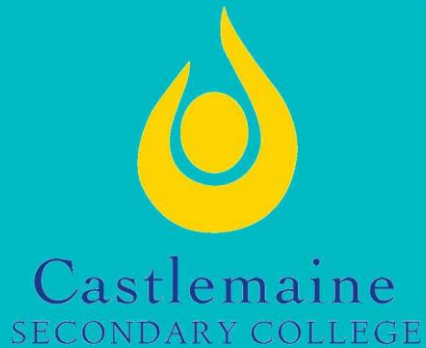




Castlemaine  
SECONDARY COLLEGE

# Course Selection Handbook

## 2025



Aspire, Respect, Empathy

Castlemaine Secondary College  
Blakeley Road  
PO Box 57  
Castlemaine Vic 3450  
T. 03 5479 1111  
F. 03 5479 1120  
E. [castlemaine.sc@education.vic.gov.au](mailto:castlemaine.sc@education.vic.gov.au)  
W. [csc.vic.edu.au](http://csc.vic.edu.au)

Principal  
**Justin Hird**

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## Letter from Principal

Dear CSC Families,

Attending our Course Selection Information Sessions is crucial for both parents and students, as it lays the foundation for making informed decisions about future career pathways. These sessions provide detailed insights into the diverse curriculum and specialized programs offered at Castlemaine Secondary College, enabling students to align their subject choices with their career aspirations and personal interests.

Parents play a pivotal role in guiding and supporting their children's educational journeys. By participating in these sessions, parents can better understand the options available and the potential impact of each choice on their child's future. This shared knowledge fosters meaningful conversations at home, where families can discuss and evaluate the best pathways together.

Moreover, the Year 10 and 11 sessions highlight the unique and supportive senior journey at our college. Information about our seniors' years 'rite of passage', our positive Attitudes to School Survey data, and our approach to personalised learning will be shared, demonstrating how the school environment nurtures each student's growth and development. Understanding these aspects helps parents and students feel confident in their decisions, knowing they are backed by a robust support system.

In essence, our Course Selection Information sessions are a vital resource. They empower families with the knowledge needed to navigate the academic landscape, ensuring that each student can embark on a fulfilling and successful educational journey.



Justin Hird  
Principal

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## College Vision

*“At Castlemaine Secondary College we have high learning expectations of staff and students. We promote and support emotional and physical wellbeing, developing resilient community members.”*



## College Values

Aspire, Respect, Empathy

We achieve this by:

- Catering for individual learning needs
- Providing rich and varied experiences
- Encouraging and valuing contributions
- Having high expectations
- Embracing a culture of entrepreneurship
- Linking learning to the real world
- Basing partnerships on respect
- Actively monitoring and responding to feedback
- Celebrating achievement

## Mentor Program Structure

Each student at Castlemaine Secondary College belongs to a Mentor Group consisting of small number of students. The Mentor Groups meet for 10 minutes at the start of each day, except for Wednesday when there is an extended (30 minute) Mentor Group session. The Mentor Groups have deliberately been kept to small numbers to help provide a more personalised approach to supporting students.

It is the Mentor's responsibility to 'connect' with the students in his or her Mentor Group. The Mentor should be the adult who knows the student best and is the prime caring adult for that student at school. Each Mentor aims to develop harmonious group dynamics, a good work ethic, and an atmosphere of concern and care amongst the students in the Mentor Group. The Mentor also encourages interest and discussion about upcoming events, and participation in sports, the Student Representative Council (SRC), and special projects.

The Mentor should be the primary link between home and school. Parents and guardians are urged to contact their child's Mentor in the first instance when they have any concerns.

We are **A**spirational, **R**espectful & **E**mpathetic CSC

# Who to Contact

The following lists show the personnel allocated to roles in 2024 and may change in 2025

<b><u>Learning Area Leaders</u></b>		<b><u>Leadership Team</u></b>	
For subject specific enquiries please contact			
Arts	Alyssa Roberts	<b><u>Principals</u></b>	
English	Kristelle Sherwood	Principal	Justin Hird
Health/Physical Education	Julian Vearing	Assistant Principal	Martin Mielimaka
Humanities	Andrew Creek		
Languages	Ruth McNamara	<b><u>Leading Teachers</u></b>	
Mathematics	Peter Reynolds	Senior Years & Pathways Coordinator	Kate Young
Science	Dino Cevolatti	Student Learning	Arron Male
Technology	Alyssa Roberts	Student Voice, Leadership & Agency	Judith McLean
		Student Engagement and Wellbeing	Shanee Peters & Kath Goodes
<b><u>Programs</u></b>		<b><u>Learning Specialists</u></b>	
Vocational Education and Training (VET)	Cathy Naimo	Differentiation & Personalisation	Dino Cevolatti
Flexible Learning Options (FLO)	Oliver Fairclough	Literacy	Sarah Ward
VCE Vocational Major (VM) & Victorian Pathways Certificate (VPC)	Kristina Tulen	Numeracy	Sharon Rossiter
Steiner	Ken Killeen & Jane Sanderson	Business Manager	Niraj Joshi
<b><u>General Enquiries</u></b>			
Booklist and Family Finance Enquiries	Karen Burton		
Bus Enquiries	Kellie Showell		
<b><u>Additional Pathways Support</u></b>			
Careers Coordinator	Kerri Aitkin		
Grade 6 into 7 Transitions	Kristelle Sherwood		



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# Transitions and Pathways

Students at CSC are provided with every opportunity to follow their dreams; whether that is in performing or visual arts, commerce, sciences, communications, outdoor and sporting industries or a trade. We support all students to begin thinking about their pathways and starting their Career Portfolio in Years 7 and 8, with a focus on values and interests. Year 9 students begin preparing for senior studies by delving deeper into the type of work that inspires them through the Career Insights program, and in Year 10 students undertake a week of school-approved work experience where they can try an industry that interests them or learn about some of the general skills needed in all jobs. In Years 11 and 12 students explore a range of post-secondary options to determine their pathway into work or further study.

## HeadStart Apprenticeships and Traineeships (HSAT)

HEADSTART is a pathway allowing students to undertake a school-based apprenticeship or traineeship whilst also progressing towards the completion of their Year 12 qualification.

### Headstart Model:

- 3 components - work, school and trade certificate.
- School component can be VCE, VM or VPC
- Flexible school timetable
- Suitable students and employers are matched
- Work experience/ trial to ensure good fit
- Students must be work-ready and have appropriate levels of literacy, numeracy and employability skills i.e. motivated, punctual, responsible and effective communicator.
- Workplace time increases each year to support positive progression:
  - Yr10 - 1 day/ week
  - Yr11 - 2 days/ week
  - Yr12 - 3 days/ week
- Preference to commence Year 10 or 11 depending upon the qualification/training area.
- Case management support schools, employers and families.
- Effective employment supervision/ mentoring
- Focus on priority industries that lead to long-term genuine employment opportunities
- Following successful completion of Year 12, students move from a part time apprenticeship and traineeship to full time.

Students, families and employers wanting to know more about the HEADSTART Apprenticeships and Traineeships program, can contact the HEADSTART Coordinator or Careers Team. If you are interested in a Head Start apprenticeship or traineeship, please contact our Head Start Coordinator, Sonya Carson, by emailing her directly: [ross.egleton@education.vic.gov.au](mailto:ross.egleton@education.vic.gov.au).

## Careers Advice

Our Careers Coordinator, Ms Kerri Aitken, is available to provide individual support and advice to any students who would like help or more information about careers, work experience, tertiary study or subject choices. Please make an appointment to meet with him by contacting CSC reception, or you can email him directly: [kerri.aitken@education.vic.gov.au](mailto:kerri.aitken@education.vic.gov.au).

## How to choose your subjects

Students should choose subjects that are aligned with their Career Portfolios. These will contain details of their individual strengths and interests, the things they are good at, the types of work environments and styles they prefer and further study or training options that will help them reach their career goals. Career Portfolios can be accessed online at <https://mcp.educationapps.vic.gov.au>

Students who would like to do further exploration and add more detail to their Career Portfolio will find the following websites useful.

General information about choosing a career pathway

- My Future: <https://myfuture.edu.au/>
- Youth Central Victoria: <https://www.youthcentral.vic.gov.au>

Information about skills and industry growth areas

- Victorian Skills Gateway:  
<https://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx>
- National Job Outlook: <https://joboutlook.gov.au>

Information about senior secondary certificates in Victoria

- VET Guide: <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>
- Where to now:  
<https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

Information about tertiary entrance requirement

- VTAC: <http://www.vtac.edu.au/publications.html>

## Part-time study

Occasionally, students may choose to spread their VCE studies over three years, instead of two, to help them balance other commitments beyond school. If you think this option would suit you, please make an appointment to discuss your needs with the Transitions Leader, Ms Kate Young, by emailing her directly: [katherine.young@education.vic.gov.au](mailto:katherine.young@education.vic.gov.au).

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# Choosing a Program – Units, Semesters and Programs

## What is a Semester?

The Castlemaine Secondary College year is divided up into two semesters:

- Semester 1 = Terms 1 and 2 (approximately)
- Semester 2 = Terms 3 and 4 (approximately)

The advantages of dividing the year into semesters are that:

- Students can choose from a wider variety of subjects over the course of the year
- 
- Students have more opportunity to achieve success through studying subjects appropriate to their needs
- Students have greater opportunities to undertake extension work in areas of interest or aptitude

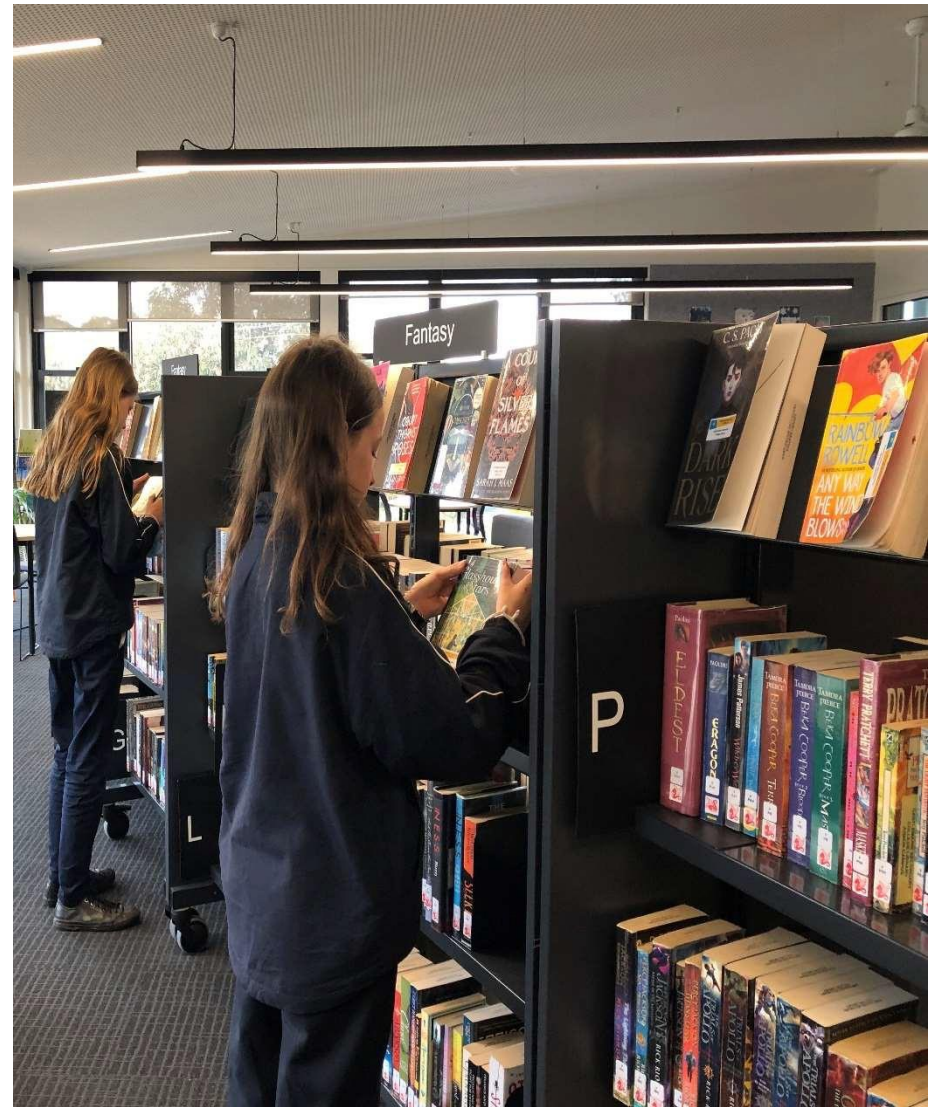
## What is a Unit?

From Year 9 to Year 12, a subject is called a unit. Some of these units are only taken for one semester. Others are taken as two units across two semesters. Some units can be taken in either Semester One or Semester Two while others are only offered in Semester One or Two. In Year 9 and 10, students study core units and elective units. All Year 9 students, except for those undertaking a Steiner program, study seven units each semester, while all Year 10 students, except for those undertaking a Steiner program, study six units each semester. There is an expectation that students at Year 11 will study six units, while students at Year 12 will study five units.

## What is a Program?

The combination of units you study is called your program. In selecting your program you should:

- Carefully consider your interests, abilities, past studies and future aspirations
- Carefully read the requirements of each unit
- Pay particular attention to keeping your options open for the future
- Consult with parents, Mentor Teacher, Subject Teachers, Careers Advisors and other relevant people
- Follow the rules on compulsory units



# The Selection Process

## The preliminary process

- Preliminary course selection and Managed Individual Pathways planning (MIPS) will take place in Mentor groups as part of the regular school program
- Year Level specific Student Information Sessions (dates listed below) will provide an overview of the available programs, pathways options and the subject selection process.
- Students will complete an online Subject Selection Form, and to assist with this, families may request a Course Counselling meeting with a member of the College's Leadership Team.

## In making their selections, all students should:

- Consider their interests, abilities and future aspirations;
- Keep options open for the future;
- Follow the rules;
- Discuss their course selections with their parents and teachers;

## Key Dates

Date	Time	Event	Location
<b>Information Sessions for Students</b>			
Wednesday 24th July 2024	10:30am-11:00am	Year 9 into 10 and 10 into 11 Information Session (students only)	Castlemaine Secondary College
Wednesday 31st July 2024	10:30am-11:00am	Year 8 into 9 and 11 into 12 Information Session (students only)	Castlemaine Secondary College
<b>Information Session for Parents and Carers</b>			
Wednesday 24th July 2024	6:00pm-7:00pm	Year 9 into 10 Pathways Information Evening	CSC Library
Wednesday 24th July 2024	7:00pm-8:00pm	Year 10 into 11 Pathways Information Evening	CSC Library
Wednesday 31st July 2024	6:00pm-7:00pm	Year 8 into 9 Pathways Information Evening	CSC Library
Wednesday 31st July 2024	7:00pm-8:00pm	Year 11 into 12 Pathways Information Evening	CSC Library
<b>Online Subject Selection Sheets due</b>			
Wednesday August 14th 2024	4:00pm	All Subject Selections due	Submitted via an online form that is sent to student emails

NOTE: Some adjustments to students' programs may be necessary after the teaching blocks have been set in the College timetable for 2024.



# Using the Pathways Diagrams

To assist in pathways planning, each learning area section (from page 36) begins with a pathways diagram for that learning area showing the units available and the recommended and prerequisite pathways between them.

## Year 9 - (Units shaded dark grey)

- Single Semester Subjects {1}: Regardless of which semester they occur in single semester units in Year 9 with no Year 9 prerequisite subjects are shown as a box in the first row of the diagrams.
- Year Long Subjects {YL}: All year-long Year 9 units are shown as elongated rectangles spanning the first two rows of the diagrams.
- Single Semester in Semester Two with Semester One prerequisites {2}: All single semester Year 9 units with Year 9 prerequisites are shown on the second row of the diagrams.

## Year 10 - (Units are unshaded if they are available to Year 10 students)

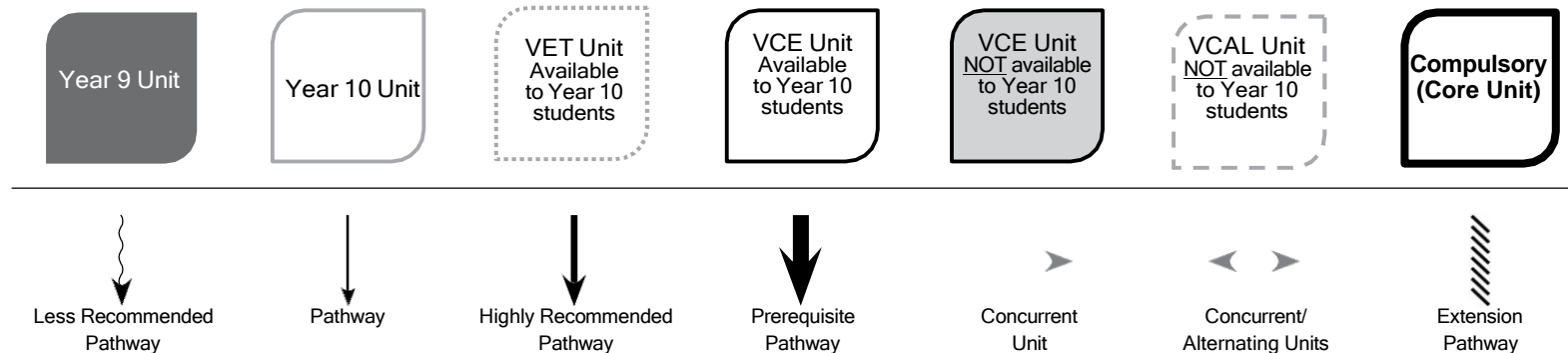
- Single Semester Subjects: most units at Year 10 are single semester units that can be taken in either Semester One or Two. If they must be taken in a specific semester this is stated in the box on the diagram
- Year-long Subjects: most units at Year 10 are single semester units that can be taken in either Semester One or Two. If they are year-long subjects this is stated in the box on the diagram

## VCE/VET

(Units are unshaded if they are available to Year 10 students)

- Unit 1 and/or 2: May be taken separately but for simplicity are shown by a single box in the second-last row of the diagrams.
- Unit 3 and 4: Unit 3 and 4 subjects are generally required to be taken as a year-long sequence and are shown in the last row of the diagrams.
- VCE (Victorian Certificate of Education): All VCE units are shown with a thin black border.
- VET (All Vocational Education and Training courses are shown with a dotted border): VET subjects require a two-year minimum commitment and are shown spanning the bottom two rows of the diagram.
- VCAL (Victorian Certificate of Applied Learning units are shown with a dashed border): Many VCAL subjects are not part of a specific learning area so are not diagrammed except for Numeracy, Literacy and Work-skills VET Units)

## Pathways Diagram Symbol Key



NOTE: the colours used in the diagram generally match the colours used in the headings of the subject descriptions that follow.

## Choosing a Year 9 Program

### Compulsory Units

In Year 9, you study core units from Mathematics, English, Science and Humanities in both semesters, and you will also study one unit of Health and Physical Education.

All Year 9 Steiner Stream students will study a broad program which includes all core and several elective subjects. Please see page 72 for more information.

### Elective Units

In Year 9, you can choose the other units in your program. These are called elective units.

There are two types of electives units you study: Project-based Learning electives and Discipline-based electives. You can only study ONE Project-based Learning elective unit each semester and will study at least one Discipline-based elective from the Arts and from the Technology domains.

### Program Selection

Year 9's will study seven units each semester (fourteen units over the course of the year). To ensure that Year 9 students study a broad curriculum, meeting the requirements of the Victorian Curriculum, the following subjects are compulsory:

- Mathematics students must study **two** units of Mathematics for the whole year (one unit per semester)
- English students must study **two** units of English for the whole year (one unit per semester)
- Science students must study **two** units of Science for the whole year (one unit per semester)
- Humanities students must study **two** units of Humanities for the whole year
- Health and Physical Education – students must study at least **one** unit of Health and PE

Languages — Students are strongly urged to consider continuing with their language, either French or Indonesian, into Year 9 and are encouraged to discuss this with their current Language teacher.

It is to be understood that the units offered as electives depend on viability related to student choice. If insufficient numbers of students select a unit, it may not run.

### Guidelines for choosing Year 9 Programs

	Number of Semesters	Units
<b>Students MUST undertake (Core)</b>		
English	2	9
Mathematics	2	
Humanities	2	
Science	2	
Health and Physical Education	1	
<b>Students' Elective Choice</b>		
Students can choose from all available options	5	5
<b>TOTAL NUMBER OF YEAR 9 UNITS</b>		<b>14</b>

## Subjects offered to Year 9 students at Castlemaine Secondary College

<b>The Arts</b> Art (2D Works) {1/ YL} Ceramics {1} Dance {1} Drama {1} Media {1} Music {YL} Visual Communication & Design {1}	<b>Technology</b> Digital Technology {1} Fashion & Textiles {1} Foods Technology {1} Materials {1} Materials Extension {2}	
<b>English</b> <b>English {YL}</b> Debating {1} Film Studies {1} Writer's Workshop {1}	<b>Humanities</b> <b>Humanities {YL}</b>	<b>Science</b> <b>Science {YL}</b> Life Sciences {1}
<b>PE and Health</b> <b>Health &amp; Physical Education {1}</b> Health & PE Extension {1} Outdoor Education {1}	<b>Languages</b> French (YL) Indonesian (YL)	<b>Mathematics</b> <b>Mathematics {YL}</b>

Note: {YL} = Year Long subjects which must be undertaken in both semesters if selected  
 {1} = Single Semester Subjects which may be undertaken in Semester One or Two  
 {2} = Single Semester Subjects offered in Semester Two with a prerequisite Semester One Subject  
 {1 / YL} = Some subjects are can be selected as either Year Long or Semester Long"  
**Compulsory** subjects are in **bold**. The College reserves the right to withdraw any unit if insufficient students select it.

## Choosing a Year 10 Program

### A Broad Curriculum with Plenty of Choice

To ensure that Year 10 students are covering all required content while also having a chance to choose subjects of personal interest from amongst a range of subject options from different subject areas, we have provided the following options.

### Program Selection

Year 10's will study six units each semester. This is twelve units over the course of the year. To ensure that Year 10 students study a broad curriculum, meeting the requirements of the Victorian Curriculum, the following subjects are compulsory (core studies):

Mathematics	students must study <b>two</b> units of Mathematics for the whole year (one unit per semester)
English	students must study <b>two</b> units of English for the whole year (one unit per semester)
Science	students must study <b>one</b> unit of Core Science (at least one semester)
Humanities	students must study <b>one</b> unit of Core Humanities (at least one semester)
Health and Physical Education	students must study at least <b>one</b> unit of a Health subject

Students must also select **five** other electives. These may be selected from any of the learning areas and may include one VCE or VET Study (Units 1 and 2).

Students are strongly urged to consider continuing with their Languages, either French or Indonesian into Year 10 and are encouraged to discuss this with their current Languages Teacher.

**To support students to continue with their Languages studies, they may have free choice of their electives.**

### Rules For Choosing a Year 10 Program

	Units
<b>Students MUST undertake (Core)</b>	
TWO units of English (English or Literature)	7
TWO units of Mathematics (either General Mathematics OR Mathematical Methods)	
ONE unit of Core Science	
ONE unit of Core Humanities	
ONE unit of a Health Subject	
<b>Students' Elective Choice</b>	
Students may choose FIVE units from any Learning Area	5
<b>TOTAL NUMBER OF UNITS</b>	<b>12</b>

Remember: Students may also choose one VCE subject (Units 1 and 2) from those available to Year 10s. Students wishing to do so must complete the VCE Endorsement section of the online Course Selection form. Students may also choose from the available VET studies.



## Subjects offered to Year 10 students at Castlemaine Secondary College

Arts		Technology	
Art {1/YL} Ceramics {1} Dance {1} Drama {1/YL} Media {1} Music {YL} Photography {1/YL} Visual Communication & Design {1}	<u>VCE/VET Units Available in Yr 10</u> VCE Drama VCE / VET Music Industry VCE Theatre Studies	Digital Technology {1} Fashion & Textiles {1} Foods {1} Materials {1} Materials Extension {2}	<u>VCE/VET Units Available in Yr 10</u> VCE Applied Computing VCE Food Studies VCE / VET Building & Construction VCE / VET Automotive Vocational Preparation VCE / VET Engineering Studies VCE / VET Apparel Fashion & Textiles
Health & Physical Education		Humanities	
Health & Human Development {1} Sports Science 1 {1} Sports Science 2 {2} VET Outdoor Recreation {1}	<u>VCE/VET Units Available in Yr 10</u> VCE Health & Human Development VCE Outdoor Environmental Studies VCE Physical Education VCE / VET Community Services VCE / VET Outdoor Recreation	<b>Core Humanities</b>	<u>VCE Units Available in Yr 10</u> VCE Business Management VCE History VCE Legal Studies VCE Global Politics
Mathematics		Science	
<b>General Mathematics</b> {YL} OR <b>Mathematical Methods</b> {YL}	<u>VCE/VET Units Available in Yr 10</u> None	<b>Core Science</b> Life Sciences {1} Physical Sciences {1}	<u>VCE Units Available in Yr 10</u> VCE Biology VCE Psychology VCE Environmental Science
English		Languages	
<b>English</b> {YL} OR <b>Literature</b> {YL}	<u>English Electives Offered</u> Debating {1} Film Studies {1} Writers Workshop {1}	French {YL}	<u>VCE Units Available in Yr 10</u> None
		<b>VCE VM</b>	
		No Available Subjects at Year 10 Level	<u>VCE Units Available in Yr 10</u> VCE VM Personal Development

Note: {YL} = Year Long subjects which must be undertaken in both semesters if selected  
 {1} = Single Semester Subjects which may be undertaken in Semester One or Two  
 {2} = Single Semester Subjects offered in Semester Two with a prerequisite Semester One Subject  
 {1 / YL} = Some subjects are can be selected as either Year Long or Semester Long"  
**Compulsory** subjects are in **bold**. The College reserves the right to withdraw any unit if insufficient students select it.

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## Choosing a VCE Program

### What is a VCE Program?

A Victorian Certificate of Education (VCE) program is usually a 2 year course that typically includes 22 units to be studied over 4 semesters. However, the VCE may be completed over a longer time frame and for some students, 3 years may be more appropriate. Not all students will have a clear idea of what their career direction is, and some who do may change their directions. For this reason, the programs that are selected may be changed at the end of the first semester (Year 11) and at the end of the second semester (Year 11) subject to availability of suitable options and any prerequisite requirements. Changes are limited in the second year of the VCE because Units 3 and 4 are sequential and must be studied within the same year.

### Requirements of the VCE

To be awarded the VCE, a student must successfully complete at least:

- three units from the English group (English, Foundation English, Literature), including a Unit 3-4 sequence;
- at least three other sequences of Unit 3-4 studies, which can include further sequences from the English group;
- at least 16 units in total;

VCE students study 6 units per semester in Year 11 and in Year 12 they study a unit from the English group plus four other sequences for the whole year.

### Reminder about VCE

- A VCE Program is usually a two year course that includes 22 units studied over 4 semesters;
- Students may attempt either or both Units 1 and 2 for many VCE studies (eg: Psychology, Art) but must attempt both Units 1 and 2 for other studies (eg: Chemistry, Accounting);
- Units 3 and 4 (Year 12) must be done as a sequence for all studies.
- In order to satisfactorily meet VCE requirements of a minimum of 50 hours of class time per unit, students must attend a MINIMUM of 80% of classes in a semester. However, in order to support students in meeting subjects requirements the College has a policy that 90% attendance is essential.

### VCE (Baccalaureate)

The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

Eligibility for the VCE (Baccalaureate) requires:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

### Extension Studies - VCE

No tertiary course has prerequisites that cannot be obtained with a 2 year VCE. However, some students may wish to study a Unit 3/4 sequence in Year 11, or a University subject in Year 12. Studying a Unit 3/4 sequence in Year 11 is excellent preparation for Year 12.

Other benefits include:

- the challenge to work at a higher level and extend particular skills or interests;
- the opportunity to complete VCE Units 3 and 4 in Year 11 and university extension studies in Year 12;
- for students seeking entry to tertiary courses with very high 'clearly in' scores, the opportunity to enhance their ATAR by studying a 6th Unit 3/4 sequence or a first year university subject.

Students wishing to study a Unit 3/4 sequence in Year 11 or a University subject in Year 12 should seek advice from the Careers Coordinator; Mentor Teacher or Student Learning Leader.

### Senior Secondary Certificate Reform

Victoria is moving to a new integrated senior secondary certificate that will bring together our two senior secondary certificates, the VCE and Victorian Certificate of Applied Learning (VCAL). This will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life. From 2023, enrolment options for Year 11 and 12 students will include:

- the Victorian Certificate of Education (VCE) Vocational Major
- the Victorian Pathways Certificate (VPC).

A fully integrated VCE will be implemented from 2025.

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## VCE Vocational Major (VCE VM)

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training. The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment. The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

## Victorian Pathways Certificate (VPC)

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. The VPC has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability.

## Requirements of the VCE VM

To be eligible to receive the VCE VM, students 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)

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

### Eligibility

To be eligible to receive the VPC students must complete at least 12 units, including:

- 2 units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work Related Skills units
- 2 VPC Personal Development Skills units

Many students will undertake more than 12 units in their VPC.

More VPC study choices will be added over the coming years.

## VET Courses

Vocational Education and Training (VET) certificates can be taken by students as part of their VCE. VET certificates generally take two years to complete and students can start a certificate in either Year 10 or Year 11. Students should be aware that only in exceptional circumstances is it possible to start a VET certificate mid-year.

**VET Certificates are issued by a Registered Training Organisation (either a TAFE college or private auspice arrangement), thus all VET courses at Castlemaine Secondary College are taught in partnership with an RTO.**

VET Certificate courses are made up of various modules or units of competence. Completion of all modules leads to the awarding of a nationally recognised VET Certificate eg.: Certificate II in Engineering Studies. Completion of some of the modules in a semester or year leads to the awarding of a Statement of Attainment, these are issued by the RTO.

**Structured Workplace Learning:** As vocational studies, all VET certificates require students to undertake a work placement in an industry setting or equivalent and relevant industry experience, of at least one week of study each year.

VET Certificates (Units of Competence) also contribute towards students' VCE program:

- Year 1 of a VET certificate usually equals Units 1 and 2 of VCE
- Year 2 of a VET certificate usually equals Units 3 and 4 of VCE

A number of VET certificates offered at Castlemaine Secondary College are scored. This means they have an end of year exam and that they contribute to the students' ATAR score (in Yr12)

These VET certificates include:

- Certificate III in Community Services
- Certificate II in Engineering Studies
- Certificate III in Music Industry
- Certificate III in Sport and Recreation (Outdoor Rec)

The other VET certificates offered at CSC are:

- Certificate II in Building and Construction
- Certificate II in Automotive Vocational Preparation
- Certificate II in Apparel Fashion & Textiles

These last 3 certificates do not have an end of year exam, but they can give students up to a 10% bonus towards an ATAR score - **as long as the student has completed exams in at least four other Year 12 subjects.**

Arts	Technology	Health & Physical Education	Science
VCE Art Creative Practice VCE Dance (Unit 1 & 2, Unit 3 & 4 to be offered in 2026) VCE Drama VCE Theatre Studies VCE Media Studies VCE Art Making & Exhibiting - Ceramics (Unit 1 & 2, Unit 3 & 4 to be offered in 2026) VCE Art Making & Exhibiting - Photography VCE Visual Communication & Design VCE Music (Unit 1 & 2) VCE Music Contemporary Performance (Unit 3 & 4) VCE Music Enquiry (Unit 3 & 4) VCE Music Repertoire Performance (Unit 3 & 4) VCE / VET Music Industry	VCE Food Studies VCE Applied Computing (Unit 1 & 2) VCE Software Development (Unit 3 & 4, offered in 2026) VCE / VET Engineering Studies VCE / VET Building & Construction VCE / VET Apparel, Fashion and Textiles VCE / VET Automotive Vocational Preparation	VCE Health & Human Development VCE Outdoor & Environmental Studies VCE Physical Education VCE/ VET Community Services VCE / VET Outdoor Recreation	VCE Biology VCE Chemistry VCE Environmental Science (Unit 1 & 2, Unit 3 & 4 to be offered in 2026) VCE Physics VCE Psychology
Humanities	Languages	Mathematics	English
VCE Business Management VCE Modern History (Unit 1 & 2) VCE History – Revolutions (Unit 3 & 4) VCE Legal Studies VCE Global Politics (Unit 1 & 2, Unit 3 & 4 to be offered in 2026)	VCE French VCE Indonesian	VCE General Mathematics VCE Mathematical Methods VCE Specialist Mathematics	VCE English VCE English Language VCE Literature
VCE VM only	VPC		Other
VCE VM Literacy VCE VM Numeracy VCE VM Work Related Skills VCE VM Personal Development Skills	VPC Literacy VPC Numeracy VPC Work Related Skills VPC Personal Development Skills		VCE Extended Investigation (Unit 3 and 4 only)



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## Extension Studies

The college ensures that curriculum offerings provide challenge for all students, including students who are highly able. Such students and their parents have the option of developing an Individual Education Plan, which can provide guidance and assist in developing long-term mentoring relationships. In addition to this, Castlemaine Secondary College offers activities and programs aimed at extending our highly-able students, some of these are:

### Instrumental Music

Students studying instrumental music have numerous opportunities to extend themselves through participation with the various college ensembles, the regional schools' orchestra or band and performances around the district. Students are also encouraged to undertake AMEB grade examinations.

### Mathematics Challenge

The Australian Mathematics Trust "Mathematics Challenge for Young Australians" targets the top 20% of secondary students in Years 7-10 and provides activities which help talented students reach their potential. There are two stages, the Challenge stage and the Enrichment stage. Students are selected to enter the enrichment stage.

### Writing Workshops

The college has strong associations with local authors and poets. We offer students opportunities to extend their writing skills through regular writing workshops organised in conjunction with the Library. Students regularly enter a variety of national writing competitions. Awards are conferred in assemblies.

### Distance Education Studies

If a unit is not available at school, it may be possible to study the unit through the Distance Education Centre. It is advisable that any student considering this mode of study be aware of the difficulties associated with it. Advice should be sought from a Student Support Leader before a decision is made. Currently, the cost per semester per subject is approximately \$100 which is paid directly to Distance Education by parents. Enrolment dates are set by the Distance Education Centre and are not negotiable.

## Studying Victorian Certificate of Education (VCE) Units at Year 10

The opportunity exists for students to study a VCE unit as part of their Year 10 program. Benefits include:

- The challenge to work at a higher level;
- The extension of particular skills or interests;
- The opportunity to complete a VCE Unit 3-4 in Yr 11;
- The ability to complete an extra (6th) Year 12 sequence - 10% of any 6th subject is added to the calculation for a student's Australian Tertiary Admission Rank (ATAR)

The workload involved in VCE units is greater than expected for Year 10 units. Students who are considering taking 1 or 2 VCE units in Year 10 should seek advice from their Mentor teacher and other relevant teacher(s). If you are interested in undertaking VCE units in Year 10, you will need to complete the endorsement section of the online Course Selection form.

## VCE Extended Investigations

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.



Continued...

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## Extension Studies (Continued...)

### VCE Baccalaureate

The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

### Other Units and Programs

See the “Other Units and Programs” section of this handbook to explore a range of alternative approaches to learning that may be more suited to the individual needs of some students.

- Year 9 Projects
- Year 9 and 10 Steiner
- VCE Extended Investigation
- Year 11 and 12 VCAL



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# Glossary

## Assessment Task

Graded activities within Units such as, sitting a 1.5 hour test, writing an essay, producing a folio of work or a research report. A student's performance on the Assessment Tasks contributes towards their final marks (for Year 10 and 11 subjects) or study score (for Year 12 subjects).

## ATAR

Australian Tertiary Admission Rank (previously ENTER in Victoria): This is calculated by the Victorian Tertiary Admission Centre (VTAC) as a score out of 99.95 based on a student's results for their best four subjects (including a subject from the English group), plus 10% of their fifth and sixth Unit 3-4 studies. It is used as the basis for tertiary entrance.

## Authentication

Students must be able to demonstrate that the work they submit for assessment is their own. Teachers must be able to authenticate work submitted.

## Cost

The cost of a particular Unit/subject. This cost is typically for consumables and/or excursions. These costs are indicative and may vary in 2023.

## DLA

Designated Learning Activity. Tasks set by the class teacher, undertaken by students either individually or in groups, in class or at home, which are designed to help the student improve their knowledge and skills. All Learning Activities set by the teacher must be completed.

## GAT

General Achievement Test. All VCE and VET students undertaking a Unit 3-4 study are required to complete the GAT in June. GAT results are reported with the VCE results in December.

## Learning Outcomes

What a student must know, or be able to do, to satisfactorily complete, or pass, a Unit. Determination of satisfactory completion of Learning Outcomes is achieved through Learning Activities (also referred to as Designated Learning Activities or DLAs). Teacher's may also use performance on Assessment Tasks to determine satisfactory completion of Learning Outcomes.

## Prerequisite Studies

Those studies, nominated by individual tertiary course authorities, which must be satisfactorily completed by applicants seeking admission. Applicants who have not passed these subjects will not be considered for selection. Most courses offer a choice from a list. Students should check these requirements carefully. (See the Careers Adviser and/or course counsellors).

## Satisfactory Completion

Satisfactory Completion means that a student has satisfactorily achieved all the Learning Outcomes for that Unit and met the 80% attendance requirement. The teacher's decision as to whether a student has achieved the relevant Learning Outcomes, or not, is based on satisfactory completion of Designated Learning Activities (or performance on Assessment Tasks). A student can only demonstrate achievement of an outcomes if the work submitted for assessment meets the required standard, as described in the outcomes, was submitted on time and is clearly the student's own work.

## School-assessed Coursework (SAC)

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. This work is mainly undertaken within the class and contributes to their ATAR. The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the relevant Study Design.

## School-assessed Task (SAT)

An extended task, of a practical nature, undertaken by all VCE students doing some studies. Used to establish how the student is performing in these Units 3-4.

## Semester

Approximately half a year: Each semester covers approximately two terms. At Castlemaine Secondary College Semester One runs from the start of the year up to two weeks before the midyear break. Semester two then starts from this second week before the mid-year break up until the end of the school year.

## Sequence

Two Units at level 3 and 4 in the same Study (eg: English 3 and 4).

## Study

A subject. Most VCE Studies are made up of 4 units.

## Study Score

A score from 0 to 50 which shows you how you performed in a Study, relative to all other students doing the same Study. It is based on your results in School Assessed Coursework (SACs), School Assessed Tasks (SATs) and external examinations.

## Unit

A self-contained course of a semester's length.

## Units 1 and 2

The first 2 units of a study. Level of difficulty usually associated with Year 11.

## Units 3 and 4

Must be done as a sequence. Usually associated with Year 12.

## VCAA

Victorian Curriculum and Assessment Authority

## VCE

Victorian Certificate of Education

## VCE VM

Victorian Certificate of Education: Vocational Major

## VCE

Victorian Pathways Certificate

## VET

Vocational Education and Training – Certificate courses which also count towards the completion of VCE.

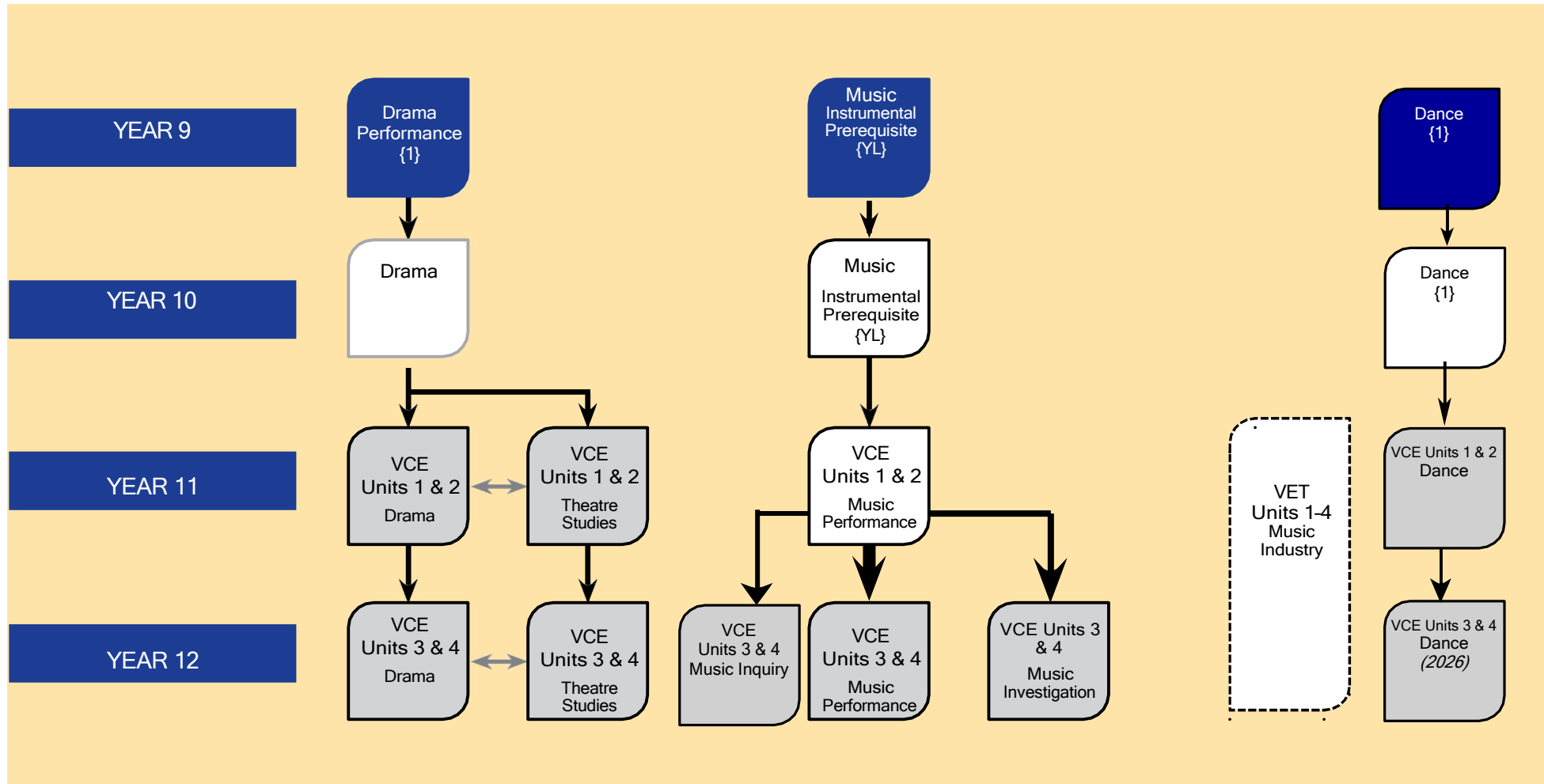
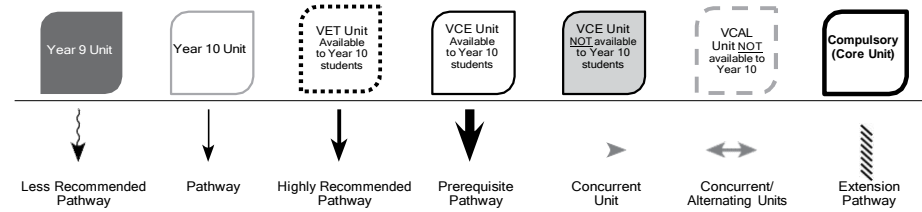
## VTAC

Victorian Tertiary Admissions Centre – the organisation which processes applications to most courses in tertiary colleges and universities.

# The Arts Learning Area

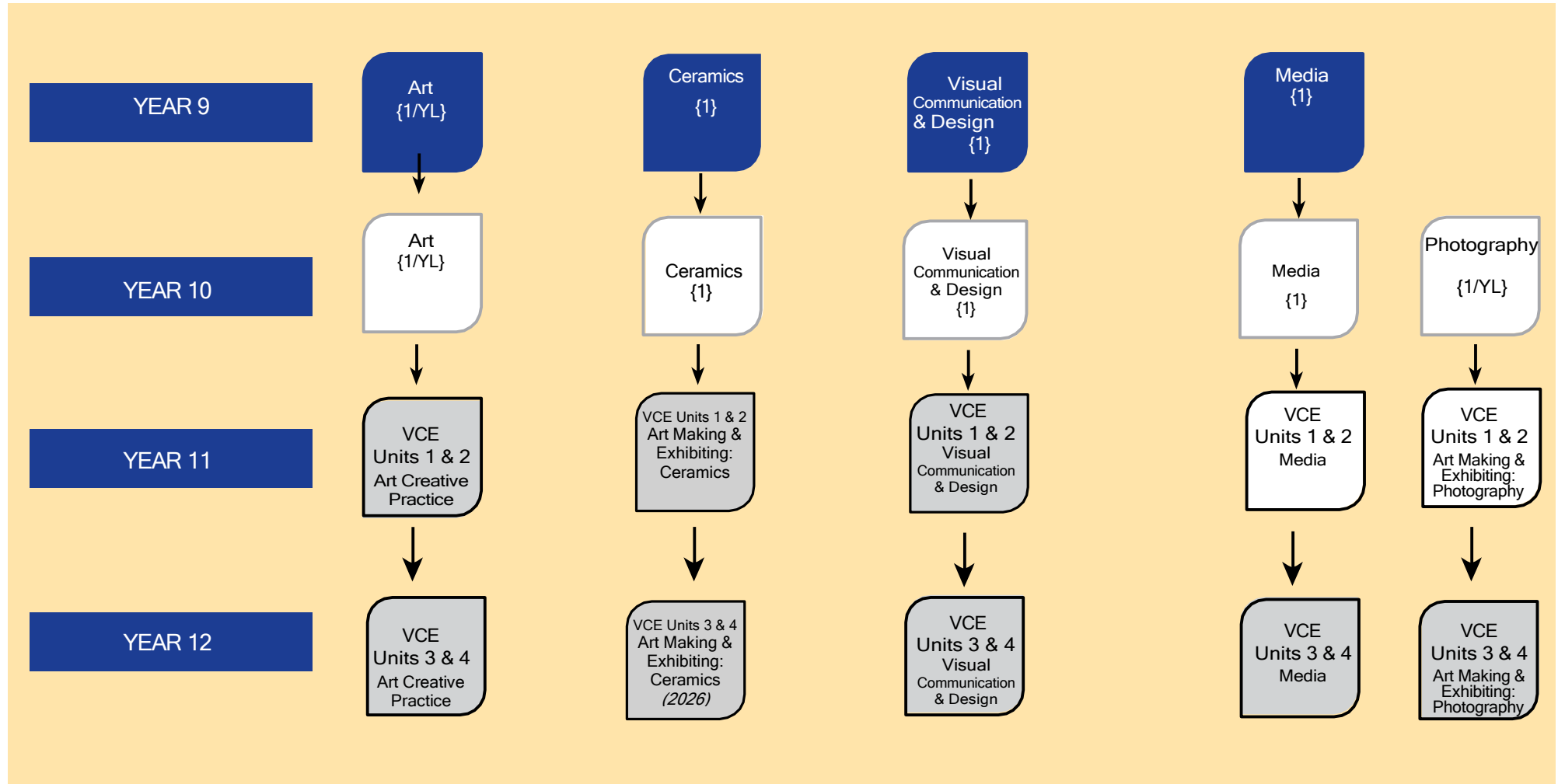
## Performing Arts Pathways

Pathways Diagram Symbol Key





# Visual Arts Pathways



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# The Arts – Year 9 Units

## IMPORTANT SELECTION NOTICE:

Students **MUST** choose at least one of the Arts Domain-based elective units in Year 9.

### Art {1/YL}

#### Focus:

This course is designed for students who wish to develop their ability as visual artists and extend their understanding of art. Students will produce artworks using drawing, painting and printmaking techniques. A wide range of skills, techniques and media will be investigated in each of the 2D areas. Students will be encouraged to use their work to express their own ideas and responses to the world around them. Artworks from different times and places will be studied in order to stimulate students own creativity, interest and understanding of art.

#### Special Requirements:

Students should be prepared to practice visual art skills and to work independently, safely and cooperatively in the art room.

Other: Cost \$25.

The following relates to those students selecting to undertake the Year Long version of this subject.

#### Focus:

This course is designed for students who wish to further develop their ability as visual artists and develop a deeper understanding of art. Students will produce artworks using drawing, painting and printmaking techniques. A broader range of skills, techniques and media will be investigated and students will be encouraged to extend the use of their work to express their ideas and responses to the world around them.

#### Special Requirements:

Students should be prepared to practice visual art skills and to work independently, safely and cooperatively in the art room.

Other: Cost an additional \$27.

### Ceramics {1}

#### Focus:

This course is designed for students who enjoy working with clay. This elective offers the opportunity to experience the complete process of production of works in the ceramics room. Students will design and produce a number of ceramic articles using a range of construction techniques. They also explore building, decoration, glazing and firing techniques. Students look at the history and development of ceramics from a diverse range of cultures and times.

#### Special Requirements:

Students should be prepared to practice art skills, care for equipment and facilities and work independently or in a team situation.

Other: Cost \$25.

### Dance {1}

#### Focus:

In this course, students will learn a variety of dance moves from different cultures, time periods, and places. They will also will learn about famous choreographers and their unique dance styles. Students will improve their understanding of how to use their bodies to express dance ideas and learn how to use space, time, dynamics, and relationships to communicate their intentions clearly. From this, they will develop a movement vocabulary. In class, they practice and improve dance techniques to perform movements safely and accurately. Students participate in activities to enhance expressive skills to show emotions and stories through dance. They create and perform original dance pieces, both alone and in groups. Collaborating with others to produce well-coordinated group dances. Students will evaluate personal and peer choreography to identify strengths and areas for improvement. They will use feedback to enhance and refine future dance works. This course helps students develop their dance skills, creativity, and understanding of the rich cultural and historical context of dance. By the end, students will have a solid foundation in dance and be prepared for further study in the performing arts.

### Drama {1}

#### Focus:

Students will participate in a range of drama activities. These will include scripted pieces, improvisation, production roles such as director, lighting, sound, costume, make-up, set design and characterisation. Students will be involved in live performances. Students will be involved in presenting group devised and scripted performance work to a variety of audiences.

#### Special Requirements:

An excursion to a live show costing approximately \$20.

### Media {1}

#### Focus:

Media is the study of communications such as television, film, newspapers, photography, podcasting and video games. Students will be able to explore a range of media production avenues from directing, lighting, sound, set design, communications design and camera work. Each task revolves around different media products, allowing students to explore a range of stories they could plan and tell through the media production process. Students learn basic Media Conventions and develop skills to identify trustworthy media sources.

#### Special Requirements:

A good understanding of how to use a computer, and an interest in movies and television is essential.

Other: Cost \$20.



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## Music {YL}

The study of Music at Year 9 is a prerequisite for study of Music at Year 10 and beyond. In other words, if you don't choose Music at Year 9 you cannot choose it for Year 10.

### Focus:

This is a specialist music study for the full year. It is designed for students who wish to develop their musical skills further. This course will give young musicians a grounding to enable music study in Year 10 and VCE units. Music aims to encourage students to play a variety of instruments and to develop skills at their own pace, have group work performed during the year, continue to develop an understanding of music theory and expose students to a wide variety of musical styles and cultures to widen music appreciation. Students will develop performance skills (in both solo and group work), creative organisation (composition, arranging and transcribing music, using "Sibelius" software), performance perspectives (through exploring techniques and knowledge which enhances the performance of music such as preparation for performance, knowledge of the instrument or understanding performance venues), aural and theory comprehension (listening to music, theory study, melodic and rhythmic dictation, etc.) and music styles (students research and present assignments on the different styles in music).

### Special Requirements:

Students need to have been learning an instrument for at least two years and must continue their instrumental music tuition throughout the year.

### Other:

Students will be required to pay a fee of \$27 for materials used in class for each semester.



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## Visual Communication & Design {1}

### Focus:

This course aims to promote an understanding of the process by which ideas and information are developed and communicated to others through visual design presentations. The course focuses on the development of freehand and instrumental drawing skills, problem solving, design analysis and presentation of information and data. In Visual Communication, students will undertake practical folio development work, including completing tasks such as; orthogonal and perspective drawing, layout and design, mock ups of design solutions, lettering and symbols and representational illustration. In Visual Design students will complete folio development tasks, including, layout, advertising, corporate identity, design packaging. The emphasis is on using the design process to incorporate the design elements and principles, developing freehand drawing and rendering skills to fulfil a design brief. Students will also study visual communication via discussion, research, and demonstrating an understanding of the different types of visual communication. Students investigate the different uses of visual communication in a variety of cultural and historical contexts.

Other: Cost \$22.

The following relates to those students selecting to undertake the Year Long version of this subject.

This course aims to build on the understanding of visual communication and design promoted in the "Visual Communication and Design {1}" unit (see description above for details of types of tasks). This includes further practical folio development work and research and analysis of the work of a variety of designers and design styles (both contemporary and historical).

Other: Cost \$20.

# The Arts – Year 10 Units

## Art {1 or YL}

Note: This subject can be undertaken all year or for one semester.

### Focus:

This course is designed for students who wish to continue to develop their ability as visual artists and develop a more informed and considered understanding of art and visual language. Students will produce artworks using drawing, painting and printmaking techniques based on the theme of 'Skulls, Still Life and the Australian Landscape.' Students will investigate a broad range of skills, techniques, and appropriate language terminology. Students will be encouraged to express their ideas and respond critically to artworks as well as discuss and analyse their own art.

### Assessment Tasks:

Folio, Major Artwork and Written tasks

### Other:

Students will be required to pay a fee of approximately \$27 for materials used in class for each semester.

## Ceramics {1}

### Focus:

This course is designed for students who wish to further develop their skills, appreciation of art and ideas using the visual arts, with an emphasis on 3D work and who enjoy working with clay. Students will design and produce artworks using drawing and sculpture techniques with a range of skills and materials, including the complete process of production of works in the ceramics room involving various building, decoration, glazing and firing techniques. Students look at the history and development of sculpture and ceramics from a diverse range of cultures and times.

### Assessment Tasks:

Folio of sculpture, Visual Diary, A study of sculpture

### Other:

Students will be required to pay a fee of approximately \$27 for materials used in class.

## Drama {1}

### Focus:

Drama at Year 10 explores a range of practical drama skills, such as improvisation, role play, mime, movement and script writing. Students have the opportunity to explore production areas such as sound, lighting, costume, stage management, theatre make-up and set design. Students will also attend theatre performances. Students will perform scripted and group devised work.

### Assessment Tasks:

Performance Project: Script Work, Performance Project, Literature, Performance Analysis

Other: Cost \$20.

## Dance {1}

### Focus:

In Year 10 Dance, students will develop a movement vocabulary influenced by diverse dance traditions from various cultures, historical periods and locations. They deepen their understanding of how the body can articulate dance ideas and master the use of the elements of dance—space, time, dynamics and relationships—to convey their intentions effectively. Emphasis is placed on refining technical and expressive skills, ensuring students perform safely within their physical limits and in group settings. As they create and respond to dance, students explore a cultural, historical and contemporary dance styles, analysing the distinctive characteristics of choreographers' works. They further investigate how traditional and contemporary dance practices are developed and sustained. The curriculum encourages students to experiment with personal movement styles, improvisation and safe dance practices, combining these with choreographic devices to articulate their creative visions. They also critically evaluate their own and others' choreography, using these insights to refine their future work.

## Media {1}

### Focus:

Students work individually and in groups to create their own movies and media productions. Students watch movies to analyse and appreciate the techniques used by motion picture directors. Understand how the media manipulates and communicates factual information in the news and documentaries.

### Assessment Tasks:

Students will be assessed on Pre-Production Planning Information, Final Media Creations, Workbook Assignments and End of Semester Exam.

### Other:

Students are required to pay a levy approximately \$65 and most materials will be supplied from this. It would be an advantage if students have access to a digital camera and digital video camera to use for the duration of the course.

## Photography {1}

### Focus:

The aim of the unit is to develop digital photographic techniques and processes that will enable the student to use photography as a tool for artistic expression. Then unit aims to provide a basic understanding of significant photographic artists. Students will explore digital photography processes, Photoshop skills and other basic design skills. This study has been structured to prepare students with the language and skills that will directly assist them in VCE Studio Arts Photography.

### Assessment Tasks:

Creating and making: Photographic body of work, exploring and responding: Research projects classroom theory and homework tasks, Exam: The exam will cover material from the semester.

### Other:

Students are required to pay a levy of approximately \$80 and materials will be supplied from this. It would be an advantage if students have access to a digital camera to use for duration of the course

## Visual Communication & Design {1 or YL}

### Focus:

This course aims for students who wish to further develop their understanding of the process by which ideas and information are developed and communicated to others through visual design and presentations. The course focuses on the development of freehand and instrumental drawing skills, problem solving, design analysis and presentation of information and data. In Visual Communication, students will undertake practical folio development work, including completing tasks such as; orthogonal and perspective drawing, layout and design, mock ups of design solutions, lettering and symbols and representational illustration. In Visual Design, students will complete folio development tasks, including layout, advertising, corporate identity, design packaging. The emphasis is on using the design process to incorporate the design elements and principles, developing freehand drawing and rendering skills to fulfil a design brief. Students will also study visual communication via discussion, research, and demonstrating an understanding of the different types of visual communication. Students investigate the different uses of visual communication in a variety of cultural and historical contexts.

### Assessment Tasks:

Research tasks, Folio of work, Visual Diary

### Other:

Students will be required to pay a fee of approximately \$22 for materials used in class for each semester.



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## The Arts – VCE/VET Units Available for Year 10

- VCE / VET Music Industry
- VCE Drama / VCE Theatre Studies

## The Arts – VCE/VET Units

### VCE Art Creative Practice

#### UNIT 1

##### Focus:

Development of 2D artworks; exploration of techniques, materials and ideas; application of formal and personal frameworks to interpret the meanings and messages of artworks.

##### Assessment Tasks:

Journal, Folio of Drawings, Small paintings, Class notes and Written tasks and tests

##### Other:

Students will be required to pay a fee of approximately \$55 for materials used in class. Students may be required to purchase their own art supplies for working on projects at home. They will require a journal and A4 display book.

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#### UNIT 2

##### Focus:

Development of artworks from students' own ideas and the study of how art expresses and reflects culture.

##### Assessment Tasks:

Journal, Folio of Drawings, 2 large paintings, Class notes Written tasks and tests

##### Other:

Students will be required to pay a fee of approximately \$55 for materials used in class. Students may be required to purchase their own art supplies for working on projects at home. They will require a journal and A4 display book.

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#### UNIT 3

##### Focus:

Create artworks through a broad and innovative investigation of ideas in one or more media and develop a sustained body of work. Respond critically to artworks in writing, using analytical frameworks.

##### Assessment Tasks:

Folio, Body of Work, School Assessed Coursework (Written task)

##### Other:

Students will be required to pay a fee of approximately \$55 for materials used in class. Students need to purchase art materials for use at home. Possible additional excursion cost approximately \$30.

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#### UNIT 4

##### Focus:

Progressive resolution of an innovative body of work leading to the completion of major artworks; and the discussion and debate of art issues.

##### Assessment Tasks:

Folio/body of work, Discussing and debating art - written task

##### Other:

Students will be required to pay a fee of approximately \$55 for materials used in class. Students need to purchase art materials for use at home.





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## VCE Dance

### UNIT 1

#### Focus:

This area of study looks at understanding what choreographers aim to express through their dances and the movements they use to achieve this. Students learn how choreographers turn their ideas into dance, how to express these ideas clearly, and how to research and record what influences a choreographer. They practice documenting dance movements using annotated drawings, sketches, and written descriptions, either by hand or with the help of technology. Students also work on the physical skills needed to perform dance safely.

#### Assessment Tasks:

- Report/s describing and documenting the features of other choreographers' dance works.
- Choreograph and perform a solo, duo and/or group dance work and complete structured improvisations.
- Perform a learnt solo, duo or group dance work safely and expressively perform a learnt solo, duo or group dance work.
- Report/s describing key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer's body.

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### UNIT 2

#### Focus:

In this unit, students enhance their personal movement skills and learn to create dances by exploring elements like time, space, and energy. They experiment with choreographic techniques and various dance forms, using these skills to develop and link dance phrases into complete pieces. They learn the steps to produce a dance, including choreographing, rehearsing, and performing, either solo or in groups. Students study various dance styles and traditions, including those from Aboriginal and Torres Strait Islander Peoples and other Australian dance artists, as well as ballet, modern dance, tap, jazz, and street dance. They describe and analyse movements in their own and others' dances, connecting theory with practice to understand how choreographers communicate and organize their ideas.

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#### Assessment Tasks:

- Report analysis of movement categories and elements of movement in selected dance traditions, styles and/or works.
- Complete structured improvisations and choreograph and perform a solo, duo or group dance work.
- Safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.

Other: \$40 approx. for the year (Units 1 and 2)

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### UNIT 3

#### Focus:

In this unit, students create, practice, and perform a solo dance that showcases a variety of movements. They also continue their dance training and learn a duo or group dance choreographed by someone else, focusing on safe and artistic performance.

Students analyse their solo and group performances, looking at the choreographing, rehearsing, and performing process, linking their work to professional choreographers. They study two dance works from the 20th or 21st century from a prescribed list, analysing the choreographers' intentions, use of choreographic techniques, and the dance's design. They also consider what influenced the choreographers' choices. If a duo or group dance is studied, it must be different from those in other units. For solo analysis, only the movements of the soloist are examined.

#### Assessment Tasks:

- Analyse two selected dance works.
- Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.
- Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.

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### UNIT 4

#### Focus:

In this unit, students create, practice, and perform a solo dance with a clear structure, focusing on expressing the choreographer's intention and demonstrating artistry. They document and analyse their process from choreography to performance. Additionally, they study a group dance by a 20th or 21st-century choreographer, focusing on how spatial relationships convey intention. They analyse group structures and spatial organization, exploring the choreographer's choices. The group dance studied must be different from those in other units, and "choreographer" can refer to one or more people.

#### Assessment Tasks:

- Analyse a selected group dance work.
- Choreograph, rehearse, perform and analyse their realisation of a solo dance work.

## VCE Media

### UNIT 1

#### Focus:

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.

#### Assessment Tasks:

Written responses and media productions of two or more media forms.

#### Other:

Students are required to pay a levy of approximately \$65 for the year (Units 1 and 2) and materials will be supplied from this.

### UNIT 2

#### Focus:

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining a range of media forms and the production and distribution of narratives. 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.

#### Assessment Tasks:

Written responses, media productions of two or more media forms and a group production.

#### Other:

Students are required to pay a levy of \$65 for the year (Units 1 and 2) and materials will be supplied from this.

### UNITS 3 and 4

A critical awareness of the media requires some knowledge of an involvement in the media production process. Through production and simulation activities students can develop an understanding of the media's codes and conventions, enhancing their ability to reflect upon and analyse the complex relationship between the media and society. A feature of this study design is the interplay between practical and analytical work. Students will engage in production and simulation activities of varying complexity and length, they will reflect upon their own work and that of media professionals, and develop skills in research and analysis. Units 3 and 4 must be taken as a sequence. Whilst each unit is discrete, students will in Unit 3 construct the design plan of the project that they undertake in Unit 4. Together these activities form the school-assessed task for this study.

### UNIT 3

#### Focus:

In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

#### Assessment Tasks:

A structured question SAC, a Video Essay, Research Portfolio, Production Experiments and Production Planning Documentation.

#### Other:

Students are required to pay a levy of \$65 for the year (Units 3 and 4) and materials will be supplied from this.

### UNIT 4

#### Focus:

In this unit students focus on the production and post-production 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 opportunities and 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 audiences, and analyse the role of the Australian government in regulating the media.

#### Assessment Tasks:

A structured question SAC, Documentation of final editing and production of Media Product.

#### Other:

Students are required to pay a levy of \$65 for the year (Units 3 and 4) and materials will be supplied from this.



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## VCE Visual Communication & Design

### UNIT 1

#### Focus:

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the design process.

#### Assessment Tasks:

Folio of instrumental drawings of objects, Folio of drawings of objects that show one-point and two-point perspective drawing, rendering techniques, proportion, scale, relationship of objects, explanatory diagrams, Folio of visual communications that use design elements and principles to satisfy stated purposes, Written and/or oral report supported by visual material explaining the visual communication production process.

#### Other:

Folio, Fine-liner, Visual Diary (\$10).  
Cost \$35 for the year (Units 1 and 2).

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### UNIT 2

#### Focus:

Communication in context

#### Assessment Tasks:

Folio of instrumental drawings, Folio of freehand drawings and renderings, Folio of developmental work and final presentation, Written report.

#### Other:

Folio, Fine-liner, Visual Diary (\$10).  
Cost \$35 for the year (Units 1 and 2).

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### UNIT 3

#### Focus:

The main purpose of this unit is to enable students to apply the design process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communications produced.

#### Assessment Tasks:

Folio, Written reports.

#### Other:

Folio, Fine-liner, Visual Diary.  
Cost \$35 for the year (Units 3 and 4).

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### UNIT 4

#### Focus:

The focus of this unit is on the preparation of a design brief, generation of development work and two presentations based on the brief.

#### Assessment Tasks:

A brief, A folio, Two final presentations

#### Other:

Folio, Fine-liner, Visual Diary.  
Cost \$35 for the year (Units 3 and 4).

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## VCE Art Making and Exhibiting: Photography

### UNIT 1 - Artistic Inspiration and Techniques

#### Focus:

The aim of the unit is to establish photographic techniques and processes that will enable the student to use photography as a creative tool for the communication of ideas and artistic expression. This unit aims to provide an understanding of important artists in the history of photography. This unit uses sources of inspiration and ideas as the basis for artworks.

This study has been structured to prepare students with the language and skills that will directly assist them to refine concepts in Studio Arts Unit 2, 3 and 4.

#### Assessment tasks:

Two folios of finished photographic works (analogue and digital), Workbook, Research paper, Exam

#### Other:

Students are required to pay a levy approximately \$125 (whole year) and materials will be supplied from this. Students may also go on an excursion to Melbourne (approximate cost \$30). It would be an advantage if students have access to a digital camera and an analogue SLR to use for the duration of the course.

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### UNIT 2 - Design Exploration and Concepts

#### Focus:

This unit assumes the student has established the skills and techniques covered Unit 1. In this unit, students refine these skills to broaden their understanding of photography as an art form. They also design effective methodology and develop skills in the analysis of photographs.

#### Assessment tasks:

Two folios of finished art, Workbook, Research papers, Exam.

Other:

Students are required to pay a levy approximately \$120 (whole year) and materials will be supplied from this. It would be an advantage if students have access to a digital camera and an analogue SLR to use for the duration of the course.

### UNIT 3 - Studio Production & Professional Practices

Focus:

The aim of this unit is to further develop and refine photographic skills. The unit focuses on the implementation of the design process leading to the production of a range of possible directions.

Students will research developments in a particular studio form and investigate traditional and contemporary practices of artists.

Assessment tasks:

Photographic folio of developmental work, Workbook, Research paper(s).

Other:

Students are required to pay a levy approximately \$125 (whole year) and materials will be supplied from this. Students also go on excursions to Melbourne (approximate cost \$30 each).

Students should have access to a digital SLR camera to use for the duration of the course.

### UNIT 4 - Studio Production & Industry Contexts

Focus:

The focus of this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists' involvement in the art industry.

Assessment tasks:

Development folio, Finished series of Photographic artworks, Workbook, Research paper, Exam.

Other:

See Unit 3. Production of final artwork are at students' own cost.

### VCE Art Making and Exhibiting: Ceramics

VCE Art Making and Exhibiting allows students to focus on the design and development of Ceramics and Pottery. Through this tailored VCE course, students will be able to further develop their knowledge of Ceramic techniques and gain more understanding about the professional practice of Ceramicists. Students use a range of Ceramic techniques including using the pottery wheel, hand building processes and slip casting to create artworks that will be presented and exhibited. They learn and understand processes of glazing, embellishment and firing.

In addition to explicit instruction and demonstration of a range of processes, students use inquiry learning to explore, develop and refine their ideas and deepen their knowledge and understanding of the ways artworks are made. They learn how Ceramicists employ art elements and principles to communicate meaning, and how they create an aesthetic identity as an artist.

Students visit exhibitions to further understand exhibition and curation requirements for Ceramic works, as well as gain insight into their own practice. This VCE course encourages students to develop a broad and interesting folio of ceramic functional pieces and sculpture in an interesting and committed learning environment.

### VCE Music

Highly recommended: It is highly advisable that students selecting VCE Music Performance have been enrolled in the Music stream up to Year 9 and have achieved up to Grade 2 in 'Music Craft Theory' as well as up to Grade 4/5 in 'AMEB Instrumental' or equivalent.

#### UNIT 1

Focus:

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Assessment Tasks:

Solo and group performance recital, Technical work and unprepared performance test. Aural and written test and a written report.

Other: Cost \$55 for the year (Units 1 and 2).

#### UNIT 2

Focus:

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work.

They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills.

Students also devise an original composition or improvisation.

Assessment Tasks:

Solo and group performance recital, Technical work and unprepared performance test, Aural and written test, written report and a folio of composition and/or improvisation exercises.

Other: Cost \$55 for the year (Units 1 and 2).

## VCE Music Repertoire Performance

### UNIT 3

#### Focus:

This unit prepares students to present historically and stylistically informed interpretations of notated group and solo works. In this unit students select a program of works that include an ensemble work and a work written by an Australian composer since 1990. They develop instrumental techniques that enable them to perform their interpretations and an understanding of how to select and sequence repertoire in a performance. Students learn how to describe and analyse pieces of music through the lens of the elements of music. The subject also has a strong focus on music language, requiring students to learn music theory, aural comprehension of musical concepts and analyse musical works aurally through the lens of the elements of music.

#### Assessment tasks:

Performance Recital; Repertoire List SAC; Technical Work SAC; Music Language SAC.

### UNIT 4

#### Focus:

This unit focusses on the refinement of instrumental skills and the presentation of historically and stylistically informed interpretations of notated group and solo works. Students continue to work on the program that they began preparing in unit 3 and present technical work that relates to that process. Students continue to study music language and further develop their ability to analyse unheard works.

#### Assessment tasks:

Internal Performance Recital; Technical Work SAC. External Performance Examination and Written Music Language Examination.

## VCE Music Contemporary Performance

### UNIT 3

#### Focus:

This unit prepares students to present stylistically informed interpretations of group and/or solo works and demonstrate their own personal voice. In this unit students select a program of works that include an ensemble work, a work written by an Australian composer since 1990, and a reimagined work through which they will demonstrate their personal voice. They develop instrumental techniques that enable them to perform their interpretations and an understanding of how to select and sequence repertoire in a performance. Students also explore ways in which they can re-interpret and reimagine a preexisting work. Students learn how to describe and analyse pieces of music through the lens of the elements of music. The subject also has a strong focus on music language, requiring students to learn music theory, aural comprehension of musical concepts and analyse musical works aurally through the lens of the elements of music.

#### Assessment tasks:

Performance Recital; Set-List SAC; Technical Work & Reimagined Work SAC; Music Language SAC.

### UNIT 4

#### Focus:

This unit focusses on the refinement of instrumental skills, development of personal voice and the presentation of stylistically informed interpretations of group and/or solo works. Students present their creative process and final approach to reimagining an existing work. They continue to work on the program that they began preparing in unit 3 and present technical work that relates to that process. Students continue to study music language and further develop their ability to analyse unheard works.

## VCE Music Inquiry

### Unit 3

#### Focus:

This unit is designed to foster the skills to uncover musical influence. Students analyse set works as well as previously unheard works and develop understanding of how different music-makers approach the manipulation of the elements of music.

#### Assessment Tasks:

Performance or a video recording of a work in the style of a selected creator; a composition or arrangement demonstrating an understanding of a certain creator; analysis of 2 works and how one influenced another; a written test responding to previously unheard works of music.

### Unit 4

#### Focus:

In this unit, students use the skills they developed in unit 3 to undertake a Project that incorporates performing, composing and examining a music creator of their own choosing.

#### Internal Assessment Tasks:

A test consisting of written responses to three previously unheard works.

Externally Assessed Task: The Project (including video and audio of performances and compositions) is sent to the VCAA for final assessment. This will be in the form of a folio which contains an Area of Investigation, reflection on personal musical context, the analysis of two works from the Area of Investigation, the presentation of three works where one is video recording of a live performance, and one is an audio or video recording of a short composition or arrangement influenced by the Area of Investigation.



## VCE / VET Music

### CUA30920 CERTIFICATE III IN MUSIC UNITS 1 AND 2 - VCE / VET

This is a two year course of study, with first year units (VCE/VET Units 1 and 2) being prerequisites for second year (VCE/VET Units 3 and 4).

This course is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing. Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

#### POSSIBLE FUTURE CAREER OPPORTUNITIES:

- Sound Engineer
- Producer
- Broadcaster
- Musician
- Performer
- Stage Manager
- Digital Audio Technician
- Sound & Lighting Technician
- Songwriter

#### Focus:

This course provides an in depth study into the technical sector of the Australian Music Industry. Students focus on studio recordings, live sound and multimedia.

#### UNITS 1 and 2

Students, completing VCE/ VET Units 1 and 2 of Certificate III in Music receive a Statement of Attainment.

Example Units of Competency for First Year are:

CUASOU211 Develop basic audio skills and knowledge, CUASOU212 Perform Basic Sound Editing, CUAIND313 Work effectively in the music industry, CUACMP311 Implement copyright arrangements.

#### UNITS 3 and 4

Units 3 and 4 VCE/VET of Certificate III in Music Industry is a scored VCE subject. This means that as well as receiving a certificate on completion students can also sit the exam and have the results contribute to their ATAR score if they wish.

Example Units of Competency for Second Year are:

CUASOU306 Operate sound reinforcement systems, CUASOU317 Record and mix a basic music demo, CUASOU308 Install and disassemble audio equipment, CUASOU321 Mix music in a studio environment, and CUASOU412 Manage audio input sources.

#### Commitment:

As with all VCE/ VET courses, all students will be expected to participate in Structured Work Placement and Industry Experience workshops/excursions.



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## VCE Drama / VCE Theatre Studies

### VCE Drama (alternating with VCE Theatre Studies)

At Castlemaine Secondary College, the VCE Studies of Drama and Theatre Studies are normally offered in alternate years to maximise pathway options for performing arts students. In 2022, Units 1-4 Theatre Studies will be offered to all Year 11 and 12 students. In 2023, Units 1-4 Drama will be offered to all Year 11 and 12 students. Typically, a student would complete Unit 1 and 2 Theatre Studies in 2022 and then Units 3 and 4 Drama in 2023. Alternatively, Year 11 students may choose to study Units 3 and 4 Drama in 2022 and then Units 3 and 4 Theatre Studies in 2023, giving them two Unit 3 and 4 performing arts sequences.

Students not wishing to undertake Theatre Studies may elect to undertake Units 1-4 Theatre Studies over 2023 and 2022. This option will only be available should there be sufficient interest from students.

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### UNIT 1 - Introducing performance styles

#### Focus:

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

#### Assessment Tasks:

Development of Ensemble or Solo, Performance of Ensemble or Solo, Workbook/Folio

Other: Cost \$20 for the year (Units 1 and 2).

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### UNIT 2 - Australian identity

#### Focus:

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

#### Assessment Tasks:

Development of Ensemble or Solo, Performance of Ensemble or Solo, Workbook/Folio

Other: Cost \$20 for the year (Units 1 and 2).

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### UNIT 3 - Devised ensemble performance

#### Focus:

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

#### Assessment Tasks:

Non-Naturalistic Ensemble Performance, Playmaking analysis, Non-naturalistic performance analysis from prescribed list.

Other: Cost \$20 for the year (Units 3 and 4).

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### UNIT 4 - Devised solo performance

#### Focus:

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. Students further develop and refine these skills as they create a performance in response to a prescribed structure.

#### Assessment Tasks:

A Short Solo Performance, Analysis of Solo Performance, End-of-Year Performance Examination.

Other: Cost \$20 for the year (Units 3 and 4).

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## VCE Theatre Studies (alternating with VCE Drama)

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### UNIT 1 - Pre-modern theatre styles and conventions

#### Focus:

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. 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. They study innovations in theatre production in the pre-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.

#### Assessment Tasks:

Production of a Play, Stagecraft Folio, Performance Analysis, Exam.

Other: Cost \$22 for the year (Units 1 and 2).

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### UNIT 2 - Modern theatre styles and conventions

#### Focus:

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. 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.

#### Assessment Tasks:

Production of a Play, Stagecraft Folio, Performance Analysis, Exam.

Other: Cost \$22 for the year (Units 1 and 2).

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### UNIT 3 - Producing theatre

#### Focus:

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 realise the 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. The Playlist is published annually on the VCAA website.

#### Assessment Tasks:

Production and Stagecraft, Folio and Evaluation, Performance Analysis.

Other: Cost \$22 for the year (Units 3 and 4).

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### UNIT 4 - Presenting an interpretation

#### Focus:

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. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

#### Assessment Tasks:

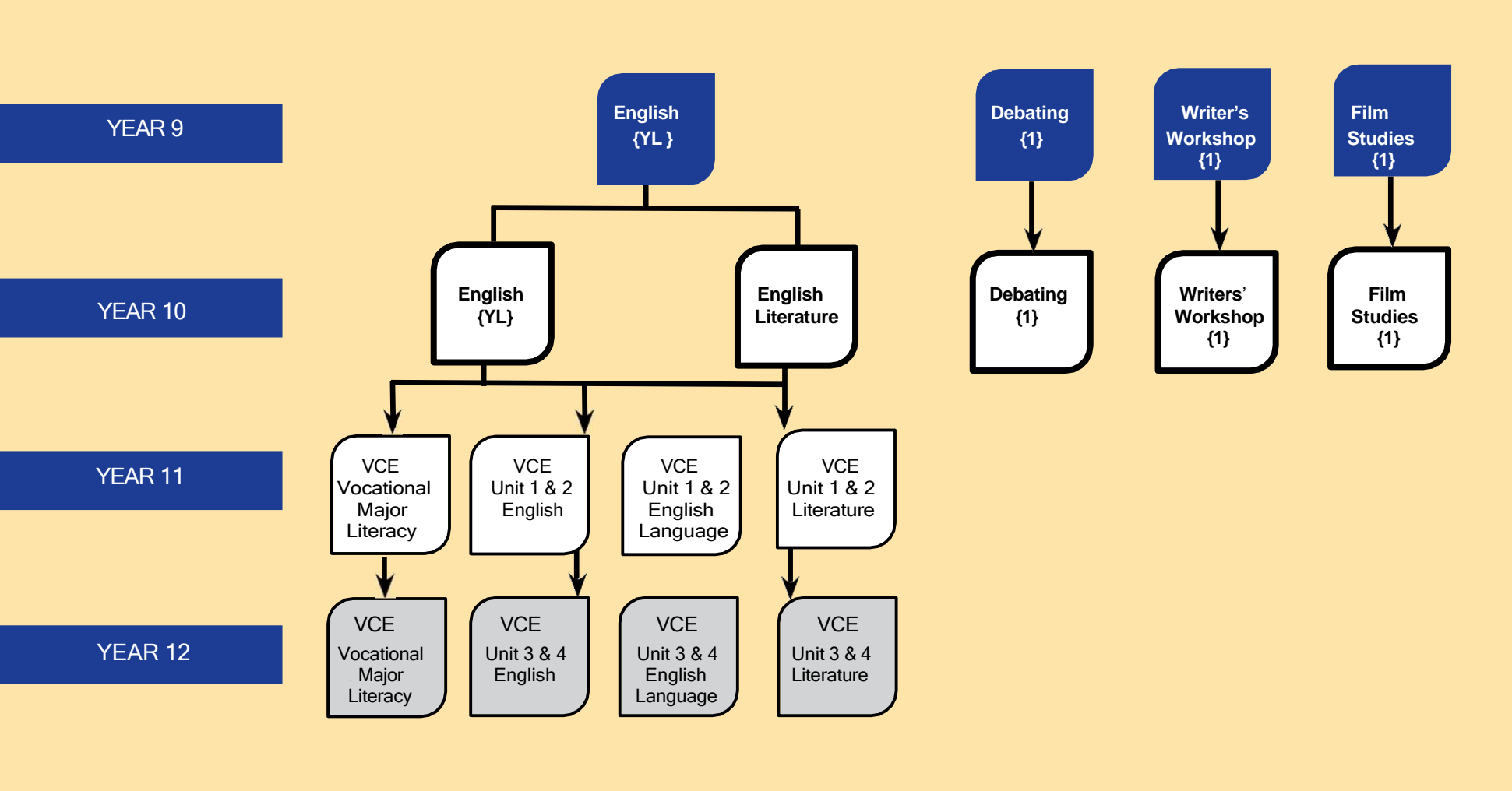
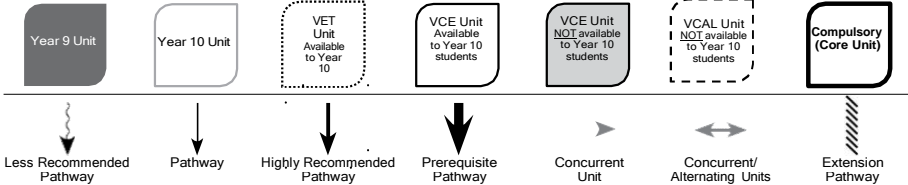
Monologue Exam, Scene Interpretation, Performance Analysis, Written Exam.

Other: Cost \$22 for the year (Units 3 and 4).

# The English Learning Area

English Pathways diagram

Pathways Diagram Symbol Key



## English – Year 9 Units

### English {YL}

#### Focus:

Emphasis at Year 9 is on effective and meaningful communication. In keeping with the Victorian Curriculum, students will explore and critically respond to increasingly challenging themes and issues, within a variety of written, multimodal, literary, everyday and spoken texts. Essential to the course is the further development of language, speaking and writing skills, as well as grammar and practising the conventions of Standard English use. Students will work individually and in groups, to produce a range of written pieces, short films, text responses and oral presentations, through the study of texts, contexts, and community and global issues.



## English – Year 10 Units

### English

#### Focus:

This course aims to build on and develop the student's oral and written language, reading comprehension and analytical skills, in keeping with the Victorian Curriculum and as a basis for VCE study. Students compare, evaluate and critically respond to complex themes and issues that are presented within a variety of written, multimodal, literary, everyday and spoken texts. There is a focus on the purposes for which writing is created and knowledge and use of text forms and structures is extended. Students explore ways of using multimodal texts to enhance visual and verbal communication and the impact this has on their audience.

#### Assessment Tasks:

Students will be assessed on their responses to set texts, oral presentations, writing tasks and issues/media analysis.

#### Other:

A dictionary is strongly recommended as well as a USB memory stick for word processing/data storage.

### Literature

#### Focus:

Year 10 Literature offers students the opportunity to explore the complexities and concerns of the world, through analysing texts of both the past and the present. This subject will help students to develop awareness of other people, places, and cultures, and how texts explore the complexity of the human experience through study of graphic novels, novels, plays, poetry and more. Literature aims to develop enjoyment and appreciation of all texts, as well as the ability to think critically and respond both analytically and creatively. If students choose to study Year 10 Literature they can continue with VCE English or Literature in Year 11.

#### Co-curricular:

The following co-curricular opportunities are available to students: Castlemaine Secondary College Writing Competition, Castlemaine Mail Writing Competition, Castlemaine Secondary College Writers Festival as well as films, plays and live performances related to subject learning.

## English – Year 9/10 Electives

### Debating

#### Focus:

Students will strengthen their own opinions and ability to present arguments through research, persuasive writing, debating with other students, and participating in formal debates. Students will develop presentations and speeches, strengthen their persuasive writing, and have fun in some great in-class and interschool debates. This course will develop each student's ability to create arguments and counter-arguments and reason through proposed ideas and perspectives all while growing in their public speaking skills.

### Writers' Workshop

#### Focus:

In this subject, students will look closely at what makes a good story, things like world building, characterisation, writing to show and not tell, cohesive structure and enhancing creativity. We delve into the tricks of a writer's toolkit: literary devices like metaphors and similes, strong verbs and rich adjectives, as well as writing from a point of view and imbedding themes into your work to give depth to your stories. We'll explore a range of text types, journalism, personal writing and more. We'll also be organising CSC's very own Writer's Festival!

### Film Studies

#### Focus:

In this subject, students will delve into the realm of film as a form of narrative storytelling within the broader context of English studies. Through the study of selected films spanning various genres and styles, students will analyse how cinematic techniques such as mise-en-scène, cinematography, editing, and sound contribute to storytelling and character development. The course will also emphasize critical thinking skills as students explore themes, symbols, and social contexts within films, fostering a deeper understanding of visual literacy and narrative construction. Through discussions, written analyses, and creative projects, students will develop their ability to interpret and appreciate films as complex texts, enhancing their overall literacy and communication skills in the realm of English text studies.



# English

## – VCE/VET Units

Students must successfully complete at least three units of an English subject, over Units 1-4 to be eligible for the VCE, including both Units 3 & 4.

No more than two 'English' subject unit at Units 1 and 2 may count towards the VCE English requirement.

Our students have three 'English' subject choices:

- English (Units 1-4)
- Literature (Units 1-4)
- English Language (Units 1-4)
- VCE Vocational Major Literacy (info included in the VM section of the handbook)

VCE English is the choice of most VCE students. Literacy has a vocationally orientated approach and is well suited for students who are aiming to directly enter the workforce upon completing their secondary studies. It is only available to students who are studying VCE Vocational Major.

Literature is a more challenging course for more able students. It is possible for students to take up Units 3 and 4 Literature, even if they have not done Units 1 and 2 but undertaking Units 1 and 2 is preferable for success at Units 3 and 4. Students can undertake more than one 'English' subject at Units 3 and 4 but they should seek advice before finalising their course selections.

### VCE English

#### UNIT 1

In this unit, 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. 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.

##### Assessment Tasks:

- Reading and exploring texts
- Crafting texts

##### Other:

It is strongly advised to have a good quality dictionary and a USB Memory Stick for the transport and storage of data of their work in progress. Where possible, students will be exposed to plays, performances and films related to their learning in this subject. Possible extra costs during the semester will be \$20 – \$40.

#### UNIT 2

##### Focus:

In this unit, 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 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. 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.

##### Assessment Tasks:

- Reading and comparing texts
- Analysing and presenting arguments

Other: See Unit 1.

#### UNIT 3

##### Focus:

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.

##### Area of Study 2

##### Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1. Students 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.

##### Assessment:

- An analytical response to text in written form.
- Two written texts constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.

##### Other:

Where possible, students will be exposed to plays, performances and films related to their learning / text study in this subject. Possible extra costs during the semester will be \$30 – \$50.

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## UNIT 4

### Focus:

In this unit students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students also build their understanding of both the analysis and construction of texts and how they attempt to influence audiences.

### Assessment Tasks:

- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- A point of view presented in oral form using sound argument and persuasive language.
- A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.

Other: See Unit 3.

## VCE Literature

## UNIT 1

### Focus:

In this unit we consider how language, structure and stylistic choices are used in different literary forms and types of text. We consider both print and non-print texts, reflecting on the contribution of form and style to meaning. We reflect on the degree to which points of view, experiences and contexts shape our own and others' interpretations of text. We explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

### Assessment Tasks:

- Reading practices
- Exploration of literary movements and genres

### Other:

Students are strongly advised to have a good quality dictionary, thesaurus and a USB/Flash Drive for retention/transport of work in progress. Where possible, students will have the opportunity to experience live performance, films etc, as related to their text study. Should that be the case, the approximate costs would be in the range of \$25-\$40. It would also be recommended for students completing Units 1 and 2 to purchase relevant texts to allow them to annotate their own copies.

## UNIT 2

### Focus:

In this unit we explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. We 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. We focus on the text and its historical, social and cultural context. We study a classic text, together with re-imagined connecting texts.

### Assessment Tasks

- Voices of Country
- The text in its context
- Understanding the classic and its varied interpretation

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## UNIT 3

### Focus:

In this unit we look closely at how texts are developed and constructed and how the form of a text contributes to its meaning. We develop language to use when closely analysing novels and film so that we can develop plausible interpretations. Lots of class discussion is an integral part of the course, and students are encouraged

to express their ideas and reactions to a text in small groups and through online participation.

### Assessment Tasks:

- Close Analysis Essay
- Comparative Essay
- Interpretation Exercises

### Other:

Cost of possible performance(s), if related to texts being studied (approximately \$35 each).

## UNIT 4

### Focus:

In this unit students write a creative response to one of our texts, and further develop their close analysis skills. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts, and think in detail about how specific passages in a text contribute to their overall understanding of the whole text. Students engage in online and class discussion about texts to help develop their ideas and understanding about the texts.

### Assessment Tasks

- Creative response
- Reflective commentary
- Close analysis essay

### Other:

USB memory stick for data storage.

## English Language

VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts.

VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change. It is a study that builds on our experiences of Standard Australian English (SAE) and language varieties across numerous contexts, including in the classroom. It connects directly with key concepts embedded in the Victorian Curriculum F-10: English, including the language modes, the roles played by context, purpose and audience in any engagement with text, and the ways in which textual form contributes to creating meaning.

VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

The study of VCE English Language reveals the structures, features and discourses of written and spoken texts through the systematic and evidence-based construction and deconstruction of language in use.

The study is made up of four units, all of which are being offered in 2025.

- Unit 1: Language and communication
- Unit 2: Language change
- Unit 3: Language variation and purpose
- Unit 4: Language variation and identity

### UNIT 1 Language and communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. Students learn about the developmental stages of language acquisition. They explore how, in addition to words and their meanings, people learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different situational contexts.

Term 1 in particular is characterised by the introduction of a great deal of new metalanguage, most of which is wholly unfamiliar to students. This metalanguage is foundational to the remaining units.

Assessment tasks in this unit:

- analysis of spoken and written texts
- short-answer questions
- an investigative report.

### UNIT 2 Language change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students examine the general concept of standardisation and the notion of 'correct English'. While some language changes are critiqued by the wider community, with linguistic change often viewed as indicative of declining standards, others occur without widespread acknowledgment. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English around the globe today. Students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the many ways English is used as an expression of identity and culture and explore factors that contributed to the spread of English in the past, such as trade and colonisation, and factors that continue to contribute to the spread of English today. They consider the development of Australian Englishes, including Aboriginal Australian Englishes, through the lens of colonialism.

Assessment tasks in this unit:

- an analysis of spoken and/or written text
- an analytical commentary
- an essay
- a case study
- short-answer questions.

### UNIT 3 Language variation and purpose

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Assessment tasks in this unit:

- short-answer questions
- analytical commentaries

### UNIT 4 Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Assessment tasks in this unit:

- essays

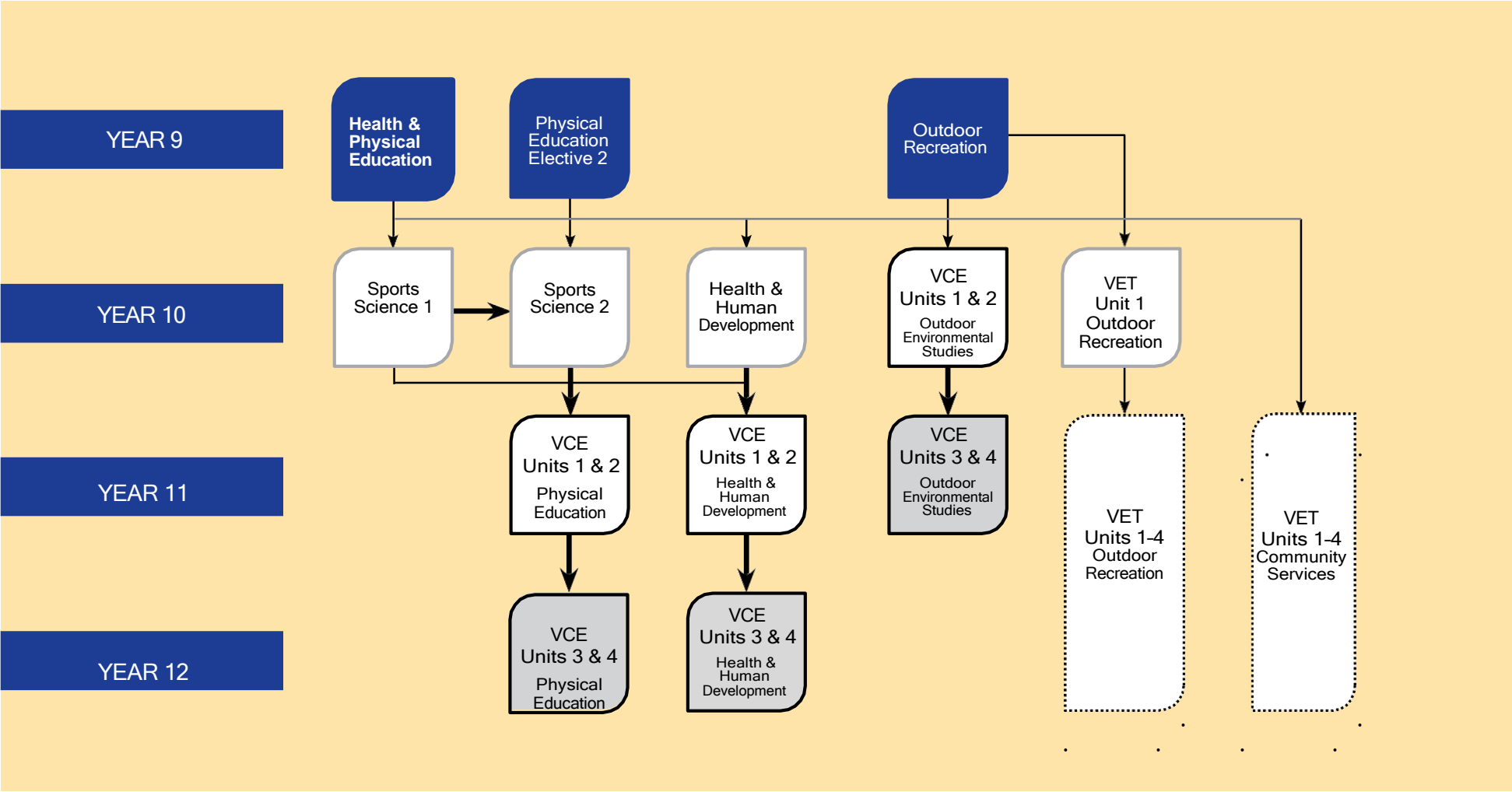
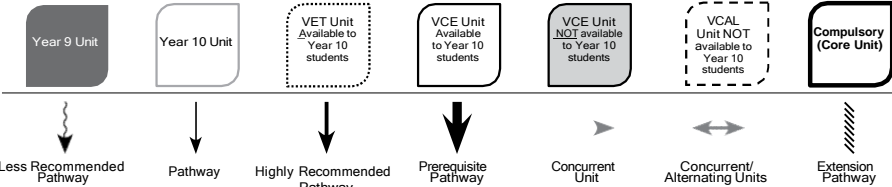




# The Physical Education and Health Learning Area

Physical Education and Health Pathways diagram

Pathways Diagram Symbol Key





## PE & Health – Year 9 Units

### Core Health & Physical Education {1}

Health/PE is compulsory for one semester for all students. Medical reasons for non-participation must be explained in writing from parent/guardian.

The unit focus and areas of study:

This unit introduces students to a range of sporting and recreational activities, with an emphasis on developing and implementing individual and group tactics and skills. Students will design and undertake a program to improve personal fitness, participate and promote involvement in physical activity, encourage the appreciation of quality performance, positive self concepts and respect for others through the activities undertaken. Students will cover basic and advanced skills, working to extend their skill and knowledge base. Emphasis will be placed on individual improvement and a high level of group cooperation in a positive atmosphere.

Activities selected from:

Minor Games; Swimming; Gymnastics; Soccer; Fitness and Conditioning; Netball; Volleyball; Tennis, and; Orienteering  
Theory topic covered: Designing a Minor Game; Fitness for a healthy life; Personal fitness evaluation; Drug Education, Sexual Education and relationships.

Special Requirements:

Students must have the correct clothing for all classes. Correct equipment/clothing includes: runners, school PE uniform top and navy shorts, navy track pants, broad brimmed hat and sunscreen.

### Physical Education Elective {2}

Unit may be selected in addition to Health & Physical Education {1}.

The unit focus and areas of study: This unit extends students in a range of sporting and recreational activities, with an emphasis on developing and implementing individual and group tactics and skills. Students will develop knowledge and understanding of the skeletal and muscular systems of the body. Students will learn about sporting injuries and their treatment, including practical applications and preventative strategies.

Students will develop sporting attitudes, appreciating participation and enjoyment of physical activity, fitness, quality performance, positive self concept and respect for others. In all practical elements students will cover basic and advanced skills, working to extend their skill and knowledge base to a high level. Emphasis will be placed on individual improvement and a high level of group cooperation in a positive atmosphere. Students will be encouraged to develop and practice umpiring and coaching skills where appropriate.

Activities selected from:

Indoor cricket; Hockey; Lacrosse; Ultimate frisbee; Golf; Lawn balls and Badminton

Theory topic covered:

Skeletal System; Muscular System; Coaching; Feedback and practise; Treatment of injuries and Teaching a skill

Special Requirements:

Students must have the correct clothing for all classes. Correct equipment/clothing includes: runners, school PE uniform top and navy shorts, navy track pants, broad brimmed hat and sunscreen.

### Outdoor Recreation

Focus:

The Year 9 Outdoor Education Elective is designed to give students a pre-study for either VCE Outdoor and Environmental Studies and VET Outdoor Recreation. This subject entails a theory study about non-competition outdoor recreation as well as a study of our natural environment. The practical part of the study involves an extended day camp as well as a weekly practical program in a local environment. Activities include: - Canoeing, Rock climbing, Abseiling, Orienteering, Bushwalking and Mountain Bike adventures.

Other: Approximate Cost \$120

## PE & Health – Year 10 Units

### Health & Human Development {1}

Focus:

This unit focuses on developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by significant transitions across the lifespan including puberty. It also focuses on personal identity and respectful relationships. Through the exploration of Australian health online sites, it develops an understanding of the importance of community/government services in promoting health and knowledge. Students investigate issues within the dimension of health which include lifestyle choices, dietary needs and the interrelationship of multiple factors that impact on their health.

Assessment Tasks:

Assessment task examples: Media analysis, written report, pamphlets, presentations and research.

### Sports Science 1 {1}

Focus:

This unit is a combination of both practical and theory work aimed to develop the skills and understanding of Physical Education principles. Students will explore concepts during theory work and then be provided with opportunities to extend their learning through practical classes, where they are able to apply skills and tactics in a range of sports. This subject aims to improve performance in sports and physical activity whilst being a great introduction to VCE Physical Education  
Theory topics include:

Nutrition, sports nutrition, body systems and current issues in sport, training programs; training principles and components of fitness

Assessment Tasks:

Case Study, Project work, Theory test, Examination.

Other: Excursions: \$20

## Sport Science 2 {2}

### Focus:

This unit is a combination of both practical and theory work aimed to develop the skills and understanding of Physical Education principles. Students will explore concepts during theory work and then be provided with opportunities to extend their learning through practical classes, where they are able to apply skills and tactics in a range of sports. This subject aims to improve performance in sports and physical activity whilst being a great introduction to VCE Physical Education.

### Topics include:

Fitness, movement and performance, biomechanics, athlete nutrition and energy systems.

### Assessment Tasks:

Fitness evaluation, project work, theory test, examination.

Other: Excursions: \$20

## PE & Health – VCE/ VET Units Available For Year10

- Health & Human Development
- Outdoor & Environmental Studies
- VET Outdoor Recreation
- Physical Education

## Health & Physical Education – VCE/VET Units

**Currently VCE Units in Health and Physical Education are being reviewed. The following information, while accurate at the time of printing, may be subject to change.**

### VCE Health & Human Development

#### UNIT 1 - Understanding Health and Wellbeing

##### Focus:

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. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations.

##### Assessment Examples:

Data analysis, Case Studies and Research.

#### UNIT 2 - Managing Health and Development

##### Focus:

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. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

##### Assessment Examples:

Data analysis, Case Studies and Research.

#### UNIT 3 - Australia's Health in a Globalised World

##### Focus:

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. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

##### Assessment Examples:

Data analysis, Case Studies and Tests

## UNIT 4 - Health and Human Development in a Global Context

### Focus:

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.

### Assessment Examples:

Data analysis, Case Studies and Tests.

### Assessment Tasks:

Data analysis, Case Studies and Research.

## VCE Physical Education

### UNIT 1 - The human body in motion

#### Focus:

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement and how these systems interact and respond at various intensities.

#### Assessment Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions

### UNIT 2 - Physical activity, sport and society

#### Focus:

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour.

#### Assessment Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions.

Other: Excursions: \$20 for the year (Units 1 and 2)

### UNIT 3 - Movement skills and energy for physical activity

#### Focus:

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching 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 correctly applying these principles can lead to improved performance outcomes.

#### Assessment Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions, Tests.

### UNIT 4 - Training to Improve Performance

#### Focus:

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

## VCE Outdoor Environmental Studies

Important Selection Note: Units 1 and 2 VCE Outdoor Environmental Studies are offered to Year 10 students while Units 3 and 4 VCE Outdoor Environmental Studies are offered to Year 11 students.

### UNIT 1 Connections with Outdoor Environments

#### Focus:

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

#### Assessment Tasks:

Practical reports, journals of observations from practical experiences, tests, written responses.

#### Other:

Cost - Two trips - Approximately \$200 in total. Local Excursions: \$40 for the year (Units 1 and 2)

### UNIT 2 Discovering Outdoor Environments

#### Focus:

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

#### Assessment Tasks:

Practical reports, short reports, tests, written responses.

#### Other:

Cost- Approximately \$200 for field trips.

Local Excursions: \$40 for the year (Units 1 and 2)

### UNIT 3

#### Focus: 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 a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

#### Assessment Tasks:

Written reports, essays, analysis of data.

#### Other:

Cost - Practical Trips Approximately \$200.

Local Excursions: \$40 for the year (Units 3 and 4)

### UNIT 4

#### Focus: Sustainable Outdoor Environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

#### Assessment Tasks:

Written reports, essays, analysis of data.

#### Other:

Cost - Practical Trips Approximately \$150-\$300.

Local Excursions: \$40 for the year (Units 3 and 4)

### SIS20219 CERTIFICATE II IN OUTDOOR RECREATION

This certificate is taught in partnership with and is auspiced by IVET Institute 40548

Note: Certificate II in Outdoor Recreation is a 1 year course of study. Students completing Units 1 and 2 will be issued a Certificate of Attainment.

UNITS 1 and 2

#### Focus:

Outdoor Recreation focuses on the Outdoor Business Industry. The five (5) streams that are covered are; Bushwalking, Mountain Bike Riding, Snow Sports and Canoeing. It is aimed at understanding the logistics of the outdoor environment and its use as a Recreational Industry. Camp and Excursion Participation are compulsory in order to achieve all outcomes.

#### Assessment Tasks:

Students are marked as either Competent or Not Yet Competent in accordance with the Australian Standards Framework. In second year, students can also undertake scored assessments which will directly contribute to their ATAR Score.

#### Other:

The unit involves 4-5 camps:

1. Bushwalking/Rock climbing
2. Canoeing and skiing.

#### More information :

<https://vimeo.com/445440385/b1053e4414>

### SIS30115 CERTIFICATE III in SPORT & RECREATION

This certificate is taught in partnership with and is auspiced by IVET Institute 40548

Outdoor Recreation focuses on the Outdoor Business Industry, including: Group dynamics; Safety; and; Dealing with clients.

Students undertaking this certificate will receive a Statement Of Results, as only Outdoor Recreation Stream is studied

In second year, students can also undertake scored assessments which will directly contribute to their ATAR Score.

#### Assessment Tasks:

Scored Assessment

#### More information :

<https://vimeo.com/445440385/b1053e4414>

### CHC32015 CERTIFICATE III IN COMMUNITY SERVICES

This certificate is taught in partnership with and is auspiced by IVET Institute 40548

#### Aims:

The VCE VET Community Services program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of Community Services related industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.
- 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.



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## UNITS 1 and 2

### Focus:

Units 1 and 2 comprises 12 units of competency: seven compulsory units and five elective units.

On successful completion of Units 1 and 2, students will be issued a CHC22015 Certificate II in Community Services, or if incomplete a Statement of Attainment.

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## UNITS 3 and 4

Units 3 and 4 comprise units from CHC32015 Certificate III in Community Services.

### Focus:

It is recommended that students complete Units 1 and 2 prior to undertaking Units 3 and 4.

Units 3 and 4 comprises three compulsory units of competency selected from Certificate III in Community Services. On successful completion of Units 3 and 4, students will be eligible for a statement of attainment towards the completion of CHC32015 Certificate III in Community Services:

### Assessment Tasks:

Scored assessment is available for the VCE VET Community Services program. To gain a study score a student must: be competent in the prescribed training; complete all scored VCE VET assessments; complete an end of year exam.

### Other:

Structured work placement. The VCAA strongly recommends a minimum of 60 hours of placement per year for this VCE VET Community Services program. Students should note that the new CHC training package mandates specified hours of work for some units of competency and qualifications. Placement duration and/or conditions may be stipulated to gain competency for the unit or to complete the qualification. Where placement is not undertaken, and is required as part of the assessment requirements, competency cannot be deemed. Where the training package requires placement, this can be used to satisfy the VCAA SWL placement requirements for the program.

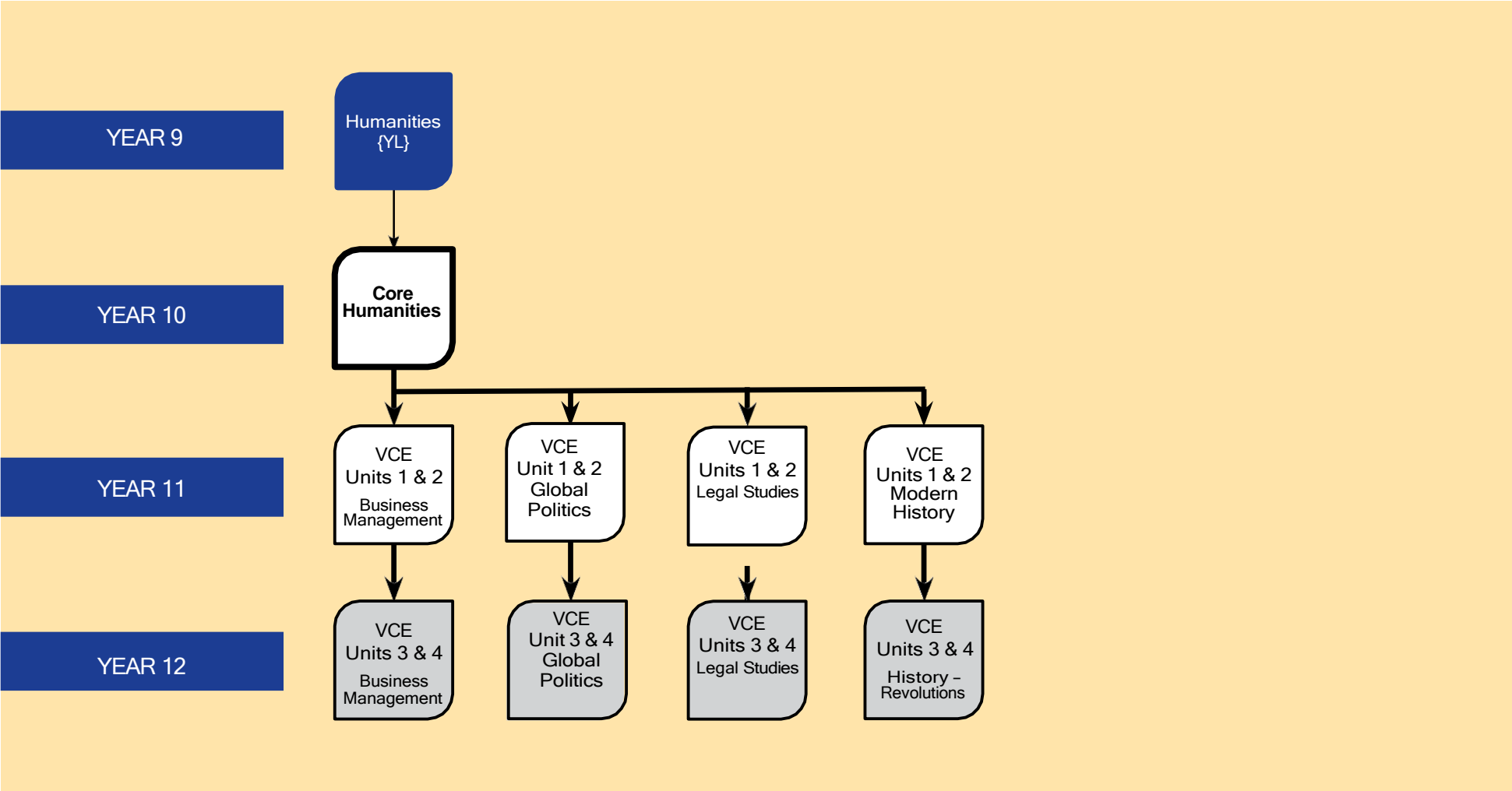
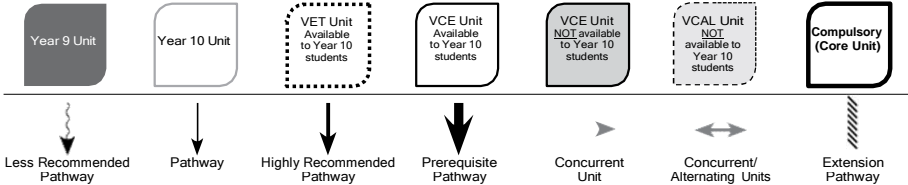




# Humanities Learning Area

## Humanities Pathways

### Pathways Diagram Symbol Key



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## Humanities – Year 9 Units

### Humanities {YL}

The study of Humanities is compulsory for two semesters.

The unit focus and areas of study:

Within the fields of History, Geography, Economics and Civics and Citizenship, students develop knowledge and understanding of associated key concepts and skills. They develop increasing independence in critical thinking and the application of important skills including questioning, researching, analysing, evaluating, communicating and reflecting. Students achieve this by the investigation of topics such as: The industrial revolution, Australia and world war, Australia and Asia, biomes and food security, the global world, resource allocation, consumer and financial literacy, work and work futures, government and democracy, human rights and indigenous issues.

All Year 9 students complete a program called Central Studies which incorporates English, Humanities and Science in Semester 2.

## Humanities – Year 10 Units

### Core Humanities

Focus:

This provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation, together provide a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and, its global standing. Students will complete depth studies from a selection of the following areas:

- World War II
- Migration to Australia
- Civics and citizenship
- Economics
- Assessment Tasks:

Assessment Tasks:

Comprising essays, assignments, document analysis, investigation and research based on the above topics.

## Humanities – VCE Units Available For Year 10

- Business Management
- Modern History
- Legal Studies
- Global Politics

## Humanities – VCE Units

### VCE Business Management

If you are interested in starting up your own business in the future or working in a business, then Business Management would be a good subject for you. You will learn how small, medium and large businesses operate and what is necessary for them to function efficiently and effectively. If you are thinking of studying a Business degree then this subject would be useful as it is often a compulsory unit in the first year, so this will give you a good background knowledge.

#### UNIT 1: Planning a business

Focus:

Could you spot a business opportunity (who has spotted an opportunity and what skills have made them successful)? Could you take a business idea and plan how to make it a reality? Do you understand the world of business, its language, the environments in which business operates, essentially do you understand how business works? This unit allows you to apply business management knowledge to real and/or simulated business situations.

Assessment Tasks:

Case studies. Reports about business. Participation in real/simulated business activities. Media analysis

#### UNIT 2: Establishing a business

Focus:

This unit focuses on the establishment phase of a business's life such as legal requirements, making decisions about how best to establish a system of financial record keeping, staffing the business and establishing a customer base. You will investigate effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Also, analysing various management practices by applying this knowledge to contemporary business case studies.

Assessment Tasks:

Case studies. Reports about business. Participation in real/simulated business activities. Media analysis.

#### UNIT 3: Managing a business

Focus:

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.

Assessment Tasks:

Case studies, structured questions, test, media analysis.

#### UNIT 4: Transforming a business

Focus:

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.

Assessment Tasks:

Case studies, test, structured questions, media analysis

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## VCE Legal Studies

Are you intrigued by the complex and fascinating world of law? Do you want to know more about the legal system and how it works? If you're looking for a subject that will not only challenge you, but also help you on your path towards a career in law, law enforcement, politics, social sciences and many other public service jobs, then consider Legal Studies. You'll explore topics such as murder and arson along with delving into the world of the civil justice system. You will also develop an understanding of the duties of juries and develop a deeper understanding of the legal principles that shape our society. Legal Studies can help complement Business Management as it is often a compulsory subject in first year Business Management degrees.

### UNIT 1: Guilt and Liability

Laws aim to achieve social cohesion and protect the rights of individuals. The role of the Criminal law is to maintain social order and set the standards as to what is acceptable and unacceptable behaviour in our society.

Assessment tasks for this unit are selected from the following: structured assignment, essay, mock court or role-play, folio and report, case study, topic tests, report (written, visual, oral or multimedia) plus a mid-year exam.

### Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals, groups and organisations from loss or harm caused by another and dictates how that loss and harm is assessed, quantified and compensated for through our legal system. Students explore a range of different areas of civil law, from negligence and discrimination to consumer and human rights. They discover the methods and institutions that are involved in resolving civil disputes as well as the range of available remedies. Key concepts of civil law are learned and applied through an investigation of relevant, contemporary civil cases. Students also develop an understanding of how human rights are protected in Australia, including the civil and political rights protected in the Victorian Charter, the *The Human Rights and Responsibilities Act 2006* (Vic) and investigate a contemporary Australian issue with a focus on how law reform occurs.

Assessment tasks for this unit are selected from the following: structured assignment, essay, mock court or role-play, folio and report, case study, topic tests, report (written, visual, oral or multimedia) plus end-of-year exam.

### Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. :

Assessment tasks for this unit are selected from the following: structured assignment, essay, mock court or role-play, folio and report, case study, topic tests, report (written, visual, oral or multimedia) No exam mid-year.

### Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

School Assessed Coursework may consist of: a multimedia presentation; a case study; an essay; a report; short-answer questions; an extended response (50 per cent).

External assessment is by an end-of-year examination (50 per cent))

## VCE History

### Modern History UNIT 1 - Change and conflict

#### Focus:

Investigate the late 19th and early 20th century, a period collapsing empires, growing militarism and conflict. The Roaring Twenties gave way to The Great Depression and new fascist governments used the military, education and propaganda to control the way people lived. In Germany, the Jewish people were persecuted, whilst in the USSR millions of people were forced to labour in state-owned industries. Japan became increasingly militarised and anti-Western. Between the wars in the USA, alcohol was prohibited and race segregation was supported by the presence of the Ku Klux Klan. Mass entertainment and information by means of radio and film became widespread. Artists documented these social changes with the world being overtaken by war in 1939.

#### Assessment Tasks:

Includes: Historical inquiry, analysis of sources and historical interpretations.

Historical inquiry, analysis of primary sources, evaluation of historical interpretations, essay.

### Modern History UNIT 2 - 20th Century History 1945-2000

#### Focus:

Modern History Unit 2: The changing world order

Investigate the Cold War through to the collapse of the USSR and the fall of the Berlin Wall. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East. Terrorism remained a major threat, as the war on global terror and shaped the first decade of the twenty-first century, including wars in Afghanistan and Iraq. The Global Financial Crisis challenged social, political and economic features. The internet changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring. Traditional attitudes to race, war, gender, sexuality, religion, the environment and human rights were questioned and challenged.

Assessment Tasks include: Historical inquiry, analysis of sources and historical interpretations.

#### Assessment Tasks:

Historical inquiry, analysis of primary sources, evaluation of historical interpretations, essay.

## VCE History - Revolutions

In Revolutions students investigate the historical causes and consequences of political revolution which are great ruptures in time. The consequences of revolution have a profound effect on post-revolutionary society as the new regime attempts to transform society.

### Revolutions UNIT 3 - Russian Revolution

#### Focus:

The course starts with a focus in the year 1896 with Russia controlled by Tsar Nicholas II and examines events, ideas, individuals (such as Lenin, Trotsky and Rasputin) and popular movements that contributed to the collapse of Tsardom and then the October Revolution in 1917. Following the Bolsheviks (Communists) coming to power, a brutal civil war and 'Red Terror' ensues. Life is irrevocably changed. The course ends in 1927 with the ruthless Stalin consolidating power over a new, but radically changed Russia.

### Revolutions UNIT 4 - Chinese Revolution

#### Focus:

This study covers China from 1912 (the end of Chinese Emperors through to the time of Mao's death in 1976). Many groups and individuals vie for control of China. Jiang Jieshi's (Chiang Kai-shek) is challenged by Mao Zedong's Communists who bring revolution to China. The promising start to post-revolutionary society soon turns to disaster with the Great Leap Forward. Just as life is returning to normal, China begins tearing itself apart when Mao launches the Great Proletarian Cultural Revolution.

#### Assessment Tasks:

Assessment is by: Historical inquiry, evaluation of historical sources, extended responses and an essay.

## VCE Global Politics

### UNIT 1 - Ideas, actors and power

#### Focus:

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 the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda. This unit is contemporary in focus.

### UNIT 2 - Global connections

#### Focus:

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate global cooperation and issues of global conflict and instability. This unit is contemporary in focus.

### Unit 3: Global actors

Students investigate Intergovernmental Organisations (IGOs), non-state actors, and one Transnational Corporation (TNC) of contemporary global politics analysing their aims, roles and power. Along with this is an in-depth examination of one key Asia-Pacific state (from Australia, China, Indonesia, Japan, United States of America) examining their national interests informing domestic and foreign policy actions. Their actions may depend on factors such as cultural identity, international relationships and state security using various types of hard and soft power such as diplomacy, trade, aid and military.

### Unit 4: Global challenges

Students investigate key global challenges facing the international community in the 21st century examining and analysing the debates surrounding ethical issues that are underpinned by international law. International law encompasses treaties, declarations, bilateral and multilateral agreements and even UN Security Council decisions. Students study two ethical issues from: human rights, people movement, development, arms control. The final area of study is Global crises where students investigate the causes of two global crises from: climate change, armed conflict, terrorism, and economic instability.

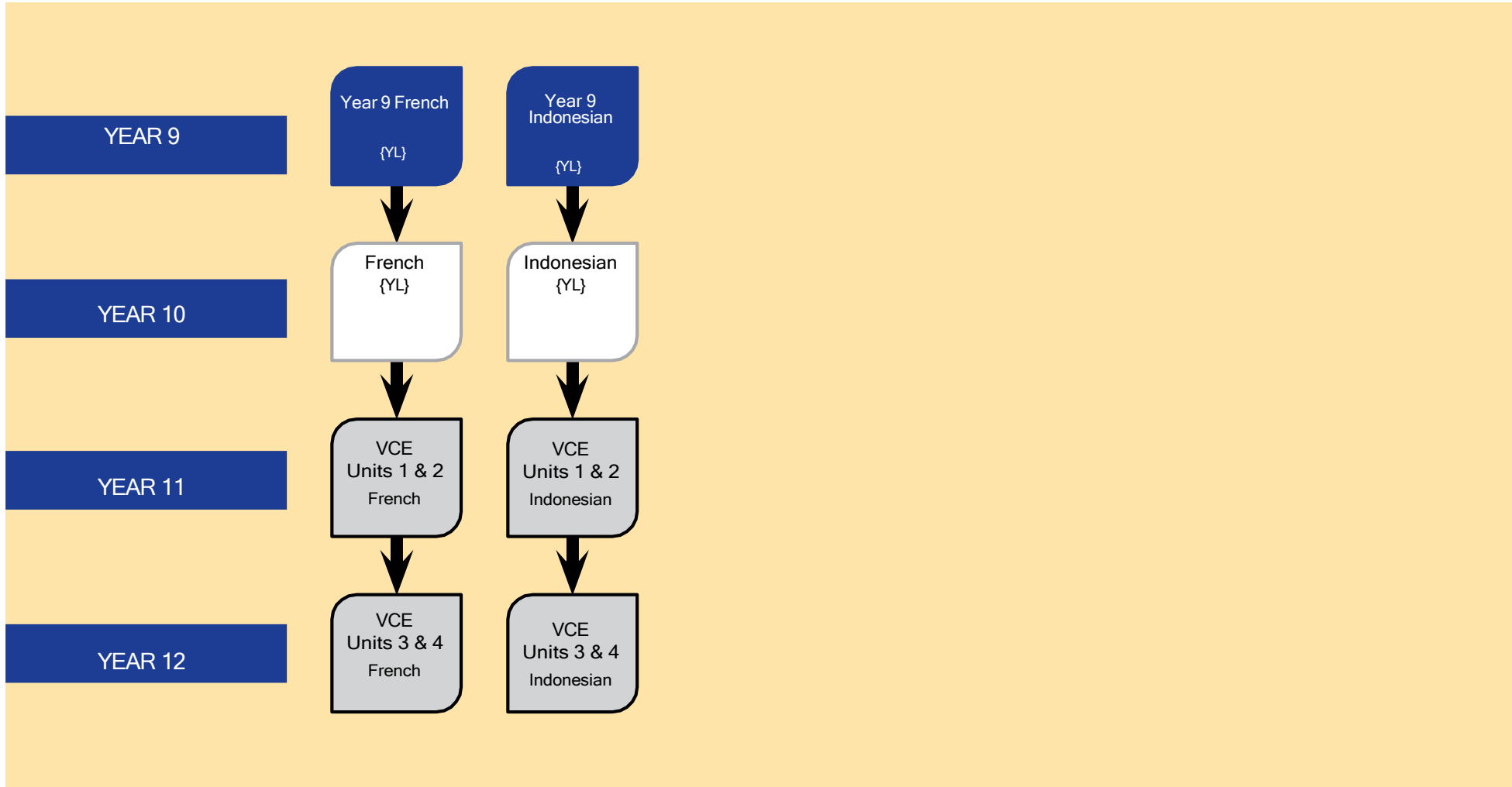
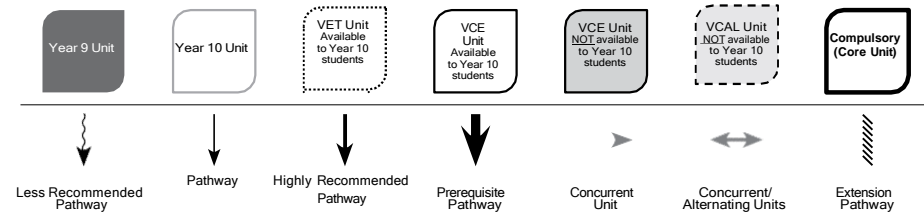
School Assessed Coursework may consist of: a multimedia presentation; a case study; an essay; a report; short-answer questions; an extended response (50 per cent).

External assessment is by an end-of-year examination (50 per cent).

# Languages Learning Area

## Languages Pathways

### Pathways Diagram Symbol Key





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## Languages – Year 9 Units

### French {YL}

#### Focus:

Students study the language and culture around the themes of food and cafés, friends, leisure, health, holidays, shopping and going out. In doing so, they undertake written work, oral and aural activities, reading, cultural enrichment, vocabulary acquisition and project work.

#### Special Requirements:

Students are required to purchase the Collins French Dictionary and Grammar, which is a bilingual French- English dictionary. These dictionaries are then used for four years (Years 9-12). Students may also be required to pay for extra-curricular activities, including excursions such as language trails, film festivals and restaurants, poetry competitions, language forums and in-house cooking activities.

The following optional co-curricular opportunities are usually available.

- Film and restaurant excursion \$80
- Language trails \$25
- Online languages program \$40

### Indonesian {YL}

#### Focus:

Students study the language and culture around the themes of food and cafés, friends, leisure, health, holidays, shopping and going out. In doing so, they undertake written work, oral and aural activities, reading, cultural enrichment, vocabulary acquisition and project work.

#### Special Requirements:

Kenalilah 2, textbook and workbook. Retained for both year 9 & 10. Students may be required to pay for extra-curricular activities such as excursions to film festivals, restaurants and in house cooking.

The following optional co-curricular opportunities are usually available.

- Film and restaurant excursion \$65
- Language trails \$25

## Languages – Year 10 Units

### French {YL}

#### Focus:

Topics and themes covered include personal descriptions, French songs and films, talking about the past, holidays, future plans, occupations, places in France and directions. Students undertake written work, oral and aural activities, reading, cultural enrichment, vocabulary acquisition and project work.

#### Assessment Tasks:

Writing film reviews, letters, magazine articles, short stories and/or advertisements; songs; films; listening exercises; role plays; formal and informal presentations to the class; prepared and impromptu readings; and an end of unit exam.

Note: Students need to undertake both semesters of a Languages subject.

#### Other:

Dictionary (retain from Year 9) - \$28

The following optional co-curricular opportunities are usually available:

- Language Trails \$35
- Film and Restaurant Excursion \$80
- Online languages program \$40

### Indonesian {YL}

#### Focus:

To have students communicate effectively in Indonesian in a range of activities with topics including Celebrations and Ceremonies, Student Exchanges, Health, Life in the village and the City and the History of Indonesia.

#### Special Requirements:

Kenalilah 2 textbook and workbook retained from Year 9. Students may be required to pay for extra-curricular activities such as excursions to film festivals and restaurants, and language trails.

#### Assessment Tasks:

Writing letters, magazine articles, songs, short stories and/ or advertisements; listening exercises; role plays; formal and informal presentations to the class; prepared and impromptu readings; and an end of unit exam.

Note: Students need to undertake both semesters of a Languages subject.

#### Other:

Dictionary: Echols/Shadily both volumes \$99 (Dictionaries are used for 3 years (Years 10-12))

The following optional co-curricular opportunities are usually available:

- Language Trails \$35
- Film and Restaurant Excursion \$80

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# Languages – VCE Units

All VCE Languages units have the relevant previous year's Languages subjects as prerequisites for further study.

## VCE Indonesian OR VCE French

### UNIT 1

#### Focus:

Topics include personal identity and lifestyles; relationships; aspirations, education and careers; the francophone world; historical perspectives; global and contemporary society; technology and science; communication and media; and French cultural perspectives. The skills in these courses focus on different forms of interpersonal communication and interpretive communication, presentational communication. This includes informal and formal conversations and interviews, replying to letters or emails, obtaining and interpreting information from spoken and written texts, written and oral presentations, and writing reviews, articles, journal entries and short stories.

#### Assessment Tasks:

Students will be able to exchange meaning in a spoken interaction, interpret information from two texts and respond in writing, and present information, concepts and ideas in writing. These skills will be assessed through an informal interview or conversation, a listening and reading comprehension task, and a written presentation. There will also be an end of unit exam.

Other: See VCE Languages Requirements

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### UNIT 2

#### Focus:

Continuing from Unit 1

#### Assessment Tasks:

Students will be able to respond in writing to spoken, written or visual texts; analyse and use information to produce an extended written response; and explain information, ideas and concepts orally to a specific audience about an aspect of culture. These skills will be assessed through an email, letter or blog post; a reflective or evaluative piece of writing; and an oral presentation or telling a story about an aspect of culture. There will also be an end of unit exam.

Other: See VCE Languages Requirements

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### UNIT 3

#### Focus:

Continuing from Unit 2

#### Assessment Tasks:

A 250 word personal, informative or imaginative piece of writing; a comprehension task requiring responses to specific questions or instructions using information from written, spoken and viewed texts; and a three to four minute role-play focusing on the resolution of an issue.

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### UNIT 4

#### Focus:

Continuing from Unit 3

#### Assessment Tasks:

A 250 word written response incorporating information from multiple texts; a 300 word evaluative or persuasive piece of writing; and a three to four minute interview providing information and responding to questions about a cultural product or practice.

Other: See VCE Languages Requirements

Students' level of achievement will be determined by school assessed coursework and two end of unit examinations, one written and one oral.

## VCE Languages Requirements

### Indonesian

- Senior Workbook \$20
- Dictionary Echols/Shadily both volumes (retain from Year 10)

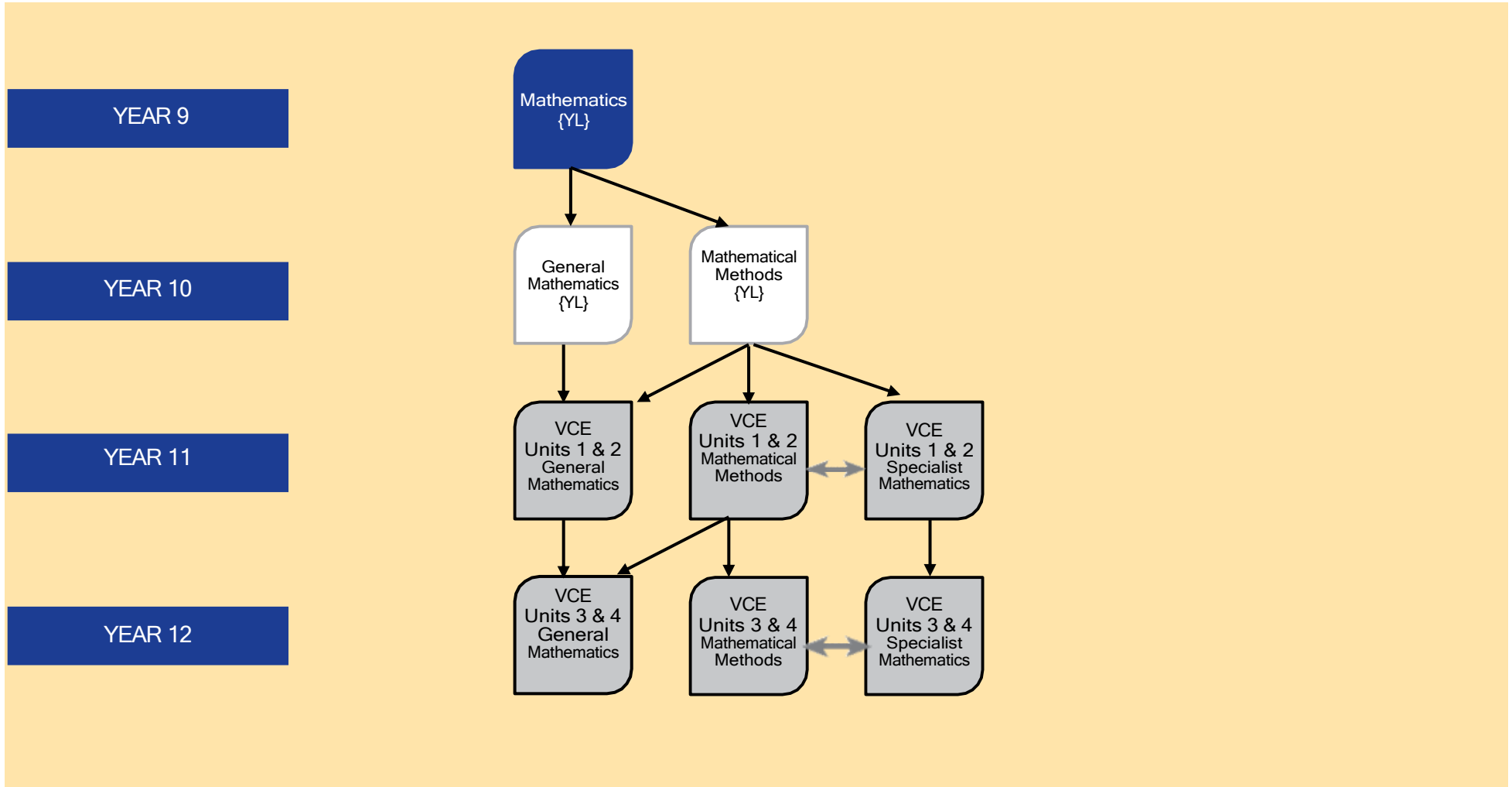
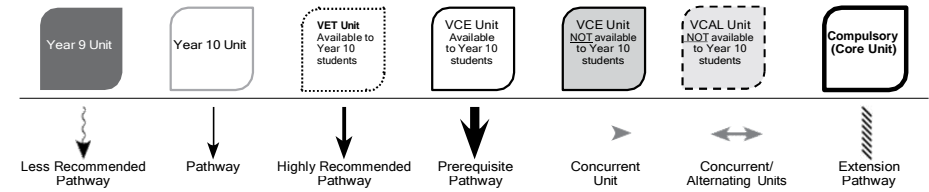
### French

- Retain Dictionary from Year 9/10
- Online listening program \$110 (lasts for two years)
- Quoi de Neuf ? Senior Book with eBook \$61.95 (used for two years)
- Online language program \$30 per year

# Mathematics Learning Area

## Mathematics Pathways

### Pathways Diagram Symbol Key



## Year 9 Mathematics

The study of Mathematics is compulsory for two semesters.

### Mathematics & Steiner Mathematics

Focus:

In Year 9 and Steiner Mathematics, students study topics as outlined in the Victorian Curriculum to prepare them for both Year 10 General Mathematics and Year 10 Mathematical Methods. The topics studied at Year 9 are Number and Algebra (e.g., index laws, investigating linear and non-linear relationships); Measurement and Space (e.g. area, volume and trigonometry); and Statistics and Probability (e.g. data analysis and investigation of chance).

Assessment Tasks:

Class work, topic tests, homework, application tasks and project work.

Other:

All students must have their own scientific calculator and the book-listed textbook. These can be purchased from the College.

## Year 10 Mathematics

The study of Mathematics is compulsory for two semesters.

### General Mathematics

Focus:

This course aims to cover topics to a level appropriate to prepare students for VCE General Mathematics..

Across Semester 1 and 2, students will engage in the following topics:

- Number and Algebra: number skills, rates and ratios
- Statistics: mean, median, mode, display and manipulation of data, stem and leaf, and box and whisker plots
- Measurement: conversion of units, perimeter, area, surface area and volume
- Probability: multi-step chance experiments, two-way tables, Venn Diagrams, theoretical and experimental probability
- Consumer Mathematics: the different ways of earning money including wages, salaries, commission, income tax, percentages, mark-up, mark-down, GST, and simple interest
- Space: Pythagoras and trigonometric functions
- Graphing: Straight-line graphs, understanding different types of graphs, plotting and sketching linear graphs

Assessment Tasks:

Class work, topic tests, homework, problem solving, project tasks and end-of-semester exam.

Other:

A scientific calculator is suitable for students, although a CAS calculator (TI-Nspire cost approximately \$250) is recommended for students continuing to VCE Mathematics. These can be ordered through the college.

### Mathematics Methods

Focus:

This course aims to complete Level 10 of mathematics as outlined in the Victorian Curriculum in a comprehensive manner. In so doing it aims to prepare students for VCE Mathematical Methods and Specialist Mathematics

SEMESTER 1

Topics include:

- Measurement and Space: Area, surface area and volume of simple and complex shapes/objects.
- Number and Algebra: Linear graphs and equations, simultaneous equations, surds, logarithms, and index laws.
- Statistics: Linear modelling of real data.

SEMESTER 2

Topics include:

- Measurement and Space: trigonometry, the unit circle, and radians.
- Number and Algebra: quadratic graphs and equations.
- Statistics: calculating probabilities, independence, mutually exclusive events.

Assessment Tasks:

Class work and topic tests, homework, problem solving, project tasks and end-of-semester exam.

Other:

A CAS calculator (TI-Nspire cost approximately \$250) and the book-listed textbook are required. These can be ordered through the college.

### Steiner Mathematics

SEMESTER 1

Focus:

This course aims to complete Level 10 of Mathematics as outlined in the Victorian Curriculum in a comprehensive manner. In so doing, students will be prepared for VCE Mathematical Methods and Specialist Mathematics.

Topics Include:

- Measurement and Space: area, surface area and volume of simple and complex shapes/objects.
- Number and Algebra: Algebraic fractions and linear equations, simultaneous equations, surds and index/logarithm laws.
- Statistics: Linear modelling of real data.

Assessment Tasks:

class work and topic tests, homework, problem solving and project tasks, and end-of-semester exam.

SEMESTER 2

Focus:

In consultation with their parents/carers, students will elect to cover topics - either:

- 1) To a level appropriate to prepare them for Mathematical Methods and Specialist Mathematics, including:
  - Number and Algebra: quadratic equations and related graphs.
  - Measurement and Geometry: Pythagoras' theorem and trigonometry, circle geometry and congruence.
  - Probability and Statistics: calculations involving theoretical and experimental probabilities, independence, and mutually exclusive events.

or

- 2) To a level appropriate to prepare them for VCE General Mathematics, including:
  - Number and Algebra: financial mathematics, rates, and ratios.
  - Measurement and Geometry: Pythagoras' theorem and trigonometry (2D), scale factors and time zones.
  - Probability and Statistics: calculations involving theoretical and experimental probabilities and graphing skills.

Assessment Tasks:

Class work and topic tests, homework, problem solving and project tasks, and end-of-semester exam. Special Requirements: a scientific calculator and the book listed textbook are essential.

Other:

A scientific calculator and the book-listed textbook are essential and can be ordered through the college.

## VCE Mathematics VCE

All VCE units require the book-listed textbook and a TI-Nspire CAS calculator (approximate cost \$250).

Units 3 and 4 also have an additional cost of \$7 to cover a practice exam.

### VCE General Mathematics

#### UNIT 1 and 2

##### Focus:

The content of this course covers topics which will enable students to study Units 3 and 4 of VCE General Mathematics.

Topics include: Data Analysis, Probability and Statistics; Algebra, Number and Structure; Functions, Relations and Graphs; Discrete Mathematics; and Space and Measurement.

##### Assessment Tasks:

Tests, summary notes, mathematical investigation, modelling tasks, assignments and an end-of-semester exam.

#### UNITS 3 and 4

##### Focus:

General Mathematics aims to provide students with a mathematics course which complements a variety of different subject selections other than only the Mathematics and Science areas.

##### Topics covered:

Unit 3 - Data Analysis, Recursion and financial modelling.  
Unit 4 - Matrices and Networks.

##### Assessment Tasks: School Assessed Coursework:

Unit 3 - One application task and one modelling problem solving task.

Unit 4 - Two modelling problem solving tasks.

End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

##### Other:

All VCE units require the book-listed textbook and a TI-Nspire CAS calculator (approximate cost \$250). Units 3 and 4 also have an additional cost of \$7 to cover a practice exam.

### VCE Mathematical Methods

#### UNIT 1 and 2

##### Focus:

Unit 1 and 2 Mathematical Methods aims to extend student competencies in algebra-based mathematics in preparation for Units 3 and 4 of Mathematical Methods.

##### Topics include:

Functions, Relations and Graphs; Algebra, Number and Structure; Calculus; and Data Analysis, Probability and Statistics.

##### Assessment Tasks:

Tests, summary notes, assignments, mathematical investigations, problem solving and modelling tasks, as well as use of technology and an end-of-semester exam.

#### UNITS 3 and 4

##### Focus:

Mathematical Methods is a study which prepares students for tertiary courses. When taken in conjunction with Specialist Mathematics 3 and 4, the subject prepares students (mathematically) for science and engineering tertiary courses.

##### Topics include:

Functions, Relations and Graphs; Algebra, Number and Structure; Calculus; and Data Analysis, Probability and Statistics. Assessment Tasks: School Assessed Coursework: Unit 3 - application task.

Unit 4 - two modelling/problem solving tasks.

End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

##### Other:

All VCE units require the book-listed textbook and a TI-Nspire CAS calculator (approximate cost \$250). Units 3 and 4 also have an additional cost of \$7 to cover a practice exam.

### VCE Specialist Maths

#### UNIT 1 AND 2

##### Focus:

This course is designed for students who are currently undertaking Mathematical Methods Units 1 and 2 and who desire a greater depth of Mathematical understanding. Topics include algebra, number and structure; discrete mathematics; data analysis, probability and statistics; space and measurement; functions, relations and graphs; and mathematical investigations. It provides a foundation for topics encountered both in Specialist Mathematics Units 3 and 4 and Mathematical Methods Units 3 and 4.

##### Assessment Tasks:

Assessment may include tests, summary notes, assignments, mathematical investigations, problem solving, modelling tasks and end-of-semester exam, as well as use of technology.

#### UNITS 3 and 4

##### Focus:

Specialist Mathematics in conjunction with Mathematical Methods 3 and 4, aims to provide students with an enriched mathematics course, creating an excellent mathematical grounding for them to pursue tertiary studies. Topics include functions and graphs, algebra, calculus, vectors, kinematics, probability and statistics.

##### Assessment Tasks:

School Assessed Coursework: Unit 3 - one application task.  
Unit 4 - two modelling/problem solving tasks. End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

##### Other:

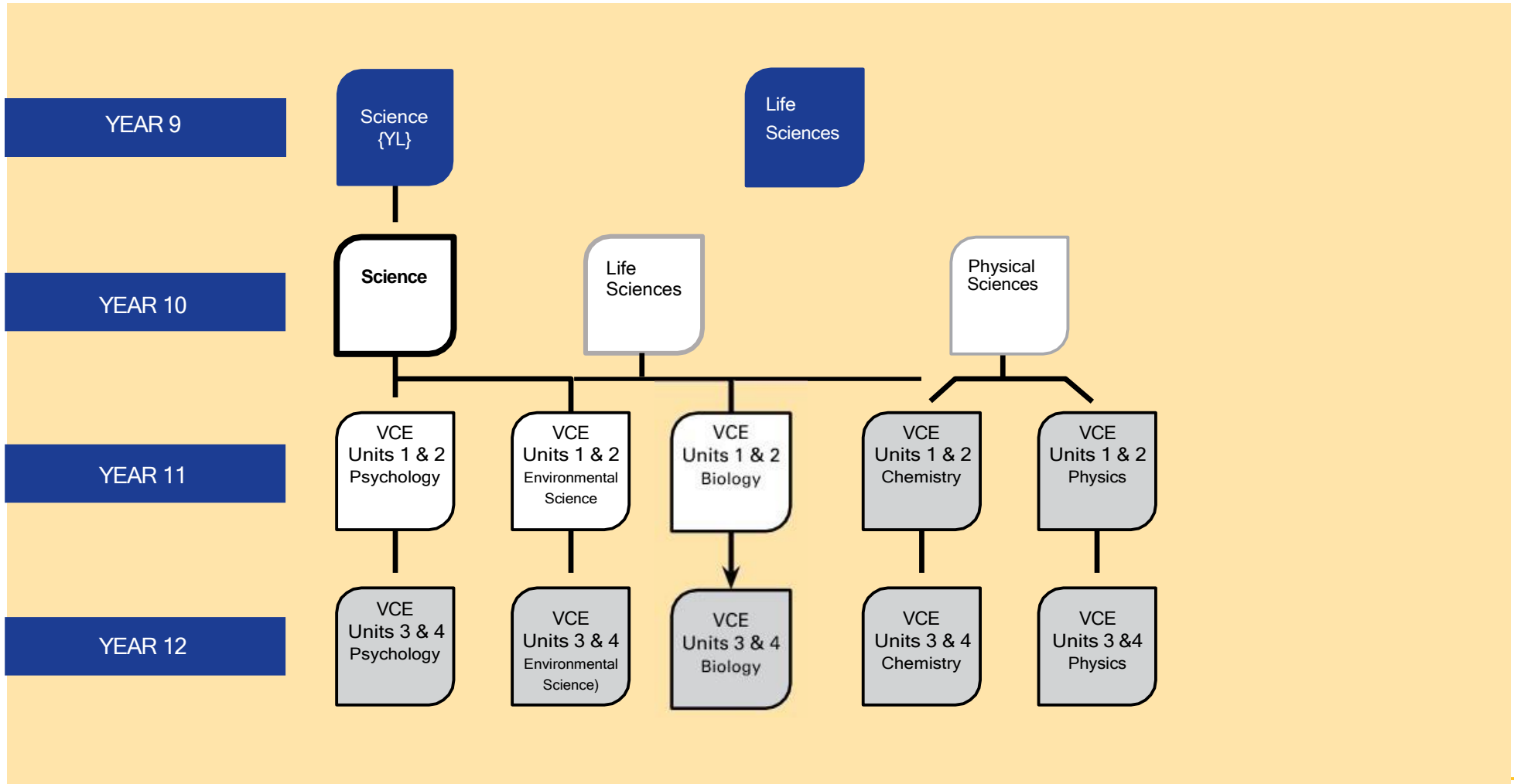
All VCE units require the book-listed textbook and a TI-Nspire CAS calculator (approximate cost \$250). Units 3 and 4 also have an additional cost of \$7 to cover a practice exam.



# Science Learning Area

## Science Pathways

### Pathways Diagram Symbol Key



## Year 9 Science

### Science {YL}

The study of Science is compulsory for two semesters.

The unit focus and areas of study:

This course is designed to extend students' scientific knowledge and understanding, their engagement with science as a human endeavour and their science inquiry skills. It is also designed to prepare students for future Science studies. In Year 9, the Science curriculum is progressively inquiry-based and integrated with the students' Humanities studies. The main topics for the year are:

- Term 1: Biology - Human Psychology:  
"How do I learn what's important to me?"
- Term 2: Chemistry - Atoms and Reactions:  
"What's my burning question?"
- Term 3: Physics - Electricity and Magnetism:  
"How can a bright spark help?"
- Term 4: Ecology - Matter and Energy:  
"How can our natural resources be managed more sustainably?"

### Life Science {1}

**The unit focus and areas of study:**

This course is designed to extend students' scientific knowledge and understanding. It is also designed to extend student's knowledge for future science studies in the fields of Microbiology, Genetics, Psychology and Environmental Science.

**Microbiology:** The study of disease and its causes, growing microbes and the study of where microbes can be found.

**Genetics:** The study of the structure of DNA and how this is related to the mechanisms for inheritance.

**Psychology:** The study of the function of parts of the brain and how this affects the things we do and the way we feel.

**Environmental Science:** The study of climate patterns and how human activity affects global systems.

## Year 10 Science

### Core Science {1}

Focus:

This semester length unit enables students to engage with concepts and explore applications of patterns in the Periodic Table of Elements (Chemistry), Newton's Laws of Motion and Forces (Physics) and Genetics, Inheritance and Evolution (Biology).

Assessment Tasks:

Throughout the Semester you will complete a range of assessment tasks including Practical Experiments, Research Projects, and Tests. These will be done mainly in class time and will enable you to demonstrate achievement of the course aims.

### Life Sciences {1}

Focus:

This unit builds on the Core Science unit and provides extra preparation for VCE Life Science subjects (Biology, Psychology & Environmental Science). Students should have successfully studied Core Science prior to this unit. Topics could include: Biology, Psychology & Environmental Science.

Assessment Tasks:

Throughout the Semester you will complete a range of assessment tasks including Practical Experiments, Research Projects, and Tests. These will be done mainly in class time and will enable you to demonstrate achievement of the course aims.

### Physical Sciences {1}

Focus:

This unit builds on the Core Science unit and provides extra preparation for VCE Physical Science subjects (Physics, Chemistry & Environmental Science). Students should have successfully studied Core Science prior to this unit. Topics could include Chemistry, Physics and Space Science.

Assessment Tasks:

Throughout the Semester you will complete a range of assessment tasks including Practical Experiments, Research Projects, and Tests. These will be done mainly in class time and will enable you to demonstrate achievement of the course aims.

## Science – VCE Units Available for Year 10

- Biology
- Environmental Science
- Psychology



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# Science – VCE Units

## VCE Biology

### UNIT 1 - How do organisms regulate their functions?

#### Focus:

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.

#### Assessment Tasks:

School Assessed Coursework (practical activities, tests, scientific poster)

#### Prerequisite:

It is strongly recommended that students have successfully studied Core Science and Extension Science at Year 10 level.

### UNIT 2 - How does inheritance impact diversity?

#### Focus:

In this unit students explore reproduction, including Meiosis and cloning and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain and analyse the inheritance of characteristics. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### Assessment Tasks:

School Assessed Coursework (practical work, field report, tests, research reports).

Note: Recommended that students have completed Unit 1 prior to undertaking Unit 2.

### UNIT 3 - How do cells maintain life?

#### Focus:

In this unit students investigate the workings of the cell from several perspectives. They explore key molecules in cellular processes, including photosynthesis and cellular respiration. Students analyse the structure and function of nucleic acids as information molecules. They examine the biological consequences of manipulating the DNA molecule, applying biotechnologies and how this leads to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

#### Assessment Tasks:

Outcome 1 Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions. Outcome 2 Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

#### Prerequisite:

It is strongly recommended that students have studied Unit 1 & 2 Biology.

### UNIT 4 - How does life change and respond to challenges?

#### Focus:

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students examine the evidence for relatedness between species and change in life forms over time using evidence.

#### Assessment Tasks:

Outcome 1 Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change

in human evolution. Outcome 2 Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society. Outcome 3 Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

## VCE Chemistry

### UNIT 1 – How do the chemical structures of materials explain their properties and reactions?

#### Focus:

Students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

The selection of learning contexts allow students to develop practical techniques to investigate the properties and reactions of various materials. Students develop their skills in the use of scientific equipment and apparatus. Students will look at ways of identifying elements in the periodic table. They will analyse various models to investigate covalent, metallic and ionic structures. They use solubility tables to experimentally identify unknown ions in solution. They respond to challenges which such as developing their own reactivity series by reacting samples of metals with acids, oxygen and water.

#### Assessment Tasks:

School Assessed Coursework including experiments, a research report, topic tests and an end of semester exam.

## UNIT 2 - How do chemical reactions shape the natural world?

### Focus:

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. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### Assessment Tasks:

School Assessed Coursework including experiments, a report on a self-designed or adapted experiment, topic tests and an end of semester exam.

### Other:

Students are required to purchase the textbook, through the college booklist, and have their own scientific calculator.

Prerequisite: Students are strongly recommended to have successfully studied Core Science and Physical Sciences at Year 10 Level.

## UNIT 3 - How can design and innovation help to optimize chemical processes?

### Focus:

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.

### Assessment Tasks:

School Assessed Coursework, Topic Test, Data Analysis, Practical Reports, End of Year Exam.

## UNIT 4 - How are carbon-based compounds designed for purpose?

### Focus:

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. 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.

Assessment Tasks: School Assessed Coursework, Topic Test, Data Analysis, Practical Reports, Student-Designed Experiment, End of Year Exam.

### Prerequisite:

It is recommended that students have successfully completed Unit 1 & 2 of Chemistry

## VCE Environmental Science

### Unit 1: How are Earth's dynamic systems interconnected to support life?

#### Focus:

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems - the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

### Assessment Tasks:

School Assessed Coursework (practical and field work, tests, scientific poster).

### Other:

The book listed textbook is required.

### Prerequisite:

It is recommended that students have successfully studied Core Science at Year 10 level.

### Unit 2: What affects Earth's capacity to sustain life?

#### Focus:

In this unit 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.

### Assessment Tasks:

School Assessed Coursework (practical and field work, tests, scientific investigation)

### Unit 3: How can biodiversity and development be sustained?

#### Focus:

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

### Assessment Tasks:

School Assessed Coursework (eg. practical and field work, case study analysis, presentation, exam).

Prerequisite: Units 1 and 2 Environmental Science

Other: The book listed textbook is required

#### Unit 4: How can climate change and energy impacts be managed?

##### Focus:

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

##### Assessment Tasks:

School Assessed Coursework (eg. practical and field work, scientific poster, case study analysis, presentation, exam).

Prerequisite: Unit 3 Environmental Science

Other: The book listed textbook is required.

### VCE Physics

#### UNIT 1 - How is energy useful to society?

##### Focus:

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Assessment: Data Analyses, Practical Reports, Topic Test.

Prerequisite: Students are strongly recommended to have successfully studied Core Science and Physical Sciences at Year 10 Level.

#### UNIT 2 - How does physics help us to understand the world?

##### Focus:

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these

concepts to a chosen case study of motion. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation involves the generation of primary data and draws on key science skills and key knowledge.

Assessment: Data Analyses, Practical Reports, Topic Test.

Prerequisite: Students should have successfully studied Unit 1 Physics prior to studying this Unit.

#### UNIT 3 - How do fields explain motion and electricity?

##### Focus:

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.

Assessment Data Analyses, Practical Reports, Topic Test.

Prerequisite: Students should have successfully completed Units 1 and 2 Physics prior to studying this unit.

Other: Students will need to have their own scientific calculator. Models include Casio Scientific Calculator fx-82AU PLUS or Casio Scientific Calculator fx-82AU PLUS II.

#### UNIT 4 - How have creative ideas and investigation revolutionised thinking in physics?

##### Focus:

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 across both Units 3 and 4, and is assessed in Unit 4. The design, analysis and findings of the investigation are presented in a scientific poster format.

Assessment Data Analyses, Practical Reports, Topic Tests.

Prerequisite: Students are strongly recommended to have successfully studied Unit 3 Physics prior to studying this Unit.

Other: Students will need to have their own scientific calculator. Models include Casio Scientific Calculator fx-82AU PLUS or Casio Scientific Calculator fx-82AU PLUS II. Practice Exam: \$7.



### Unit 1 - How are Behaviour and Mental Processes Shaped?

#### Focus:

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They also 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.

**Assessment Tasks:** Assessment includes practical/experimental reports, media responses, textbook questions, and research poster.

**Other:** Textbook as listed on the college booklist.

### Unit 2 - How Do Internal and External Factors Influence Behaviour and Mental Processes?

#### Focus:

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students also 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.

**Assessment Tasks:** Student-directed practical investigation, practical/experimental reports, media responses, and textbook questions.

### Unit 3 - How Does Experience Affect Behaviour and Mental Processes?

#### Focus:

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.

**Assessment Tasks:** Case studies, Data analysis, Evaluating Practical Activities, Media Analysis.

#### Focus:

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. 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. 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.

**Assessment Tasks:** Case studies, Data analysis, Evaluating Practical Activities, Media Analysis. Scientific Investigation

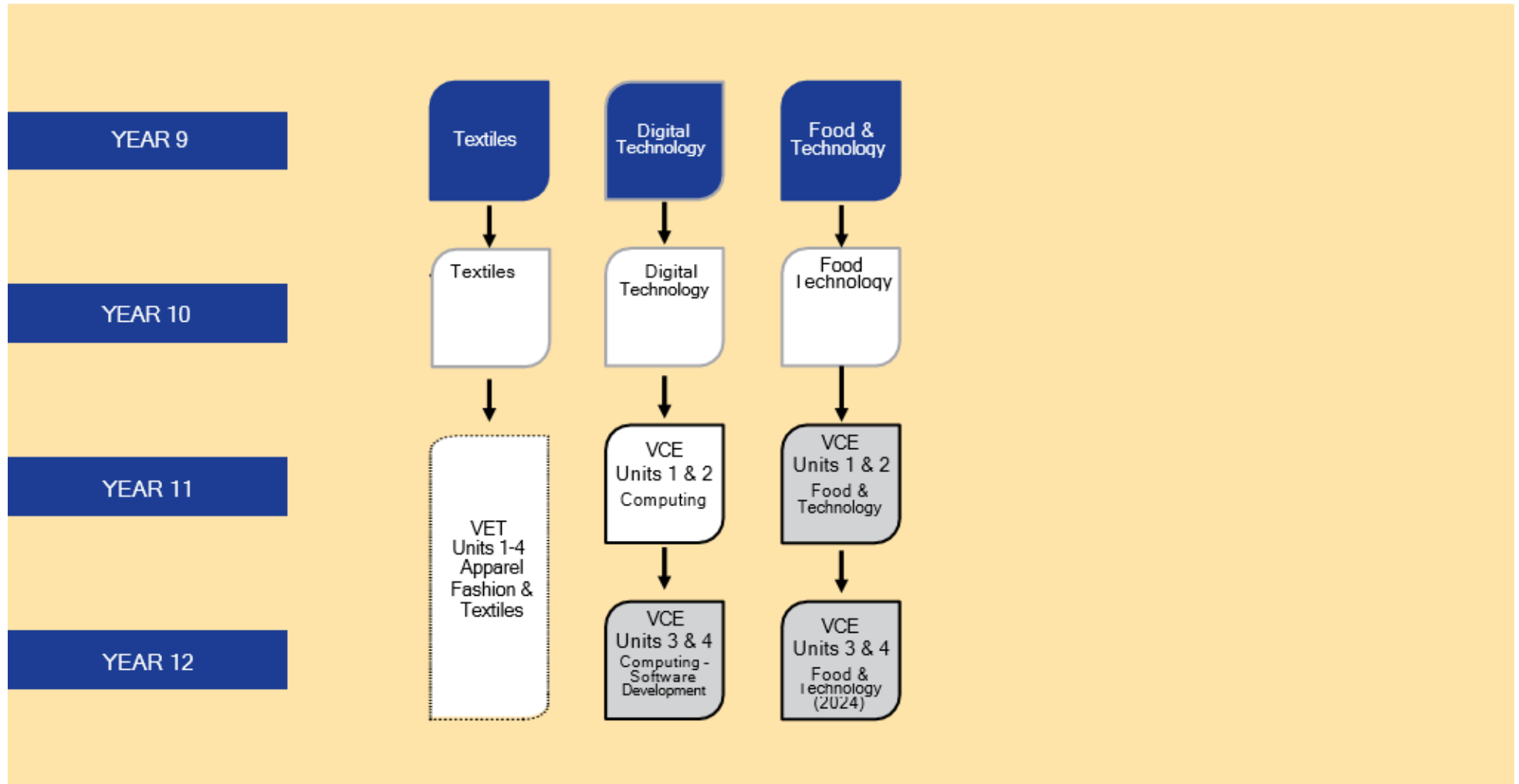
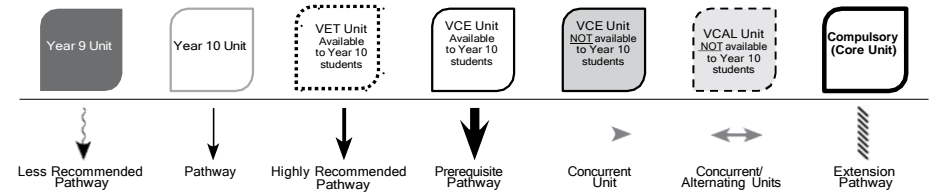
**Other:** Practice Exam: \$7



# Technology Learning Area

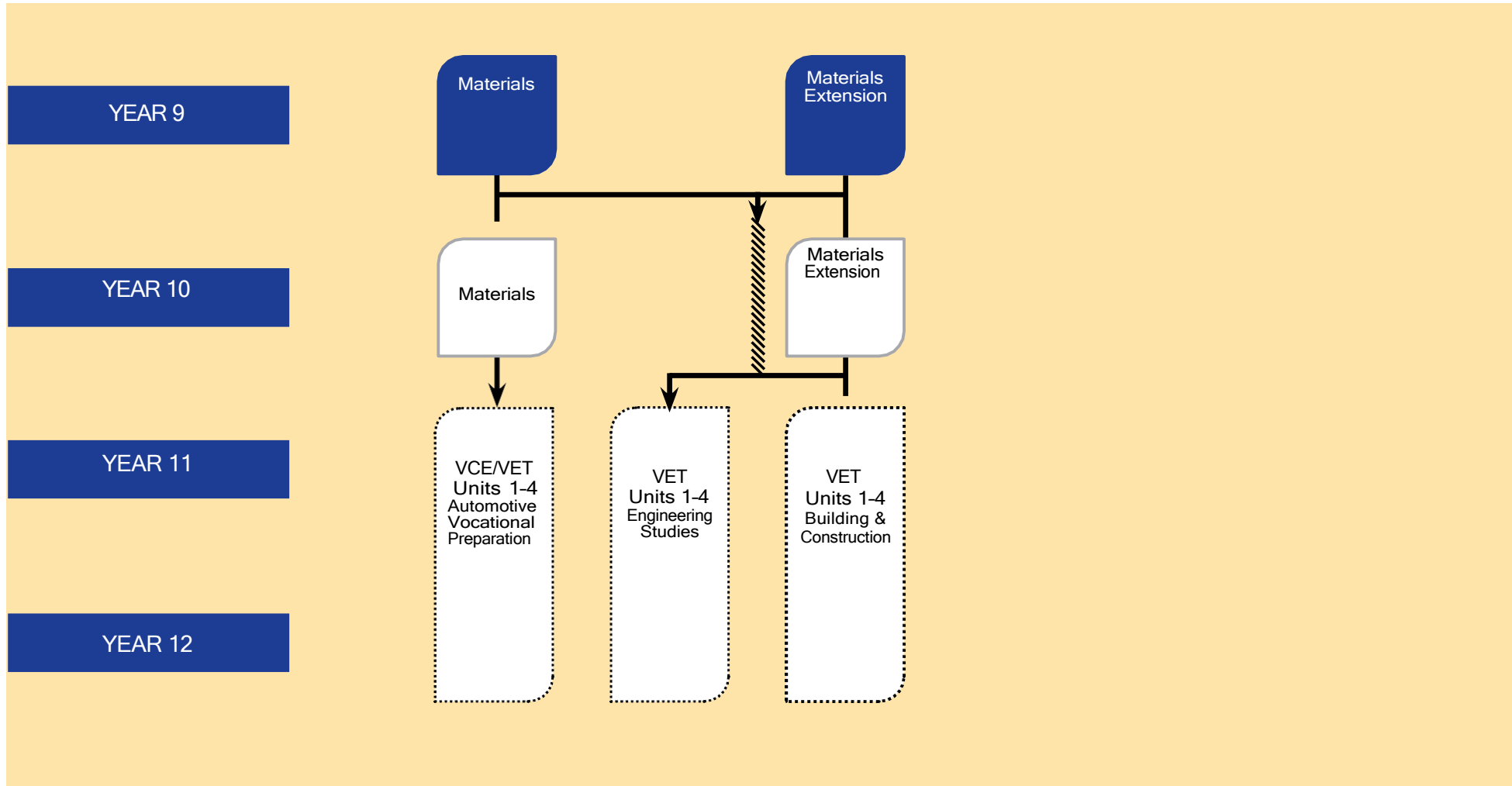
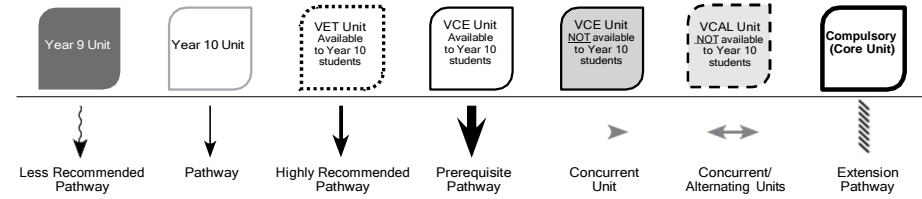
## Technology Pathways

Pathways Diagram Symbol Key



## Technology Pathways (continued)

### Pathways Diagram Symbol Key



# Technology – Year 9 Units

## Food Technology

The unit focus and areas of study:

This course enables students to develop their design skills and to practice and improve practical cooking skills.

Students will research and analyse a variety of foods and discuss their characteristics and functions. They will develop design options involving a range of processes, produce a variety of food dishes using safe work practices, select and use appropriate techniques and equipment and evaluate the product as specified in the design criteria.

**Special Requirements:**

Students are required to supply an apron, a tea towel and appropriate container for taking food home.

**Other:** Cost \$100



## Materials

The unit focus and areas of study:

This unit is designed for students to advance their design and technical skills to construct projects. Students will develop the necessary skills and techniques involved in creating their products.

Students will research and analyse materials, develop product design ideas through annotated sketches, produce materials pieces using a range of appropriate tools and techniques, and evaluate their production. Throughout this unit, students will use a range of advanced tools, techniques and equipment to specified degrees of accuracy and precision. Students will develop an awareness of Australian Standards and their relationship to technological innovation and application. An investigation will be made into the development of specific materials as students develop investigating, designing, construction and evaluating skills. The unit is mainly practical with some investigation into materials, methods of production and design development required.

**Special Requirements:**

Students are expected to purchase their materials through the school. Students require an A3 sketch book and an A4 display book. Costs vary based on the amount and type of materials chosen.

**Other:** Cost will be approximately \$40.

## Materials Extension

The unit focus and areas of study:

This is open to all students and does not exclude those students who have not completed Materials in the above. This unit is designed for students to advance their design and technical skills to construct projects. Students will develop the necessary skills and techniques involved in creating products. They will research and analyse the materials, develop product design ideas through annotated sketches, produce product pieces using appropriate tools and techniques, and evaluate their production. Students will use a range of advanced tools, techniques and equipment to specified degrees of accuracy and precision. They develop an awareness of Australian Standards, technological innovation and application. They will investigate the development of structural strengths as students develop investigating, designing, construction and evaluating skills. The unit is mainly practical with additional work on material studies, methods of production and design development.

**Special Requirements:**

Students will be responsible for materials.

**Other:** Cost will be approximately \$40.

## Fashion & Textiles

The unit focus and areas of study:

This course is designed for those students who wish to design and produce clothing and textile articles. Knowledge and skills will be developed in the safe handling and use of textile equipment, use of fabrics and clothing construction techniques.

Students will develop knowledge and skills in the following areas: pattern design and use, technological processes and construction techniques, characteristics and suitability of fabrics for a particular garment, use and care of fabrics, safe working practices.

**Special Requirements:**

Students are required to supply their own pins, needles, fabrics, patterns, etc. for each item produced, as well as a sketch book and an A4 display book.

**Other:** Class fees: \$25 to cover essential items.

## Digital Technology

The unit focus and area of study:

- Digital systems - the hardware & software components that underpin computer networks
- Data and information - how data is collected, logically structured and managed within a digital system
- Creating digital solutions - the processes and techniques used to design and develop games, websites and other applications

**Assessment tasks:**

- Poster or animation explaining how the internet works
- Internet of Things' case study
- Design and code a website

**Other:** Cost \$35

# Technology – Year 10 Units

## Digital Technology

Focus:

- Digital systems - the hardware & software components that underpin computer networks
- Data and information - how data is collected, logically structured and managed within a digital system
- Creating digital solutions - the processes and techniques used to design and develop games, websites and other applications

Assessment tasks:

- Cyber security case study
- Collaborative project
- Design and code a digital game

Other: Cost \$35

## Foods Technology

Focus:

Students will develop food-related skills through the processes of investigation, analysis, design, planning, production and evaluation. They will work towards the provision of basic meals that are interesting, nutritional and economical, as well as preparing dishes suitable for special occasions. This course will provide a foundation for future study in food related VCE or VET Hospitality courses.

Practical work will take place weekly and students will prepare a range of foods according to their interests and dietary requirements.

Assessment Tasks:

Assessment will take place through Practical Design Assignments that require investigation, design, planning, production and evaluation. There will also be an end-of-semester examination.

Special requirements:

Students are required to provide a tea towel and appropriate containers to take products home.

Other: Cost \$100 per semester

## Materials

Focus:

The aim of the course is to provide the opportunity for students to develop skills in using different materials. This includes the safe use of equipment, solving practical problems, development of a design folio and evaluation of the design and production process.

Assessment tasks:

- Demonstrate safe and responsible work practices.
- Correctly use a range tools equipment and materials.
- Application of the design and production methodology.

Other: Cost \$60

## Materials Extension

Focus:

This is open to all students and does not exclude those students who have not completed Materials in the above.

This unit is designed for students to advance their design and technical skills to construct projects.

Students will develop the necessary skills and techniques involved in creating products. They will research and analyse the materials, develop product design ideas through annotated sketches, produce product pieces using appropriate tools and techniques, and evaluate their production.

Students will use a range of advanced tools, techniques and equipment to specified degrees of accuracy and precision. They develop an awareness of Australian Standards, technological innovation and application. They will investigate the development of structural strengths as students develop investigating, designing, construction and evaluating skills.

The unit is mainly practical with additional work on material studies, methods of production and design development.

Special Requirements:

Students will be responsible for materials.

Other: Cost will be approximately \$40.

## Fashion & Textiles

Focus:

The course is designed for those students who wish to design and produce clothing and textile articles.

Knowledge and skills will be developed in the use textile equipment, use of fabrics, decoration of fabrics, and construction of garments and homewares. Design and evaluation of completed products will be expected.

Students will develop knowledge and skills in the following areas:

Pattern making design and use, fabric decoration and construction, garment construction, and sustainable production of textile products.

Special requirements:

Students are required to supply their own fabrics, patterns and notions for each item produced, as well as a sketch book and A4 display book.

Other: Class fees of \$25 to cover essential items such as inks, dyes, etc.





## Technology – VCE/VET Units Available For Year 10

- VET Apparel Fashion & Textiles - Certificate II
- VET Automotive Vocational Preparation - Certificate II
- VCE/ VET Building & Construction - Certificate II
- VCE/ VET Engineering Studies - Certificate II
- VCE Food Studies
- VCE Applied Computing



## Technology – VCE/VET Units

### VCE - Applied Computing

#### UNIT 1

##### Focus:

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students will learn to acquire and secure data, using it to create an infographic to present the findings of an investigation. They will investigate digital networks with a focus on wireless capabilities. Students will also design and develop a website collaboratively, that explores the impacts of contemporary information systems.

##### Assessment Tasks:

An investigation of an issue, practice or event and a graphic solution that represents the findings. A design for a network with wireless capability. A website which presents an overview of an issue and a project plan that records team member responsibilities and schedules.

#### UNIT 2

##### Focus:

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students will learn to program using javascript and develop a series of software modules. They will access tools for analysing large repositories of data and presenting it visually. Finally, students will develop an understanding of databases and the key role they play in modern information systems.

##### Assessment Tasks:

A software solution in response to a need or opportunity. A data visualisation using an extract of authentic, relevant data. A database solution in response to a need or opportunity.

### VCE - Software Development

(Units 3 & 4 of Software Development to be offered in 2026)

#### UNIT 3

##### Focus:

In this unit students will gain a detailed understanding of the analysis, design and development stages of a problem-solving methodology and use a programming language to create working software modules. They will undertake the first part of a project to develop a software application that meets a need or opportunity, as determined by individual students. This will encompass a project plan and the analysis and design of the software.

##### Assessment Tasks:

A set of working modules to meet specific needs. A project plan, software requirements specification document and folio of software designs to solve a problem, need or opportunity identified by the student (Note: this project will continue into Unit 4).

#### UNIT 4

##### Focus:

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the same programming language, and complete the development and testing of the software designed in Unit 3, and an evolution of their project plan. Students will also examine the dependencies between two information systems and evaluate the controls used to ensure data integrity.

##### Assessment Tasks:

A report identifying the dependencies between two information systems and the controls that protect data integrity. A software application, usability test plan and project plan report for the problem, need or opportunity identified by the student in Unit 3.

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## VCE Food Studies

### UNIT 1

#### Area of Study 1 - Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

#### Area of Study 2 - Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence of interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health.

Practical activities enable students to demonstrate, observe and reflect on the use of ingredients indigenous to Australia. These activities also provide students with opportunities to extend and share their research into a selected cuisine brought by migrants to Australia.

#### Assessment tasks could include:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: research inquiry or historical timeline.

### UNIT 2

#### Area of Study 1 -Australia's food systems

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship.

Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply.

#### Area of Study 2- Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home.

Students learn and apply food science terminology relating to physical and chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Through practical activities, students design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

#### Assessment tasks could include:

- design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.
- design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

### UNIT 3

#### Area of Study 1 - The science of food

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

#### Area of Study 2 - Food choices, health and wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

#### Assessment Tasks could include:

- a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs
- a range of practical activities and records of two practical activities related to healthy meals for children and families to evaluate factors influencing food choices
- an annotated visual report
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: media analysis or case study analysis.

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## UNIT 4

### Area of Study 1- Navigating food information

#### Focus: Food issues, challenges and futures

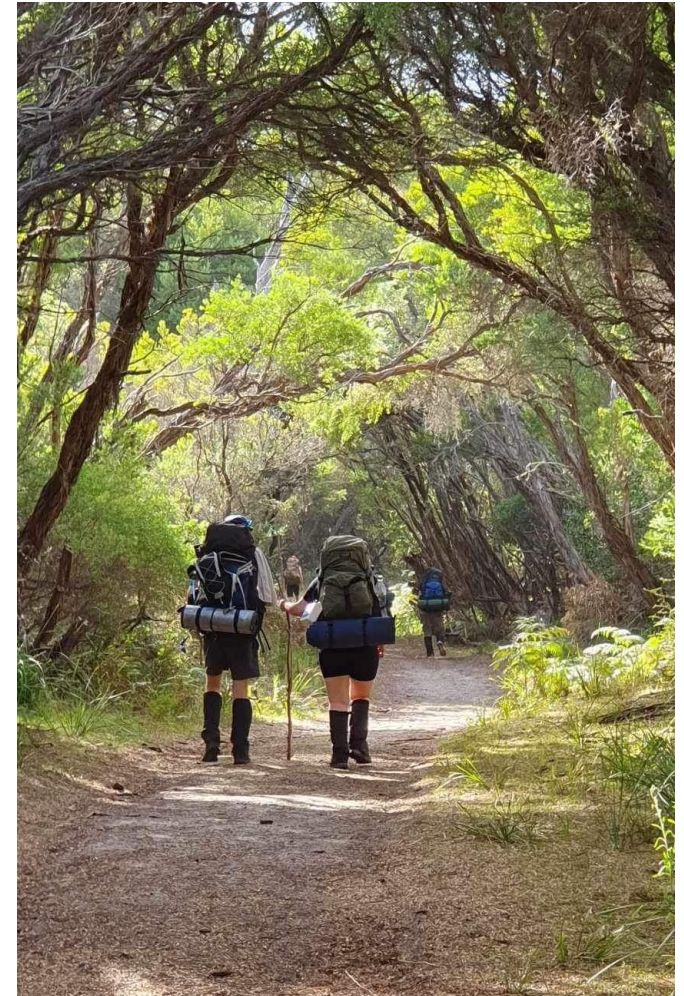
In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

### Area of Study 2- Navigating food information

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

#### Assessment tasks could include:

- a range of practical activities and records of two practical activities related to healthy food choices based on the recommendations of the Australian Dietary Guidelines
- a research inquiry report that includes a selected food- related topic based on a range of practical activities, explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical
- guidelines for food consumers.
- an annotated visual report
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: media analysis or case study analysis.





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## 22338VIC CERTIFICATE II BUILDING AND CONSTRUCTION PRE- APRENTICESHIP

This certificate is taught in partnership with and is auspiced by Australian Institute of Education and Training (AIET) 121314

### Focus:

Students selecting this course will complete modules leading to the attainment of part completion of 22614VIC. The overall aim of this program is to provide students with the opportunity to gain entry-level training in the Building & Construction industry. The program covers pre-apprenticeship carpentry and construction skills, workplace safety and industry induction.

### Examples of VCE/VET Units 1 and 2 Modules:

Identify & handle carpentry hand tools and Construct Basic wall frame structures; Structures; Introduction to Scaffolding; Carpentry Hand Tools; Calculations and Levelling.

### Examples of VCE/VET Units 3 and 4 Modules:

Workplace Documents and Plans; Prepare to work for the Building Industry; Basic Setting Out; Roof Framing and External Cladding.

### Commitment:

This is a 2-year course/certificate. Students need to select and enrol in both Units 1 and 2.

Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4.

This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

Other: The main project for the first-year building students is a dog house. If students wish to keep their completed project there will be a material cost involved. This cost is yet to be determined but will be a contribution towards the materials involved.

## AUR20720 CERTIFICATE II in AUTOMOTIVE VOCATIONAL PREPARATION

This certificate is taught in partnership with and is auspiced by Australian Institute of Education and Training (AIET) 121314

### UNIT 1 and 2

#### Focus:

Students in Year 10, 11 and 12 can complete modules leading to the attainment of Certificate II. The course provides students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the automotive and allied industries. It also aims to provide students with 'work ready' knowledge and skills applicable to a variety of career paths in the automotive industry.

#### Examples of VCE/VET Units 1 and 2 Modules:

Use and Maintain Workshop Tools and Equipment in the Automotive Workplace, Set up and Use Welding Equipment, Identify Automotive Electrical Equipment.

#### Examples of VCE/VET Units 3 and 4 Modules:

Dismantle and Assemble Single Cylinder Four-Stroke Petrol Engine, Dismantle and Assemble Conventional Manual Transmission, Remove and Replace Front Suspension Springs.

#### Commitment:

Students completing VCE/ VET Units 1 and 2 modules receive a Certificate of Attainment. This is a 2 year course/ certificate. Students need to select and enrol in both Units 1 and 2.

Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4. This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

## 22470VIC CERTIFICATE II in ENGINEERING STUDIES

This certificate is taught in partnership with and is auspiced by Australian Institute of Education and Training (AIET) 121314

### Focus:

Students selecting this course will complete modules leading to the attainment of part completion of 22632VIC. This course provides the skills, knowledge and attitudes required to perform entry level roles across the 4 main areas of engineering technology – fabrication, electrical/electronics, production and mechanical.

### Examples of VCE/VET Unit 1 to 4 Modules:

Lathe Turning, Milling, Drilling, Sheet Metal & Steel Fabrication, Designing, Drawing, OH&S, Risk Management, Independent Practice and use of Hand and Power tools.

### Commitment:

Students completing VCE/ VET Units 1 and 2 modules receive a Certificate of Attainment. This is a two year course/ certificate. Students need to select and enroll in both Units 1 and 2.

Students completing the whole of Certificate II would also be credited with VCE Units 1, 2, 3 and 4.

This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

Note: Units 3 and 4 VET Engineering Studies is a scored VCE subject. This means that students can, if they choose to do so, have their Units 3 and 4 modules of Engineering counted in their ATAR score by sitting for the end of year exam, and completing assessment tasks during the year.

## MST20616 CERTIFICATE II in APPAREL, FASHION AND TEXTILES

This certificate is taught in partnership with and is auspiced by Ripponlea Institute 21230

This course provides students with the basic design and development skills and knowledge to prepare them for work in the fashion industry.

Students will be given the opportunity to develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken.

### Example of VCE/VET Units 1 and 2 Modules:

Sewing, sewing machine operations, design and produce a garment, identify design process for fashion.

### Example of VCE/VET Units 3 and 4 Modules:

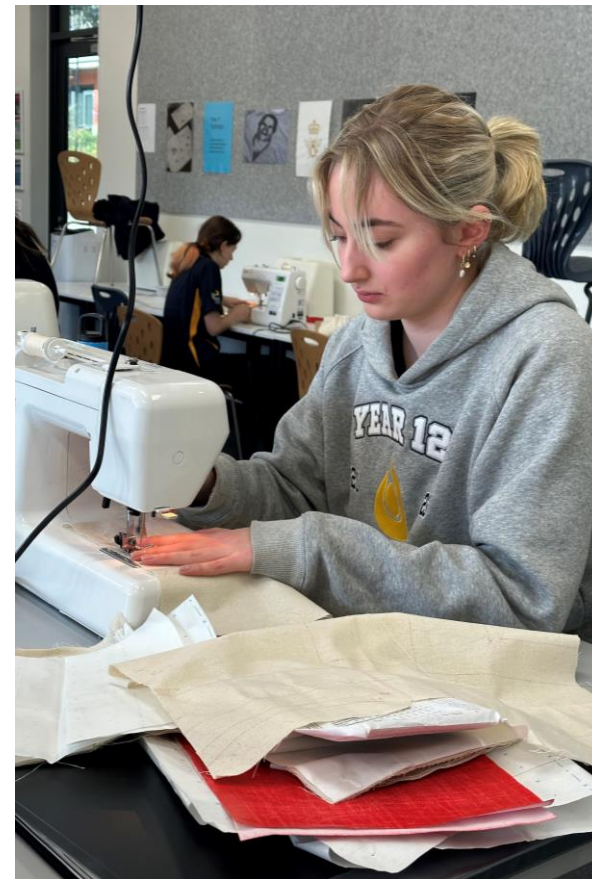
Identify fibres and fabrics, prepare and produce sewn garment, embellish garment.

### Commitment:

1. This is a 2 year course/certificate. On completion, students are awarded Certificate II and selected units from Certificate III in Apparel, Fashion and Textiles.

2. Students completing the whole Certificate will be credited with three units at VCE Units 1 and 2 level and two units at VCE Units 3 and 4 level.

3. This course requires a structured work placement or simulated industry equivalent, which could involve some combination of school time, after school and holiday time.





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## Other Units and Programs

To cater for the needs and interests of a broad range of students, Castlemaine Secondary College offers a number of alternative/applied learning Units and Programs in addition to the broad range of units described in the remainder of the handbook. These Units/Programs are described in the following pages:

Year 9 and 10 Steiner

FLO (Flexible Learning Options)

VCE Extended Investigation

Year 11 and 12 VCE Vocational Major



# Year 9 & 10 Steiner Program

## What is the Steiner Program?

The Steiner Program is an alternative to the mainstream pathway. It has been offered at CSC since 2006. The Steiner Program fits comfortably within the Victorian Curriculum guidelines and offers a highly structured, broad education that keeps students options open to choose any VCE, VET or VCAL subject at Year 11. Steiner education arises out of the educational principles and practises developed by Austrian philosopher Rudolf Steiner. Subject to class size restrictions, it is available to any students in Year 9 and 10.

In the holistic approach of Steiner education, the whole student is nurtured and encouraged to learn, through activities that stimulate the student physically, intellectually, emotionally and artistically. We educate heads, hearts and hands. A strong emphasis is placed on student engagement and well-being. The positive relationships that are built between students and teacher, based on mutual respect, are of central and utmost importance.

## Why does it start at Year 9?

According to Steiner educational philosophy, Year 9 is the beginning of "Upper Schooling" of a specialist nature. Year 9 is an important transitional year; it marks the entry into a new "cycle" or developmental stage. Students of this age are leaving childhood and entering fully into adolescence. In Year 9, the students leave the class teacher period in which, in Steiner Schools, they have been taught by the same teacher for 8 years, and are now taught by a variety of more specialised teachers. Steiner educational philosophy has a clear concept of the developmental stages in a young person's growth and strongly links what is taught to their age specific readiness.

Year 9 and the entry into adolescence can be a confusing time for students, as they begin to question many of the things they have been sure about. The Steiner "Upper School" curriculum is designed to reassure them of their place in the world and give them some grounding, from which they can explore and discover the truth about the world and their active roles in it.

## What is different?

In addition to the emphasis on student engagement and well-being, our distinct, structured timetable allows:

1. Each day commences with a Main Lesson. This is the cornerstone lesson of the school day during which students study a range of topics drawn from Maths, English, Science and the Humanities in depth. The topics are specifically designed to maximise student interest, engagement and learning to meet them at each year level. Each Main Lesson runs for approximately 3 weeks;
2. There are no electives offered (save for different language options) to ensure students have an opportunity to encounter a broad range of disciplines and areas of learning as they navigate adolescence. This also has the advantage of keeping all Year 11 options open.
3. There is a greater emphasis on Outdoor Education with a more extensive camps program provided by CSC Outdoor Ed teachers and farming Main Lesson teacher, particularly in Year 9.
4. There are also a series of camps for Years 9 & 10 to Melbourne, Adelaide and Sydney.

## What is a Main Lesson?

The Main Lesson is the cornerstone of the school day. It is conducted during the first period of each day. In Main Lessons students will study topics in depth within a range of disciplines. Each topic is studied for approximately three weeks. The designated topics are designed specifically to maximize student engagement, learning and development for each year level.

## Fees

There are some additional costs to cover specialist Art materials, Main Lesson books and camps, as well as costs for students participating in individual or group music activities and other co-curricular activities.

Possible Year 9 Main Lesson Topics		Possible Year 10 Main Lesson Topics		Regular Lessons	
Yr. 9 HUMANITIES:	Yr. 9 MATHS/SCIENCE:	Yr. 10 HUMANITIES:	Yr. 10 MATHS/SCIENCE:	Farming (Year 9 only)	Science
Biography	Probability	Poetry	Life, Ecology, Evolution	Drama	Languages (French)
Civics and Governance	Conic Sections	Peace and Conflict	Sciences - Taxonomy, Inner Organs, Genetics	Maths	Art
Art History 1	History of Communication Geography	Art History 2	Physics - Motion and Mechanics	English	Sport
Revolutions	Astronomy	Ancient Civilisation	Chemistry - Salts, Acids and Bases	Music	Outdoor Education
Literature	Organic Chemistry	Human Geography		Craft	
History of Drama					



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# The FLO Program

## FLO at CSC

It is acknowledged that for a number of children and young people, a highly flexible and individualised learning environment, coupled with more intensive wellbeing.

support and evidence based interventions, can increase engagement and learning outcomes.

Flexible Learning Options (FLO) plays an important role in complementing the work of schools to ensure that the system supports all students and provides them with access to a high quality education. The FLO program at CSC is offered as part of a continuum of support where a targeted, intensive intervention is required to respond to behavioral, therapeutic and learning needs of young people from Years 9 to 12. There is a strong focus on supporting a student's pathway back into mainstream school, further education, training or employment through the implementation of a strengths and interests-based learning approach. FLO currently offers two classes; Middle FLO for Years 9 and 10 and Senior FLO for Year 11 and 12 students.

## Learning

All FLO students have an Individual Education Plan (IEP) to guide their learning across the following subject areas: Literacy; Numeracy; Personal Development Skills, which encompasses respectful relationships, health, and community and individual projects; and Work-Related Skills, which incorporates work experience placements when possible. Students are engaged in a variety of tasks based on the goals they have set in their IEPs with a focus on developing their skills through their own strengths and interests.

Senior Years 11 and 12, as well as some Year 10, students at FLO undertake the Victorian.

Pathways Certificate, which is designed to be a pre-TAFE level qualification suitable for transitioning into Cert I or II level courses or directly into apprenticeships or employment that doesn't require a tertiary qualification. Please note, the VPC is not a senior secondary certificate and is intended for students not able to complete the VCE or VCE Vocational Major (VM) only (please see VCE VM and VPC section of this handbook for more information).

## Wellbeing

FLO students have weekly group sessions with an onsite guidance counsellor and the school nurse. Small class sizes ensures students are well supported by teaching and support staff. Each student completes a ready to learn plan from the Berry Street Education Model as part of their wellbeing plan, to ensure that each and every student is well catered for in all areas of their development. A new element of our wellbeing program at FLO in 2022 has been the introduction of Goldie, our wellbeing dog through the Dogs Connect program. This program establishes many of the Social Emotional Learning concepts in a practical and hands-on approach that builds empathy through connection. The program focuses on elements such as; routines and consistency, building healthy and authentic connections, social interactions, emotional engagement, awareness of body language, energy and gestures in interactions. The program is founded in the Polyvagal Theory, which explains the autonomic nervous systems that are responsible for our flight/fight/freeze responses. These programs provide evidence-based research directly relating to supporting students through trauma-based approaches to wellbeing and learning support..



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# VCE Extended Investigation

Offered only through online Distant Education

## What is VCE Extended Investigation?

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

## Why undertake VCE Extended Investigation?

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, a robust, a disciplined and a rational approach to gathering, interpreting and evaluating evidence in order to answer the research question.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

## Structure of Extended Investigation

The study is comprised of a Units 3 and 4 sequence. Unit 3:

Designing an Extended Investigation

Unit 4: Presenting an Extended Investigation

Units 3 and 4 each involve at least 50 hours of scheduled supervised instruction and mentoring combined with independent study monitored by the supervising teacher. It is expected that students will commit out of school time to undertake research and that schools will monitor this aspect of the study

Each unit contains areas of study and is designed to enable students to achieve a set of outcomes for that unit. Outcomes are described in terms of key knowledge and key skills and in relation to the structure of the extended investigation. There are no Units 1 and 2 in this study.

Students must undertake Unit 3 prior to undertaking Unit 4. Units 3 and 4 are designed to a standard equivalent to the final year of secondary education. Accordingly, the standards of research expected of students undertaking this study are at a level consistent with the final year of secondary education.

## Characteristics of the study

The outcomes of the VCE Extended Investigation are a written report of 4000 words and an oral presentation in defence of the research findings.

### Unit 3:

- using the Extended Investigation Journal to document progress and commencing a bibliography
- learning about types of evidence
- critically analysing a range of literature and other resources as preparation for individual investigation
- establishing the purpose, ethics and methods of research
- identifying potential areas of interest for the investigation
- progressively scoping and refining the area of interest, leading to a high quality, rigorous research question
- formally lodging the proposed research question
- commencing the investigation, selecting appropriate research methods and gathering data
- making an oral report explaining the investigation and justifying the selected research methods.

### Unit 4:

- using the Extended Investigation Journal to document progress
- continuing the investigation and documenting its findings
- relevant literature
- completing and submitting a written report
- defending the findings of the research in an oral presentation
- evaluating and reflecting upon research findings.



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## VCE Vocational Major (VM) & Victorian Pathways Certificate (VPC)

The VCE VM stands for the Victorian Certificate of Education – Vocational Major. The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

VPC stands for Victorian Pathways Certificate. The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC is at Australian Qualifications Framework Level 1 and not recognised as a senior secondary certificate.

Students, parents and schools choose in partnership the most appropriate course based on student need, aspiration and capability. THE VCE VM is Applied Learning Based. Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences, where students discover how to apply what they have learnt by doing, experiencing, reflecting and relating acquired skills to the real-world. Applied learning is beneficial for all students, as it:

- Facilitates and prepares students for successful post-school pathways including transitioning to the workforce, going on to further education and training, as well as succeeding in personal and civil life.
- Encourages personalised student-led learning, aligned to student interests and aspirations.
- Provides opportunities for students to gain industry exposure and experience through work integrated learning opportunities.
- Enables students to explore potential careers and develop technical and employability skills for the future.

Vocational and Applied Learning pathways not only equip young people for entry into the world of work also, but provide them with functional competencies and skills (including soft skills like effective communication, interpersonal skills and self-management) that are needed to participant in the economy and society. Students learn important work-readiness and personal development skills linked to community involvement and civil responsibilities. Vocational and Applied Learning pathways can offer a great way to reengage students who might otherwise consider leaving school before they reach Year 11 and 12.

VET stands for Vocational Education and Training. The VET component is compulsory within a VCE VM program because you are to focus in own industry skills within an area of your interest. The VET component of the course also results in more qualifications that are highly considered by employers and further study tertiary institutions within the area of study.





## VCE VM LITERACY

### UNIT 1

#### Area of Study 1: Literacy for Personal Use

##### Focus

In this Area of Study, students develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F-10: English, Victorian Pathways Certificate: Literacy, and EAL Pathway C (Level 3).

This Area of Study focuses on the structures and features of a range of texts and content - print, visual and film - and the personal reasons readers may have for engaging with these texts. Students read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives including First Nations peoples and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and other texts of interest to the cohort. Through discussions and class activities students develop their understanding of the structures and features of these text types and their content and examine how these are influenced by purpose, context, audience and culture.

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 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 examine how purpose, language and structure influence the audience of a text.

#### Area of Study 2: Understanding and Creating Digital Texts

##### Focus

In this Area of Study, students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information. Students read, view and interact with different digital platforms and applications and

participate in learning activities to develop their capacity to explore and discuss digital media. They identify the ways a visitor will encounter and experience digital platforms, considering their purpose and the social, cultural, vocational and workplace values associated with it. They also explore text through the prism of their own experience, knowledge, values and interests.

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

#### Area of Study 1: Understanding Issues and Voices

##### Focus

This Area of Study asks students to engage in issues that are characterised by disagreement or discussion and will develop and expand upon students' learning from Unit 1. 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 read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues that 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.

During this unit of study, students engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students practise notetaking and responding to short answer questions as well as formulating their own oral and written opinions.

#### Area of Study 2: Responding to Opinions

##### Focus

In this Area of Study students 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.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

### UNIT 3

#### Area of Study 1: Accessing and Understanding Informational, Organisational and Procedural Texts

##### Focus

This Area of Study allows students to become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students learn to be able 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 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 participate and engage in activities that will equip them to access, understand and discuss these text types.

#### Area of Study 2: Creating and responding to organisational, informational or procedural texts

##### Focus

This Area of Study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating their understanding of how these texts inform and shape the organisations they interact with.

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## UNIT 4

### Area of Study 1: Understanding and engaging with literacy for advocacy

#### Focus

This Area of Study requires students to investigate, analyse and create content for the advocacy of self or a product in a vocational or recreational setting. Students research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students consider what 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. As part of this Area of Study, students compare and contrast the ways the 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 read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student’s choice.

### Area of Study 2: Speaking to advise or to advocate

#### Focus

In this Area of Study, students use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this Area of Study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

## VCE VM PERSONAL DEVELOPMENT

### UNIT 1

#### Area of Study 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 their health and wellbeing. Students use these findings to enhance their understanding of community cohesion, community engagement and how their sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and will begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students investigate local health-promoting organisations and resources and 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 their own identity and the role of community. Students 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.

#### Area of Study 2: Community health and wellbeing

This area of study explores the health and wellbeing of individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. Students investigate activities and support services that aim to improve individual and group wellbeing within their community. Students explore the requirements for undertaking activities or voluntary work within the community. Students understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

#### Area of Study 3: Promoting a healthy life

This area of study investigates key advancements in technology and the impact of technology on individuals and society. Students explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

## 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/or global level. Students look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They investigate the barriers and enablers to problem solving within the community. The unit then focuses on various forms of community engagement. Students seek to understand different perspectives on issues that affect their community. They reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They plan, implement and evaluate an active response to an individual’s need for community support.

#### Area of Study 1: What is community?

This area of study explores the concept of community at a local, national and/or global level. Students understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups and also consider the role of citizenship. Students investigate community participation and recognize that there are a range of ways to participate in community life.

#### Area of Study 2: Community cohesion

This area of study examines issues affecting local, national and/or global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students explore the enablers and barriers to problem solving and strategies to foster community cohesion.

#### Area of Study 3: Engaging and supporting community

This area of study considers the concept of community engagement and recognises the benefits and challenges of community engagement to address a range of issues. Students investigate the key features of effective community engagement to address issues and implement initiatives.

## UNIT 3

### Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. They 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. Students 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 their own contribution as well as the overall effectiveness of their team.

#### Area of Study 1: Social awareness and interpersonal skills

This unit considers the concept of social awareness and interpersonal skills in different settings and contexts, along with strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies. There is a focus on qualities of leadership, and how these qualities can be applied to the achievement of goals within personal and community contexts. Students examine characteristics of effective leaders, and various contexts and styles of leadership. They investigate a range of leadership styles and other influences affect the behaviour of leaders. Implicit to this unit is that leadership need not be privileged or rare, students also reflect on how leadership qualities can be applied in a range of contexts. They explore key characteristics of effective teamwork, and design and implement individual or group activities focused on achieving specific goals. This unit focuses on the leadership and collaboration of teams, particularly within the context of collaborative problem-solving. Students reflect on how to lead and contribute to teams, and on the development of particular leadership and teamwork skills. They participate in a collaborative problem solving activity, evaluating their own contribution as well as the overall effectiveness of the team.

**Area of Study 2: Effective leadership** This area of study investigates the concept of leadership and the qualities of effective, ethical leaders. Students look at contexts in which people become leaders, a range of leadership styles, ethics and expectations of leaders in a democratic society. Students consider how leaders foster innovation and creativity to solve problems and achieve goals.

**Area of Study 3: Effective teamwork** This area of study examines leadership and collaboration within teams. Students demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on their own contribution and leadership potential as they participate in a team or group activity. They evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

## UNIT 4

### Community project

This unit focuses on student participation in an extended project relating to a community issue. Students identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They 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 their selected issue can be improved. Students will engage in a process of planning, implementing and evaluating their response to their selected community issue. They conduct research, analyse their findings and make decisions on how they will present their 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 their project appropriate to their audience of peers or community members and evaluate the effectiveness of their response.

#### Area of Study 1: Planning a community project

This area of study is an introduction to an extended community project that addresses an environmental, cultural, economic or social issue. Students conduct research to identify a range of relevant issues in their community and justify the selection of a chosen focus for their project. They seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of their chosen issue in their community.

#### Area of Study 2: Implementing a community project

This area of study involves the implementation of a detailed plan for the selected community project and considers the key elements and key considerations when implementing a plan of action through to completion. Students consider possible health and safety and ethical risks of their project, document evidence and make decisions on how their findings will be organised, analysed and presented.

#### Area of Study 3: Evaluating a community project

This area of study covers the evaluation of the outcomes of the completed community project. Students become familiar with strategies to effectively communicate reflections and findings and engage with audiences. Students will determine a suitable audience for their findings, identify and practice appropriate presentation skills, and make decisions about how their community project will be evaluated.

## VCE VM NUMERACY

### UNITS 1 AND 2

In Units 1 and 2 students develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students 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.

#### Areas of Study

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes. There are eight areas of study

- Area of study 1: Number
- Area of study 2: Data
- Area of study 3: Dimension and direction
- Area of study 4: Shape
- Area of study 5: Quantity and measures
- Area of study 6: Relationships
- Area of study 7: Uncertainty
- Area of study 8: Systematics

## UNITS 3 AND 4

In Units 3 and 4 students further develop and enhance their numeracy practices to make sense of their personal, public, and vocational lives. Students extend their mathematical skills with consideration of local, community, national and global contexts and an awareness and use of appropriate technologies. Units 3 and 4 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 progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from

### Areas of Study

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes. There are eight areas of study:

- Area of study 1: Number
  - Area of study 2: Data
  - Area of study 3: Dimension and direction
  - Area of study 4: Shape
  - Area of study 5: Quantity and measures
  - Area of study 6: Relationships
  - Area of study 7: Uncertainty
  - Area of study 8: Systematics

## VCE VM Work Related Skills

### UNIT 1

#### Careers and Learning for the Future

##### Focus:

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, 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 and capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

#### Area of Study 1: Future careers

This area of study evaluates information relating to employment by considering the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. Students will develop research skills and collate evidence and artefacts relating to their future employment prospects.

#### Area of Study 2: Presentation of career and education goals

This area of study enables students to consolidate their knowledge and understanding of future careers and their personal aspirations, skills, capabilities and attributes. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

### UNIT 2

#### Workplace Skills and Capabilities

##### Focus:

As the nature of work changes over time, so do the skills, capabilities and attributes needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills, capabilities and attributes that are valued in a chosen pathway. In this unit, students consider the distinction between essential employability skills, specialist and technical work skills, personal capabilities and personal attributes, 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, capabilities and attributes and promote them through writing resumes, cover letters and interview preparation.

#### Area of Study 1: Skills and capabilities for employment and further education

This area of study considers the changing nature of work and the impact this has on future career pathways. In this outcome, students distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They are able to recognise how personal capabilities and attributes contribute to future success and demonstrate their own skills, capabilities and attributes through artefacts and evidence.

#### Area of Study 2: Transferable skills and capabilities

This area of study recognises the relationship between transferable and employability. Students will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

### 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: 1. wellbeing, culture and the employee-employer relationship; 2. workplace relations; and 3. 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. Students will investigate key areas relating to workplaces 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.

#### Area of Study 1: Workplace wellbeing and personal accountability

This area of study introduces students to the features and characteristics of a healthy, collaborative and harmonious workplace. Students examine the concept of culture and consider the characteristics of work/life balance. They analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. Students apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.



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### Area of Study 2: Workplace responsibilities and rights

This area of study gives an overview of workplace relations, including the National Employment Standards and methods of determining pay and conditions. Students consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students examine processes to address and resolve workplace disputes.

### Area of Study 3: Communication and collaboration

In this area of study, students learn to apply effective and efficient workplace communication strategies. Students consider their role and the role of teams in the workplace. Students also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

## 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.

### Area of Study 1: Portfolio development

This area of study outlines the purpose of a portfolio and considers the intended audiences and uses of portfolios in different contexts. Students will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will prepare a portfolio proposal and plan the development of their portfolio.

**Area of Study 2: Portfolio presentation** This area of study provides students with the opportunity to apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills, knowledge and attributes, including visual appeal, varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.





**ASPIRATION  
&  
RESPECT  
&  
EMPATHY**



**Castlemaine Secondary College**  
Blakeley Road PO Box 57  
Castlemaine Vic 3450  
T. 03 5479 1111  
F. 03 5479 1120  
E. [castlemaine.sc@education.vic.gov.au](mailto:castlemaine.sc@education.vic.gov.au)  
W. [csc.vic.edu.au](http://csc.vic.edu.au) Absences: 03 5479 1150