practices
- Support personal wellbeing in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices
- Design and produce spreadsheets
- Create electronic presentations
- Use digital technologies to communicate in a work environment
- Engage in workplace communication
- Organise personal work priorities
- Organise workplace information
- Design and produce business documents
- Deliver and monitor a service to customers

Future Career Pathways

- Certificate IV in Small Business Management
- Diploma of Business
- University options: Bachelor of Business

Certificate III VCE VET

Dance

11VD1/12VD2

The VET VCE Dance course is a two year full-time certificate course that prepare students for further tertiary training as teacher, performer or choreographer in the performance industry.

Within the course, students spend time both within the classroom and in the dance industry acquiring and developing the skills, knowledge and confidence to work in a range of areas within the performing arts industry.

Upon successful completion of the course, students receive a Certificate II in Dance Training, a Study Score which contributes to their VCE ATAR and multiple connections within the industry.

Sample Course Content:

- Develop basic dance techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance
- Perform basic jazz dance technique
- Perform basic contemporary dance technique
- Develop audition techniques
- Incorporate artistic expression into basic dance performance

- Develop and apply creative arts industry knowledge
- Increase depth of contemporary dance technique
- Increase depth of jazz dance technique

Future Career Pathways:

- Certificate III in Dance
- Certificate IV in Dance
- Diploma of Dance
- Advanced Diploma of Dance.

A subject contribution applies to each unit.



Certificate III Visual Arts

CUA31120

11VVA

Attendance: In the timetable

Course duration: One Year at Berwick College

This certificate provides students with the opportunity to produce drawings to communicate ideas, apply knowledge of history and theory to own arts practice and produce creative work.

Employment opportunities reflect roles such as studio assistant, community theatre assistant and arts, craft or

design practitioner. Certificate III in Visual Arts is a pathway to Certificate IV in Visual Arts.

Sample course content:

- Contribute to the health and safety of self and others
- Produce drawings to communicate ideas
- Make a simple creative work
- Capture photographic images
- Produce paintings
- Apply knowledge of history and theory to own arts practice
- Produce creative work
- Follow a design process
- Plan a career in the creative arts industry
- Produce digital images
- Produce drawings
- Produce sculpture.

Future career pathways:

- Cert IV in visual arts
- Diploma of photography and digital imaging
- Diploma of graphic design
- Bachelor of Arts (fine art)
- Bachelor of photography.

COURSE FEES: A subject contribution applies to this subject. In addition, students are required to purchase a basic kit of Art equipment prior to commencement of the course.