



FAIRHILLS
HIGH SCHOOL
KNOX



Fairhills High School

2022

**Year 11 and Year 12
Subject Selection
Handbook**

TABLE OF CONTENTS

INSTRUCTIONS FOR SENIOR SUBJECT SELECTION	4
VCE / VCAL PLANNING DOCUMENTS	6
ENGLISH UNIT 1 & 2	9
ENGLISH UNIT 3 & 4	10
LITERATURE UNIT 1 & 2	11
LITERATURE UNIT 3 & 4	12
ENGLISH AS AN ADDITIONAL LANGUAGE - UNIT 1 & 2	13
ENGLISH AS AN ADDITIONAL LANGUAGE - UNIT 3 & 4	14
FOUNDATION MATHS UNIT 1 & 2	15
GENERAL MATHEMATICS UNIT 1 & 2	16
FURTHER MATHEMATICS UNIT 3 & 4	17
MATHEMATICAL METHODS UNIT 1 & 2	18
MATHEMATICAL METHODS UNIT 3 & 4	19
SPECIALIST MATHEMATICS UNIT 1 & 2	20
SPECIALIST MATHEMATICS UNIT 3 & 4	21
BIOLOGY UNIT 1 & 2	22
BIOLOGY UNIT 3 & 4	23
CHEMISTRY UNIT 1 & 2	24
CHEMISTRY UNIT 3 & 4	25
PHYSICS UNIT 1 & 2	26
PHYSICS UNIT 3 & 4	27
PSYCHOLOGY UNIT 1 & 2	28
PSYCHOLOGY UNIT 3 & 4	29
AUSTRALIAN HISTORY UNIT 3 & 4	30
MODERN HISTORY UNIT 1 & 2	31
BUSINESS MANAGEMENT UNIT 1 & 2	32
BUSINESS MANAGEMENT UNIT 3 & 4	33
LEGAL STUDIES UNIT 1 & 2	34

LEGAL STUDIES UNIT 3 & 4	35
GEOGRAPHY UNIT 1 & 2	36
STUDIO ARTS UNIT 1 & 2	37
STUDIO ARTS UNIT 3 & 4	38
VISUAL COMMUNICATION AND DESIGN - UNIT 1 & 2	39
VISUAL COMMUNICATION AND DESIGN - UNIT 3 & 4	40
MUSIC PERFORMANCE UNIT 1 & 2	41
MUSIC PERFORMANCE UNIT 3 & 4	42
DRAMA UNIT 1 & 2	43
DRAMA UNIT 3 & 4	44
FOOD STUDIES UNIT 1 & 2	45
FOOD STUDIES UNIT 3 & 4	46
JAPANESE UNIT 1 & 2	47
JAPANESE UNIT 3 & 4	48
PHYSICAL EDUCATION UNIT 1 & 2	49
PHYSICAL EDUCATION UNIT 3 & 4	50
HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2	51
HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4	52
VCAL – NUMERACY – INTERMEDIATE AND SENIOR	53
VCAL – LITERACY – INTERMEDIATE AND SENIOR	54
VCAL – PERSONAL DEVELOPMENT – INTERMEDIATE AND SENIOR	55
VCAL – WORK RELATED SKILLS – WORKPLACE RECOGNITION – INTERMEDIATE AND SENIOR	56
VCAL – INDUSTRY SPECIFIC SKILLS – INTERMEDIATE AND SENIOR	57
RESOURCES – QUICK LINKS – TO ASSIST IN SUBJECT SELECTION	58

“Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment”

INSTRUCTIONS FOR SENIOR SUBJECT SELECTION

VCE, Victorian Baccalaureate and VCAL 2022

Students are reminded that they are selecting subjects for the whole year, ie. Students are required to do the same subjects for both Semester 1 & 2.

This is a three-step process:

1. **Preliminary subject selections Survey** – to be completed online.
2. **Subject Selection Interviews** – Students and Parents will be invited to a one on one interview with a member of the senior school team to select and finalise their choices. Staff will ensure that the students program supports their Career aspirations and any prerequisite subjects are included. All student subject selections will be cross checked by staff to ensure that they have included any prerequisites required to meet their career pathway. These interviews will be held in the week of August 30th.
3. Programs will be confirmed at the end of semester two, with the distribution of reports. Any student who has not met the grade average will be required to attend a program planning interview.
 - **Mainstream Year 11 students** (those entering Year 12 in 2022) are required to select **five year 12** subjects in total. This can include VET subjects.
 - **Mainstream Year 10 students** are required to select **six Year 11** subjects usually including a VET
 - **First year accelerated students** (those entering their first year of VCE) are required to select **six Year 11** subjects usually including a VET.
 - **Second year accelerated students** (those entering their 2nd year of VCE) may select either **three or four Year 11** subjects (including year 11 Literature) plus **two Year 12** subjects (one of which may be a VET).
 - **Students in Years 11/12 who choose to study only four or five subjects** have timetabled private study periods each week to ensure that they keep fully up to date with their work and have time to fully prepare for their unit SACs (assessment tasks) and end of year exams.

PLEASE NOTE THAT SOME UNITS OFFERED AT FAIRHILLS HIGH SCHOOL WILL INCUR A FEE.

VCAL subject selection

- Select the VCAL level appropriate for you – Intermediate Year 11 / Senior Year 12
- VCAL core subjects must select these:
 - Literacy or English Unit 1 Year 11 or Unit 3 Year 12
 - Personal development
 - Workplace recognition
 - Work related skills
 - Foundation Maths (or maths at a level appropriate for you).
- In addition, you need to select a VET
- You must also select one VCE subject to make up the number of units required for VCAL

Victorian Baccalaureate – Subjects to select

Year 12 students

If you select the following subject combination you will be eligible for the Victorian Baccalaureate:

- any **Language**
- **Maths Methods**
- a **Science, Humanities** or **Arts**

You will be eligible for the **Victorian Baccalaureate** certificate (recognised around the World).

You will only be awarded the certificate if you achieve the required study scores of 35+.

If you don't achieve the study scores you will be awarded the VCE certificate.

When selecting a VET subject

- A list of VET programs offered at Fairhills and Mullum VET Cluster can be found on the Mullum VET Cluster website;
 - Check www.mullumvetcluster.com.au for a program list.
- Make sure the VET program is offered on a Wednesday.
- Students currently studying Year 1 VET need to re-apply for 2022. Students are not automatically enrolled for the 2nd year.
- A VET COURSE IS MANDATORY FOR A VCAL PROGRAM
- If you have any questions please contact Liz Rundle – Careers/VET.
- Complete VET application form and return to the General Office with the required deposit. The 2022 VET Application form can be located on compass under school documentation. Hardcopies can also be obtained from the kept in the General Office.

VCE / VCAL PLANNING DOCUMENTS

VCE - 2 Year Program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 1 (Year 11) Unit 1 & 2						VET?
Year 2 (Year 12) Unit 3&4					VET?	
Career Pathway						
Prerequisite subjects						

VCE / 3 Year Program – Accelerated program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 1 (Year 11) Unit 1 & 2 5 subjects +VET or 6 subjects						VET?
Year 2 (Year 11 & 12) 4 x Unit 1 & 2 subjects 2 x Unit 3 & 4 subjects						VET?
Year 3 (Year 12) 5 x Unit 3&4 subjects						
Career pathway						
Prerequisite subjects						

VCAL / Intermediate and Senior Program

	Strand - Literacy and Numeracy	Strand - Personal Development	Strand - Work related skills	Strand - Industry Related skills
Year 1 Intermediate VCAL				VET
Year 2 Senior VCAL				VET
Career pathway				



ENGLISH UNIT → 1 & 2

ENGLISH → UNIT 1

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay
- Persuasive oral presentation
- Semester exam

Prerequisites/Recommendations:

- Pass in Year 10 English

Other Requirements:

- Read set texts before commencement of the unit.

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and presenting arguments

ENGLISH → UNIT 2

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay
- Language analysis essay
- Written persuasive essay
- Semester exam

Prerequisites/Recommendations:

- Recommendation of successful completion of Unit 1 English

Other Requirements:

- Read set texts before commencement of the unit.

VCAA Description – Areas of Study:

1. Reading and comparing texts
2. Analysing and presenting argument

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF

ENGLISH

UNIT → 3 & 4

ENGLISH → UNIT 3

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay

Prerequisites/Recommendations:

- Satisfactory completion of at least one of Unit 1 and Unit 2 English

Other Requirements:

- Read set texts prior to the commencement of Unit.

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and argument

ENGLISH → UNIT 4

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay
- Persuasive oral presentation

Prerequisites/Recommendations:

- Read set texts prior to commencement of Unit

Other Requirements:

- Read set texts prior to commencement of Unit

VCAA Description – Areas of Study:

1. Reading and comparing texts
2. Presenting argument

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria.

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LITERATURE UNIT → 1 & 2

LITERATURE → UNIT 1

Students read a selection of texts, ranging from novels, to plays, short stories, poetry and memoirs. They are expected to interpret these texts through a close reading of them. In Unit 1, emphasis is on passage analysis and views and values essays.

Assessment:

- A passage analysis essay
- A views and values essay
- A mid-semester exam

Prerequisites/Recommendations:

- A pass in Year 10 English

Other Requirements:

- Students ideally should be keen readers.

VCAA Description – Areas of Study:

1. Reading practices
2. Ideas and concerns in texts

LITERATURE → UNIT 2

Students read a selection of texts, ranging from novels, to plays, short stories, poetry and memoirs. They are expected to interpret these texts through a close reading of them. In Unit 2, emphasis is on creative responses to texts and comparative studies of texts.

Assessment:

- A creative response to text
- A comparative study of a written text and a film
- An End of Semester Exam

Prerequisites/Recommendations:

- A pass in Year 10 English

Other Requirements:

- Students ideally should be keen readers

VCAA Description – Areas of Study:

1. The text, the reader and their contexts
2. Exploring connections between texts

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Exercise Science, Social Sciences, Veterinary Science, Dentistry, Engineering, Psychology, Law

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



LITERATURE UNIT → 3 & 4

LITERATURE → UNIT 3

Students consider how the form of a text can affect the meaning and how writers construct their texts. They investigate ways that writers adapt and transform texts and how meaning is affected as they are adapted and transformed.

Assessment:

- An extended essay that examines how a text can be transformed or adapted into a different form.
- A creative response to a text along with a reflective commentary.

Prerequisites/Recommendations:

- A pass grade in either Units 1 or 2 or English or Literature

Other Requirements:

- Students should be keen readers.

VCAA Description – Areas of Study:

1. Adaptations and transformations
2. Creative responses to texts

LITERATURE → UNIT 4

Students develop critical and analytical responses to texts. They consider the context of their responses to texts, as well as the ideas explored in the texts, the style of the language and the point of view.

Assessment:

- An essay response to a text that analyses various literary perspectives
- A passage analysis essay
- An examination

Prerequisites/Recommendations:

- A pass grade in either Units 1 or 2 in English or Literature

Other Requirements:

- Students should be keen readers

VCAA Description – Areas of Study:

1. Literary perspectives
2. Close analysis of texts

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Exercise Science, Social Sciences, Veterinary Science, Dentistry, Engineering, Psychology, Law

For comprehensive guidelines and up-to-date information, visit

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ENGLISH AS AN ADDITIONAL LANGUAGE - UNIT → 1 & 2

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) → UNIT 1

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay
- Persuasive oral presentation
- Listening comprehension
- Semester exam

Prerequisites/Recommendations:

- Pass in Year 10 English or EAL

Other Requirements:

- Must satisfy VCAA eligibility requirements for EAL

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and presenting argument

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) → UNIT 2

Students compare the presentation of ideas, issues and themes in text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay
- Language analysis essay
- Written persuasive Essay
- Semester exam

Prerequisites/Recommendations:

- Recommendation of successful completion of Unit 1 EAL.

Other Requirements:

- Must satisfy VCAA eligibility requirements for EAL

VCAA Description – Areas of Study:

1. Reading and comparing texts
2. Analysing and presenting argument

English is a pre-requisite for all Tertiary studies and TAFE Diplomas in Victoria.

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ENGLISH AS AN ADDITIONAL LANGUAGE - UNIT → 3 & 4

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) – UNIT 3

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Text response essay
- Creative response to text
- Language analysis essay
- Persuasive oral presentation
- Listening comprehension
- Semester exam

Prerequisites/Recommendations:

- Eligibility as determined by VCAA

Other requirements:

- Read set texts prior to commencement of Unit.

VCAA Description – Areas of Study:

1. Reading and creating texts
2. Analysing and presenting argument
3. Comprehension of spoken text

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) - UNIT 4

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment:

- Comparative text essay
- Language analysis essay
- Written persuasive essay
- Semester exam

Prerequisites/Recommendations:

- Eligibility as determined by VCAA

Other requirements:

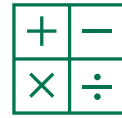
- Read set texts prior to commencement of Unit

VCAA Description – Areas of Study:

1. Reading and comparing texts
2. Analysing and presenting argument

English is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria.

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Maths

FOUNDATION MATHS

UNIT → 1 & 2

FOUNDATION MATHS – UNIT 1

Unit 1 focuses on the topics of Patterns and Number, and Data in a variety of real-life contexts, such as cooking, budgeting and medication dosages. Students are required to demonstrate that they meet the three outcomes, namely key skills, problem solving and use of technology.

Assessment:

- Topic tests
- Assignments
- Application tasks
- Semester exam

Prerequisites/Recommendations:

- Year 10 Mathematics

Other Requirements:

- Scientific Calculator

VCAA Description – Area of Study:

1. Space, shape and design
2. Patterns and number
3. Data
4. Measurement

FOUNDATION MATHS – UNIT 2

Unit 2 focuses on the topics of Space, Shape and Design, and Measurement in a variety of real-life contexts, such as design of floor plans. Students are required to demonstrate that they meet the three outcomes, namely key skills, problem solving and use of technology.

Assessment:

- Topic tests
- Assignments
- Application tasks
- Semester exam

Prerequisites/Recommendations

- Year 10 Mathematics

Other Requirements:

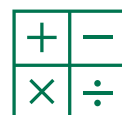
- Scientific Calculator

VCAA Description – Area of Study

1. Space, shape and design
2. Patterns and number
3. Data
4. Measurement

Maths is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



GENERAL MATHEMATICS

UNIT → 1 & 2

GENERAL MATHEMATICS – UNIT 1

Students are expected to be competent in arithmetic, linear algebra and graphical skills and learn to apply mathematical techniques and knowledge in a number of application tasks. Students are also expected to be competent with a wide range of applications that are available on a CAS graphic calculator.

Assessment:

- Topic tests (School Assessed Coursework – SAC)
- Semester exam

Prerequisites/Recommendations:

The two subjects that prepare students for General Mathematics are:

- Year 10 General Mathematics
- Year 10 Maths Methods

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description - Area of Study:

1. Statistics
2. Discrete mathematics
3. Arithmetic and number
4. Graphs of linear and non-linear relations

GENERAL MATHEMATICS – UNIT 2

Students are expected to be competent in arithmetic, linear algebra and graphical skills and knowledge. They will be expected to develop problem solving skills and learn to apply mathematical techniques and knowledge in a number of application tasks. Students are also expected to be competent with a wide range of applications that are available on a CAS graphic calculator.

Assessment:

- Topic tests (School Assessed Coursework – SAC)
- Semester exam

Prerequisites/Recommendations

The two subjects that prepare students for General Maths are

- Year 10 General Mathematics
- Year 10 Maths Methods

Students need to have a 60% average. Students also need to have passed Unit 1 General Mathematics.

Other Requirements:

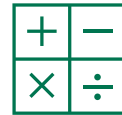
- A CASIO Classpad Graphics Calculator

VCAA Description – Area of Study:

1. Statistics
2. Discrete mathematics
3. Arithmetic and number
4. Graphs of linear and non-linear relations

Maths is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



Maths

FURTHER MATHEMATICS

UNIT → 3 & 4

FURTHER MATHEMATICS – UNIT 3

Unit 3 focuses on the topics of Data Analysis and Recursion and Financial Modelling. Students are required to demonstrate that they meet the three outcomes, namely key skills, problem solving and use of technology.

Assessment:

- Application tasks (School Assessed Coursework – SAC)
- Final exam

Prerequisite/Recommendations:

- General Mathematics Units 1&2

Other requirements:

- CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Data analysis
2. Recursion and financial modelling

FURTHER MATHEMATICS – UNIT 4

Unit 4 focuses on the topics of Matrices and Graphs and Relations. Students are required to demonstrate that they meet the three outcomes, namely key skills, problem solving and use of technology

Assessment:

- Application tasks (School Assessed Coursework – SAC)
- Final exam

Prerequisite/Recommendations:

- Further Mathematics Unit 3

Other Requirements:

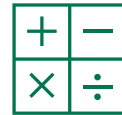
- CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Matrices
2. Graphics and relations

Maths is a pre-requisite for all Tertiary studies and TAFE diplomas in Victoria.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



Maths

MATHEMATICAL METHODS

UNIT → 1 & 2

MATHEMATICAL METHODS– UNIT 1

Students are expected to be competent in algebraic, graphical and statistical skills and knowledge. They apply these skills in problem solving situations. Competent use of a graphics calculator is essential.

Assessment:

- Topic tests
- Assignments, investigations and problem solving
- Semester exam

Prerequisites/Recommendations:

The two subjects that prepare students for Maths Methods are:

- Year 10 General Maths
- Year 10 Maths Methods

Students need to have 70% average

Other Requirements:

- A CASIO Classpad Graphics Calculator.

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability & statistics

MATHEMATICAL METHODS– UNIT 2

Students are expected to be competent in algebraic, graphical and statistical skills and knowledge. They apply these skills in problem solving situations. Competent use of a graphics calculator is essential.

Assessment:

- Topic tests
- Assignments, investigations and problem solving
- Semester exam

Prerequisites/Recommendations:

Students should complete Mathematical Methods Unit 1 to be eligible for Unit 2.

Other Requirements:

- A CASIO Classpad Graphics Calculator.

VCAA Description – Areas of Study:

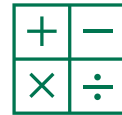
1. Functions and graphs
2. Algebra
3. Calculus
4. Probability & statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Veterinary Science, Laboratory Technology, Aviation, Economics, Actuarial, Engineering

For comprehensive guidelines and up-to-date information, visit

<https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



Maths

MATHEMATICAL METHODS

UNIT → 3 & 4

MATHEMATICAL METHODS – UNIT 3

The Units 3&4 course aims to prepare students for advanced Maths, Science and Engineering post-secondary courses. Students are expected to be competent in the use of the Classpad Graphics Calculator.

Assessment:

- School Assessed Coursework – application task
- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Mathematical Methods Units 1 & 2.

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Area of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability & statistics

MATHEMATICAL METHODS – UNIT 4

In Units 3&4 students will be expected to demonstrate skills and knowledge in Algebra, functions and relations, graphing techniques, calculus and probability. They apply these skills in a variety of problem-solving situations.

Assessment:

- School Assessed Coursework – two modelling and problem-solving tasks.
- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Mathematical Methods Units 1 & 2.

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Area of Study:

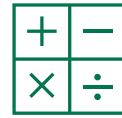
1. Functions and graphs
2. Algebra
3. Calculus
4. Probability & statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Veterinary Science, Laboratory Technology, Aviation, Economics, Actuarial, Engineering

For comprehensive guidelines and up-to-date information, visit

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SPECIALIST MATHEMATICS

UNIT → 1 & 2

SPECIALIST MATHEMATICS – UNIT 1

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Assessment:

- Topic tests
- Assignments, investigations and problem solving tasks
- Semester exam

Prerequisites/Recommendations:

- Students need to have 70% average in Year 10 Accelerated Maths
- Undertake Mathematical Methods concurrently with Specialist Mathematics or
- Have successfully completed units 1 and 2 of Mathematical Methods.

Other requirements:

- A CASIO Classpad graphics calculator

VCAA Description – Areas of Study:

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

SPECIALIST MATHEMATICS – UNIT 2

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Assessment:

- Topic tests
- Assignments, investigations and problem solving tasks
- Semester exam

Prerequisites/Recommendations:

- Students should complete Specialist Mathematics Unit 1 to be eligible for Unit 2.

Other requirements:

- A CASIO Classpad graphics calculator

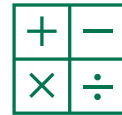
VCAA Description – Areas of Study:

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Business & Data Analytics, Engineering, Laboratory Medicine, Dentistry, Occupational Therapy

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



SPECIALIST MATHEMATICS

UNIT → 3 & 4

SPECIALIST MATHEMATICS – UNIT 3

Specialist Mathematics Units 3 and 4 provide a course of study for students who wish to undertake a high-level study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Assessment:

- School Assessed Coursework – Application task
- External assessment – Exam 1 and Exam 2
-

Prerequisites/Recommendations:

- Successful completion of Mathematical Methods Units 1 and 2
- Successful completion of Specialist Mathematics Units 1 and 2
- Have completed or concurrently undertaking Mathematical Methods Units 3 and 4

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

SPECIALIST MATHEMATICS – UNIT 4

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Assessment:

- School Assessed Coursework – two modelling and problem-solving tasks
- External assessment – Exam 1 and Exam 2

Prerequisites/Recommendations:

- Successful completion of Mathematical Methods Units 1 and 2
- Successful completion of Specialist Mathematics Units 1 and 2
- Have completed or concurrently undertaking Mathematical Methods Units 3 and 4

Other Requirements:

- A CASIO Classpad Graphics Calculator

VCAA Description – Areas of Study:

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Business & Data Analytics, Engineering, Laboratory Medicine, Dentistry, Occupational Therapy

For comprehensive guidelines and up-to-date information, visit

<https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



BIOLOGY UNIT → 1 & 2

BIOLOGY – UNIT 1

In this unit students examine the cell as the structural & functional unit of life, from single celled to multicellular organism. They explore how systems function in plants and in animals & the mechanisms for maintaining animals' internal environment. Students will design, conduct and report on an experiment relating to this topic.

Assessment:

- Topic tests
- Assignments, investigations or problem-solving task
- Practical report
- Semester exam

Prerequisites/Recommendations:

- Year 10 General Science or
- Year 10 Biology/Psychology

Other requirements:

- None

VCAA Description – Area of Study:

1. Cellular structure and function
2. Systems structure and function
3. Design, conduct and report on a practical lesson.

BIOLOGY – UNIT 2

In this unit students explore reproduction and the transmission of biological information between generations. Students look at adaptations to enhance an organism's survival and the relationships that occur between different animal groups. Students will do a research investigation into a contemporary ethical issue.

Assessment:

- Topic tests
- Assignments, investigations or problem-solving tasks
- Research task
- Semester exam

Prerequisites/Recommendations:

- Year 10 General Science
- Year 10 Biology/Psychology
- Unit 1 Biology

Other requirements:

- None

VCAA Description – Area of Study:

1. Genetics & reproduction
2. Adaptations and diversity
3. Research topic on ethical issue

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Physiotherapy, Sport Development, Software Development, Sport & Outdoor Recreation, Zoology

For comprehensive guidelines and up-to-date information, visit

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BIOLOGY UNIT → 3 & 4

BIOLOGY – UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Assessment:

- School Assessed Coursework- Unit 3 – 20%
- School Assessed Coursework – Unit 4 – 30%
- End of Year External Exam – 50%

Prerequisites/Recommendations:

- Units 3&4 must be taken in sequence

Other Requirements:

- Units 1&2 are highly recommended

VCAA Description – Area of Study:

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

BIOLOGY – UNIT 4

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 consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics

Assessment:

- As stated for Unit 3

Prerequisites/Recommendations:

- Units 3&4 must be taken in sequence

Other requirements:

- A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, outcome 3.

VCAA Description:

1. How do organisms respond to pathogens?
2. How are species related over time?
3. Student designed investigation

Science is a prerequisite for a variety of courses – Medical careers, Science, Environmental Science & Zoology.

For comprehensive guidelines and up-to-date information, visit

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CHEMISTRY

UNIT → 1 & 2

CHEMISTRY – UNIT 1

Students explore properties of materials including metals, polymers and nanomaterials. They develop skills in quantitative analysis, which are applied to chemical reactions and problem solving.

Assessment:

- Practical reports and log book
- Topic tests
- Research investigation
- Semester exam

Prerequisites/Recommended:

- Year 10 mainstream maths or
- Year 10 General Maths
- Year 10 Chemistry/Physics is beneficial

Other Requirements:

- Scientific Calculator

VCAA Description – Area of Study:

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?

CHEMISTRY – UNIT 2

Students explore the physical and chemical properties of water. They continue to apply quantitative analysis skills to determine concentrations of substances in water samples.

Assessment:

- Practical reports & log book
- Topic tests
- Practical investigation
- Semester exam

Prerequisites/Recommendations:

- Students should complete Unit 1 Chemistry to be eligible for Unit 2

Other requirements:

Scientific Calculator

VCAA Description – Areas of Study:

1. How do structures interact with water?
2. How are substances in water measured and analysed?
3. Practical Investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Sport Development, Allied Health, Food Sciences, Agricultural Sciences, Orthotics, Medical Imaging

For comprehensive guidelines and up-to-date information, visit

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CHEMISTRY

UNIT → 3 & 4

CHEMISTRY – UNIT 3

Students compare and evaluate different fuel sources. They investigate how reactions can be influenced to improve efficiency and yield, and apply the electrochemical series to predict redox reactions.

Assessment:

- Laboratory report
- Response to structured questions

Prerequisites/Recommendations:

- Students should complete Unit 1 & 2 Chemistry, as key concepts carry over.

Other Requirements:

- Scientific Calculator

VCAA Description – Areas of Study:

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

CHEMISTRY – UNIT 4

Students explore the major families of organic compounds including those in food. They apply analytical techniques to identify key features and consider the reaction pathways required to produce particular compounds.

Assessment:

- Response to structured questions
- Laboratory reports
- Scientific poster

Prerequisite/Recommendations:

- Students must undertake Chemistry Unit 3 to be eligible for Unit 4

Other requirements:

- Scientific Calculator

VCAA Description – Areas of Study:

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Sport Development, Allied Health, Food Sciences, Agricultural Sciences, Orthotics, Medical Imaging

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PHYSICS UNIT → 1 & 2

PHYSICS – UNIT 1

Students are expected to understand laws of thermodynamics, electrical energy, circuits, matter and radiation. They are to apply this knowledge to practical problems, experiments and presentations.

Assessment:

- Topic tests
- Assignments – including oral presentation
- Experimental reports
- Semester exam

Prerequisites/Recommendations:

- The 2 subjects that prepare students for Unit 1 and 2 of Physics are Maths and Science.
- Students should be competent in areas of mathematics such as trigonometry, Pythagoras and Algebra.

Other requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of Study:

1. Thermodynamics
2. Electrical circuits
3. Matter

PHYSICS – UNIT 2

Students are to be expected to understand laws of motion, forces and vectors. They are expected to commence on individual study in an area of interest (from a selection) and to design and implement a study from the areas studied in Units 1 and/or 2.

Assessment:

- Topic tests
- Assignments
- Experimental reports
- Presentation poster
- Semester exam

Prerequisites/Recommendations:

- The two subjects that prepare students for Unit 1 and 2 Physics are Maths and Science.
- Students should be competent in areas of mathematics such as trigonometry, Pythagoras and Algebra.

Other requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of Study:

1. Motion and Forces
2. Focused area of study
3. Independent investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Medical Bioscience, Chiropractic, Engineering, Artificial Intelligence, Wildlife & Conservation

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PHYSICS

UNIT → 3 & 4

PHYSICS – UNIT 3

Students are expected to understand non-contact forces, electrical energy, circuits, matter and radiation. They are to apply this knowledge to practical problems, experiments and presentations.

Assessment:

- Presentations
- Area of study tests
- Experimental reports
- Exam

Prerequisites/Recommendations:

- It is not compulsory to have completed Unit 1 & 2 Physics, but it is strongly recommended.
- Students should be competent in areas of mathematics such as Trigonometry, Pythagoras and Algebra.

Other requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of Study:

1. Non-contact forces
2. Electrical circuits
3. Motion

PHYSICS – UNIT 4

Students are expected to understand, utilize and explain the different models that explain light. They are expected to implement a practical investigation focused on an area studied in Unit 3 and/or 4 and provide a report on it.

Assessment:

- Topic tests
- Assignments
- Experimental reports
- Presentation poster
- Exam

Prerequisites/Recommendations:

- It is compulsory to complete Unit 3 Physics to be able to commence Unit 4 Physics.
- Students should be competent in areas of mathematics such as Trigonometry, Pythagoras and Algebra.

Other requirements:

- Scientific calculator
- Practical logbook

VCAA Description – Areas of study:

1. Waves and light
2. Competing models of light
3. Independent investigation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Medical Bioscience, Chiropractic, Engineering, Artificial Intelligence, Wildlife & Conservation

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PSYCHOLOGY

UNIT → 1 & 2

PSYCHOLOGY – UNIT 1

In this unit students investigate the structure and functioning of the human brain and nervous system. They also consider the complex nature of psychological development.

Assessment:

- Practical activities and reports
- Data analysis
- Media analysis/response
- Tests
- Research investigation

Prerequisites/Recommendations:

- Year 10 General Science
- Year 10 Psychology/Biology
- Year 10 General Maths

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation.

PSYCHOLOGY – UNIT 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Assessment:

- Practical activities and reports
- Data analysis
- Media analysis/response
- Tests
- Research investigation

Prerequisites/Recommendations:

- Year 10 General Science
- Year 10 Psychology/Biology
- Year 10 General Maths

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation.

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Forensic Science, Podiatry, Pharmacy, Biotechnology, Prosthetics, Speech Pathology

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PSYCHOLOGY

UNIT → 3 & 4

PSYCHOLOGY – UNIT 3

In this unit students examine functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore stress, memory and learning.

Assessment:

- Practical activities
- Research evaluation
- Student investigation report
- Media analysis/response
- Tests

Prerequisites/Recommendations:

- Units 1 and 2 of Psychology

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

PSYCHOLOGY – UNIT 4

In this unit students examine the nature of consciousness. They consider the role of sleep and the impact of sleep disturbances. Students explore the concept of a mental health continuum. They use specific phobia to illustrate the development and management of a mental disorder.

Assessment:

- Practical activities
- Research evaluation
- Student investigation report
- Media analysis/response
- Tests

Prerequisites/Recommendations:

- Unit 1 & 2 Psychology
- Unit 3 Psychology

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation.

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Forensic Science, Podiatry, Pharmacy, Biotechnology, Prosthetics, Speech Pathology

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AUSTRALIAN HISTORY

UNIT → 3 & 4

AUSTRALIAN HISTORY – UNIT 3

Creating a nation (1834-1913)

Students investigate the changing patterns of migration to and within the colonies and federated Australia, and the social, political and economic factors influencing the colonies.

War and upheaval (1909-1950)

Students investigate the debates and perspectives about Australia's participation in World War One and World War Two. Students analyse the ways in which social, political and economic cohesion of the nation was influenced by these conflicts, including different perspectives about participation in war and conflict, enlistment and conscription and the ways different groups experienced the war.

Assessment:

- Historial inquiry
- Evaluation of historical sources

Prerequisites/Recommendations:

- Nil

VCAA Requirements – Areas of Study:

1. Creating a nation (1834-1913)
2. War and upheaval (1909-1950)

AUSTRALIAN HISTORY – UNIT 4

Creating a nation (1945-2008)

Students investigate the ways in which the push to 'populate or perish' and attitudes to Aboriginal and Torres Strait Islander peoples after World War Two changed Australian society. They examine perspectives about who could migrate and belong in the Australian nation, including an expanding concept of citizenship and migration and how that would challenge the White Australia Policy and contribute to a multicultural society.

War and upheaval (1950-1992)

Students investigate Australia's involvement and reasons for participation in post-World War Two conflicts and the subsequent debates arising from these conflicts. These changing reasons for Australia's participation in conflicts was influenced by shifting alliances, fears of Communism, desires for regional security, concerns regarding terrorism and the evolving nature of enlistment and service in the military forces.

Assessment:

- Essay
- Extended responses

Prerequisites/Recommendations:

- Nil

VCAA Requirements – Areas of Study:

1. Creating a nation (1945-2008)
2. War and upheaval (1950-1992)

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Law, Legal Industry, Journalism, Creative Arts – Performance, Politics

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MODERN HISTORY UNIT → 1 & 2

MODERN HISTORY – UNIT 1

Change of conflict

In Unit 1, students investigate the nature of political, social and cultural change in the later part of the nineteenth century and the first half of the twentieth century. Modern history provides students with an opportunity to explore the significant ideas, events, movements and individuals that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Assessment:

- Evaluation of historical sources
- Extended responses

Prerequisites/Recommendations:

- Nil

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Ideology and conflict
2. Social and cultural change

MODERN HISTORY – UNIT 2

The changing world order

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to existing political, economic and social structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Assessment:

- Short answer responses
- Essay

Prerequisites/Recommendations:

- Nil

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Causes and consequences of the Cold War
2. Challenge and Change

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Law, Legal Industry, Journalism, Creative Arts – Performance, Politics.

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BUSINESS MANAGEMENT

UNIT → 1 & 2

BUSINESS MANAGEMENT – UNIT 1

Planning a Business

Businesses of all sizes are a major contributors to the economic and social wellbeing of a nation. How businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the corner stones of economic and social development. In this unit students explore factors affecting business ideas and the internal and external environments

Assessment:

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. All assessments in Unit 1 are school based. Suitable tasks for assessment will be selected from the following:

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis

Prerequisites/Recommendations:

- Year 10 Commerce

VCAA Description – Areas of Study:

1. The business idea
2. External environment
3. Internal environment

BUSINESS MANAGEMENT – UNIT 2

Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Assessment:

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. All assessments in Unit 2 are school based. Suitable tasks for assessment will be selected from the following:

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis

Prerequisites/Recommendations:

- Year 10 Commerce

VCAA Description – Areas of Study:

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Students interested in any Commerce or Business Course are encouraged to complete this subject.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



BUSINESS MANAGEMENT UNIT → 3 & 4

BUSINESS MANAGEMENT – UNIT 3

Managing a Business

In this unit students explore the key processes and issues concerned with managing a business 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:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 3 is determined by School Assessed Coursework and contributes to 25% of the study.

Prerequisites/Recommendations:

- Units 1 & 2 Business Management

VCAA Description – Areas of Study:

1. Business foundations
2. Managing employees
3. Operations management

BUSINESS MANAGEMENT – UNIT 4

Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against history.

Assessment:

The student are required to demonstrate the set of outcomes specified for the unit and will be determined by School Assessed Coursework and will contribute to 25% to the study score. Students will also undertake an end-of-year examination. All the key knowledge and key skills that underpin the outcomes of Unit 3 and 4 are examinable.

Prerequisites/Recommendations:

- Units 1 & 2 and 3 Business Management

VCAA Description – Areas of Study:

1. Reviewing performance – need for change
2. Implementing change

Students interested in any Commerce or Business Course are encouraged to complete this subject.

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LEGAL STUDIES UNIT → 1 & 2

LEGAL STUDIES – UNIT 1

Students study both criminal law and civil law and the role each plays in society. Students develop an understanding of the different types and sources of law and the court hierarchy in Victoria.

Assessment:

- Legal foundations test
- Criminal law test
- Civil law test

Prerequisites/Recommendations:

- Nil

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. Legal foundations
2. Criminal Law
3. Civil Law

LEGAL STUDIES – UNIT 2

Students investigate criminal and civil cases. They study the range of sanctions and remedies judges have available to them and evaluate their ability to achieve the principles of justice. Students learn about the way rights are protected in Australia and examine a significant case.

Assessment:

- Sanctions test
- Remedies Test
- Human rights investigation

Prerequisites/Recommendations:

- Nil

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Sanctions
2. Remedies
3. Rights

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Law, Legal Practice, Policing, Criminology, Real Estate, Surveying

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LEGAL STUDIES UNIT → 3 & 4

LEGAL STUDIES – 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 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 Victorian legal institutions and bodies available to assist in cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Assessment:

Assessment tasks may include: structured questions SAC under test conditions (short answer, extended response and scenario-based questions on actual and/or hypothetical scenarios)

- The Victorian criminal justice system SAC 50%
- Victorian civil justice system SAC 50%

Prerequisites/Recommendations:

- Unit 1 & 2 Legal Studies

VCAA Description – Areas of Study:

1. The Victorian criminal justice system
2. The Victorian civil justice system

LEGAL STUDIES – UNIT 4

The People and the Law

The study of Australia's laws and legal systems involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and 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 law reform.

Assessment:

The people and the Australian Constitution SAC 40%

The people, the parliament and the courts SAC 60%

Assessment tasks may include: structured questions SAC under test conditions (short answer, extended response and scenario-based questions on actual and/or hypothetical scenarios)

Prerequisites/Recommendations:

- Unit 1&2 Legal Studies

VCAA Description – Areas of Study:

1. The people and the Australian Constitution
2. The people, the parliament and the courts

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Law, Legal Practice, Policing, Criminology, Real Estate, Surveying

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GEOGRAPHY UNIT → 1 & 2

GEOGRAPHY – UNIT 1

Students investigate how people have responded to different hazards and disasters in different locations (both local and global). Hazards have the potential to cause harm to people and or the environment, whereas disasters are defined as more serious disruptions to humans, our economy and the environment. Hazards could include the likelihood of coastal erosion, to regional, to regional and global issues such as drought and infectious disease.

Assessment:

- All assessments for Unit 1 are school-based. A key based assessment task for all geography units is a fieldwork report.
- Other forms of assessment will be selected from structured questions, case studies, research reports, the analysis of geographic data (especially maps, photographs, satellite images, etc) or a multimedia presentation.

Prerequisites/Recommendations:

- a broad interest in the world, different places, cultures and environments is useful

VCAA Description – Areas of Study:

1. To analyse the nature of hazards and the impacts of hazard events at a range of scales
2. To analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters

GEOGRAPHY – UNIT 2

Students investigate the characteristics of “tourism” – what it is, where has it developed, different forms of tourism, how it has changed and continues to change. Importantly the impact of tourism on people, places and environments is a major consideration (both positive and negative). Based on areas that interest them students are able to select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Assessment:

- All assessments for Unit 2 are school-based.
- School-based assessment for this unit again must include fieldwork to collect information and view real-world issues related to tourism.
- Further assessment tasks will also involve using case studies, research reports, the analysis of geographic data (especially maps, satellite images, etc) or a multimedia presentation.

Prerequisites/Recommendations:

- A broad interest in the world, different places, cultures and environments is useful

VCAA Description – Areas of Study:

1. To analyse the nature of tourism at a range of scales such as local, state and national and international
2. To analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Environmental Science, Engineering, Surveying, Urban planning

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STUDIO ARTS UNIT → 1 & 2

STUDIO ARTS – UNIT 1

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Assessment:

- Students will experiment with different materials and techniques such as printmaking, painting, drawing, sculptural work and more. Both three-dimensional and two-dimensional work explored.
- Visual diary of work with annotation of design process and evaluation of work using art terminology.
- Analysis of art and artists from various times and cultures. Written assignments and short answer questions relating to timeline of art.
- Research into moral and ethical rights of artists and appropriation.

Prerequisites / Recommendations

- An interest in art and artmaking

VCAA Description – Area of Study:

1. Researching and recording art ideas
2. Studio practice
3. Interpretation of art ideas and use of materials and techniques

STUDIO ARTS – UNIT 2

Students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting source of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Assessment:

- Students explore their own ideas and create artworks following a studio process of development work leading to finished artworks. They will also create an exploration proposal for their own ideas and explore the use of materials and techniques to create artworks.
- Visual Diary of work with annotation of design process and evaluation of work using art terminology.
- Analysis of art and artists from various times and cultures
- Gallery reviews exploring art industry contexts.

Prerequisites / Recommendations

- An interest in art and artmaking
- Completion of Unit 1 Studio Art

VCAA Description – Area of Study:

1. Exploration of studio practice and development of artworks
2. Ideas and styles in artworks

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Environmental Science, Engineering, Surveying, Urban Planning

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STUDIO ARTS UNIT → 3 & 4

STUDIO ARTS – UNIT 3

Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas leading to potential directions. This supports the making of finished artworks in Unit 4. They study artists and explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Assessment:

- Written exploration proposal explaining individual focus for art ideas and concepts.
- Completion of extensive development work using materials and techniques to explore personal ideas, subject matter, concepts and aesthetic qualities.
- Completion of a range of potential directions which will be used in creation of finished artworks in Unit 4.
- Written assignment analysing artworks and artists from different times and cultures using art terminology to show understanding

Prerequisites/Recommendations:

- Completion of Unit 1 and Unit 2 Studio Art

VCAA Description – Areas of Study:

1. Exploration proposal
2. Studio process
3. Artists and studio practices

STUDIO ARTS – UNIT 4

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Students research art industry contexts and visit galleries to investigate the methods and considerations involved in the preparation, presentation and conversation of artworks displayed in exhibitions.

Assessment:

- Completion of refinement work using materials and techniques to best communicate personal ideas, subject matter, concepts and aesthetic qualities.
- Use of potential directions in creation of at least two finished artworks.
- Research assignment exploring art industry contexts.
- Evaluation statement – students examine and reflect on the communication of ideas, the use of materials and techniques, and presentation of artworks.

Prerequisites/Recommendations:

- Completion of Unit 3 Studio Art

VCAA Description – Areas of Study:

1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Creative Arts, Visual Arts, Graphic Design, Teaching Primary/Early Childhood.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



Arts

VISUAL COMMUNICATION AND DESIGN - UNIT → 1 & 2

VISUAL COMMUNICATION AND DESIGN – UNIT 1

In this unit, students learn about the fundamentals of visual communication design, providing them with the basic skills and knowledge to successfully communicate messages in designs. Students learn a range of drawing methods, explore media, and develop their design thinking skills through the design process

Assessment:

- Drawings as means of communication
- Design, elements of principals and logo design
- Visual communication analysis
- End of semester exam

Prerequisite/Recommendations:

- Interest in drawing and design

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. Technical drawing in context
2. Type and imagery
3. Applying the design process

VISUAL COMMUNICATION AND DESIGN – UNIT 2

This unit focuses on applying drawing skills for specific purposes. Students follow the design process to develop a range of designs in the design fields. They learn to organise their thinking, solve problems, and refine designs for presentation.

Assessment:

- Technical drawing
- Type and imagery
- Applying the design process
- End of semester exam

Prerequisite/Recommendations:

- Interest in drawing and design

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication design in context

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Creative Arts, Visual Arts, Graphic Design, Teaching Primary/Early Childhood

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Arts

VISUAL COMMUNICATION AND DESIGN - UNIT → 3 & 4

VISUAL COMMUNICATION – UNIT 3

This unit combines practical and theoretical components to further develop students understanding of different design fields, process and practices of designers.

Assessment:

- Analysis and practical folio task for each design field.
- Short-answer questions about the design
- Major design folio task
- Pitch of their visual communication
- Mid-year semester exam

Prerequisites/Recommendations:

- Completion of Unit 1 and 2

Other requirements:

- Nil

VCAA Description – Areas of study:

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

VISUAL COMMUNICATION – UNIT 4

This unit focuses on the continuation of the design folio task.

Assessment:

- Major design folio tasks, two presentations
- Pitch of their visual communication
- End of year written exam

Prerequisites/Recommendations:

- Completion of Unit 1, 2 and 3

Other requirements:

- Nil

VCAA Description – Areas of study:

1. Development of design concepts
2. Final presentations
3. Evaluation and explanation
4. External written examination

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Visual Arts, Graphic Design, Illustration, Fashion Technology, Design, Multimedia

For comprehensive guidelines and up-to-date information, visit

<https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



Arts

MUSIC PERFORMANCE

UNIT → 1 & 2

MUSIC PERFORMANCE – UNIT 1

Students play in small groups to develop a program of diverse musical styles. Band format consists of guitar, bass, drums, keyboards and vocals. Students are required to play set pieces as well as songs of their choice.

The theory component of the course has both an aural (listening component) and written component.

Two classes per week are devoted to practical work and skill development and one class per week focuses on theory

Assessment:

- Practical component performance
- Development of musical styles
- Practical demonstration of song in a variety of styles
- Performance technique
- Theory component
- Intervals ascending
- Scales
- Chords major, minor augmented and diminished, rhythmic and melodic dictation
- Musicianship
- Aural analysis

Prerequisites/Recommendations:

- At least two years' experience on a musical instrument

Other requirements:

- Nil

VCAA Description – Areas of Study

1. Practical component performance
2. Performance technique
3. Musicianship

MUSIC PERFORMANCE – UNIT 2

Students play in small groups to develop a program of diverse musical styles. Band format consists of guitar, bass, drums, keyboards and vocals. Students are required to play set pieces as well as songs of their choice.

The theory component of the course has both an aural (listening component) and written component.

Two classes per week are devoted to practical work and skill development and one class per week focuses on theory

Assessment:

- Practical component performance
- Development of musical styles
- Practical demonstration of song in a variety of styles
- Theory component performance technique
- Intervals descending
- Scales and modes
- Chords including seventh chords
- Rhythmic and Melodic dictation
- Musicianship

Prerequisites/Recommendations:

- At least two years' experience on a musical instrument

Other requirements:

- Nil

VCAA Description – Areas of Study

1. Practical component performance
2. Theory component performance technique
3. Musicianship

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Performing Arts & Teaching

For comprehensive guidelines and up-to-date information, visit

<https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



Arts

MUSIC PERFORMANCE

UNIT → 3 & 4

MUSIC PERFORMANCE – UNIT 3

Students play in small groups to develop a program of diverse musical styles. Band format consists of guitar, bass, drums, keyboards and vocals. Students are required to play set pieces as well as songs of their choice.

The theory component of the course has both an aural (listening component) and written component.

Two classes per week are devoted to practical work and skill development and one class per week focuses on theory.

Assessment:

- Performance recital
- Aural and written theory examination
- Written analysis of selected musical works

Prerequisites/Recommendations:

- At Least 2 years' experience on a musical instrument

Other requirements:

- Nil

VCAA Description – Areas of Study

1. Practical component performance,
2. Theory component
3. Musicianship

MUSIC PERFORMANCE – UNIT 4

Students play in small groups to develop a program of diverse musical styles. Band format consists of guitar, bass, drums, keyboards and vocals. Students are required to play set pieces as well as songs of their choice.

The theory component of the course has both an aural (listening component) and written component.

Two classes per week are devoted to practical work and skill development and one class per week focuses on theory.

Assessment:

- Group Performance recital – 50%
- Aural & written theory examination- 25%
- School Based Coursework in performance and theory - 15%

Prerequisites/Recommendations:

- At least two years' experience on a musical instrument

Other requirements:

- Nil

VCAA Description – Areas of Study

1. Practical component
2. Theory component performance technique
3. Musicianship

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Performing Arts & Teaching.

For comprehensive guidelines and up-to-date information, visit

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DRAMA UNIT → 1 & 2

DRAMA – UNIT 1

In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. 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:

- Documentation/research in the form of a hard or digital journal.
- Performance
- Oral/multimedia presentation
- Written analysis – structured questions
- End of semester exam

Prerequisites/Recommendations:

- There are no prerequisites for entry to Units 1 & 2. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

DRAMA – UNIT 2

In this unit students study aspects of Australian identity evident in contemporary drama practice. 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. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Assessment:

- Documentation/Research in the form of a hard or digital journal.
- Performance
- Oral/multimedia presentation
- Written analysis – structured questions
- End of semester exam

Prerequisites/Recommendations:

- There are no prerequisites for entry to Units 1 & 2. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a Australian drama performance.

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Performing Arts, Musical Theatre, Drama & Business degrees.

For comprehensive guidelines and up-to-date information, visit

<https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



DRAMA UNIT → 3 & 4

DRAMA – UNIT 3

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise, develop and present an ensemble performance. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

Assessment:

- Development (journal) and presentation of devised performance
- Written analysis – structured questions on devised ensemble performance
- Written analysis – structured questions on professional performance

Prerequisites/Recommendations:

- There are no prerequisites for entry to Unit 3
- Students must undertake Unit 3 and Unit 4 as a sequence

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. Devising and presenting ensemble (group) performance.
2. Analysing a devised ensemble performance
3. Analysing and evaluating a professional drama performance.

DRAMA – UNIT 4

This unit focuses on the development and the presentation of devised solo performances. 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. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment:

- Mini performance of devised solo
- Oral/written statement
- Written analysis – structured questions
- End of semester exam

Prerequisites/Recommendations:

- Students must complete Unit 3
- Students must undertake Unit 3 and Unit 4 as a sequence

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. Demonstrating techniques of a solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance
4. End of year performance and written exam.

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Performing Arts, Musical Theatre, Drama, Business Degrees.

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FOOD STUDIES

UNIT → 1 & 2

FOOD STUDIES – UNIT 1

Food origins – Food around the world & food in Australia

This unit focuses on food from historical and cultural perspectives. Investigating the origins and roles of food through time and across the world, exploring the progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. There is a focus on Australian indigenous food and how food patterns have changed, through the influence of; European settlement with a focus on changes in Australian food production, processing and manufacturing industries and immigration. Throughout this unit students complete topical and contemporary practical tasks to enhance and demonstrate their learning.

Assessment:

- Practical reports – planning, production and evaluation of products
- Selection of written reports, investigations, tests

Prerequisites/Recommendations:

- Food studies in the middle school is beneficial but not a requirement

Other Requirements:

- Nil

VCAA Description – Areas of Study:

1. Food around the world
2. Food in Australia

FOOD STUDIES – UNIT 2

Food Makers – Food industries & Food in the home

Focuses on commercial food production industries and small-scale food production in a domestic setting. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Practical tasks will enable the students to compare their food to commercial products and design new food products and adapt recipes to suit particular needs and circumstances.

Assessment:

- Practical reports – planning, production and evaluation of products
- Selection of written reports/investigations/tests
- Design and develop a practical food solution in response to a need in school community, or smallscale setting

Prerequisites/Recommendations:

- Food studies in the middle school is beneficial but not a requirement.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Food industries
2. Food in the home

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Nutrition and dietetics, Health Science, Nursing, Early Childhood Education & Hospitality.

For comprehensive guidelines and up-to-date information, visit <https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



FOOD STUDIES UNIT → 3 & 4

FOOD STUDIES – UNIT 3

Food in daily life.

Explores the science of food: our physical need for it and how it nourishes and sometime harms our bodies. Students will investigate the functional properties of food and the changes that occur during food preparation and cooking, analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy eating. Practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food.

Assessment:

- Four practical activities records/Reports - 50%
- Short written report; media analysis, research inquiry – 25%
- Structured questions, case study analysis – 25%

Prerequisites/Recommendations:

- Year 11 Food Studies is beneficial but not required.

VCAA Description – Areas of Study:

1. The science of food
2. Food choice, health and wellbeing

FOOD STUDIES – UNIT 4

Food issues, challenges and futures

This unit examines debates about global and Australian food systems focusing on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. This unit focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues. Practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issue.

Assessment:

- A Written research report – 30%
- Four practical activities records/reports – 40%
- Structured questions, case study analysis - 30%

Prerequisites/Recommendations:

- Year 11 Food Studies is beneficial but not required

VCAA Description – Areas of Study:

1. Environment and ethics
2. Navigating food information

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Nutrition and Dietetics, Health Science, Nursing, Early Childhood Education & Hospitality.

For comprehensive guidelines and up-to-date information, visit

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JAPANESE UNIT → 1 & 2

JAPANESE – UNIT 1

In this unit students learn how to describe what they do during their holidays and spare time in detail. They extend their ability to describe their family in detail. They explore the difference between school rules in Japan and Australia.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests
- Semester exam

Prerequisites/Recommendations:

- Year 10 Japanese Level

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Interpersonal communication – an informal conversation
2. Interpretive communication – interpret information from texts
3. Presentational communication – written presentation

JAPANESE – UNIT 2

In this unit students learn how to discuss mindfulness related to Japanese cultural practices and leading a balanced and healthy lifestyle. They discuss part time jobs. Students explore travel plans within Japan.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests
- Semester exam

Prerequisites/Recommendations:

- VCE Unit 1 level - Japanese

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Interpersonal communication – written task
2. Interpretive communication – written response to interpretation to texts
3. Presentational communication – oral presentation

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Business, Journalism, Teaching, Commerce, Legal Practice, Medicine.

For comprehensive guidelines and up-to-date information, visit

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JAPANESE UNIT → 3 & 4

JAPANESE – UNIT 3

In this unit students explore technology in Japan, and advantages and disadvantages of its use. They investigate influential Japanese people. They develop their skills in negotiation in Japanese.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests

Prerequisites/Recommendations:

- VCE Unit 2 – Japanese level

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Interpersonal communication – resolution of an issue role play
2. Interpretive communication – interpretation of texts
3. Presentational communication – written task

JAPANESE – UNIT 4

In this unit students explore environmental issues in Japan. They learn about how Japanese celebrate significant events, and how this differs to Australia. Students investigate changes in society in Japan. Students investigate a discussion topic of their choice in preparation for the oral exam.

Assessment:

- Writing, reading, listening and speaking tasks
- Topic tests
- External oral exam
- External listening, reading and writing exam

Prerequisites/Recommendations:

- VCE Unit 3 – Japanese level

Other requirements:

- Students should have an interest in Japanese culture and language

VCAA Description – Areas of Study:

1. Interpersonal communication – spoken interview
2. Interpretive communication – written response including information from texts
3. Presentational communication – evaluative or persuasive piece of writing

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Business, Journalism, Teaching, Commerce, Legal Practice & Medicine.

For comprehensive guidelines and up-to-date information, visit

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PHYSICAL EDUCATION

UNIT → 1 & 2

PHYSICAL EDUCATION – UNIT 1

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

Assessment:

- Assessments consist of a combination of the following: written report, practical laboratory report, case study analysis, data analysis, visual presentation, multimedia presentation, oral presentation, written report or structured questions.

Prerequisites/Recommendations:

- The subject that prepares students for Physical Education is: Year 10 Physical Education.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

PHYSICAL EDUCATION – UNIT 2

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Assessment:

The assessment task for Outcome 1 is:

- written plan and reflective folio
- assessment of Outcome 2 will be selected from the following visual presentation, multimedia presentation, oral presentation or a written report

Prerequisites/Recommendations:

- The subject that prepares students for Physical Education is: Year 10 Physical Education. It is also recommended students undertake Unit 1 of Physical Education

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy

For comprehensive guidelines and up-to-date information, visit

<https://www.vtac.edu.au/before/guides/y10guide.html#item-4> and browse the 2024 Prerequisites PDF



PHYSICAL EDUCATION UNIT → 3 & 4

PHYSICAL EDUCATION – UNIT 3

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment:

- Structured questions
- Laboratory report
- Response in one or more of the following forms: practical laboratory report, case study analysis, data analysis, critically reflective folio/diary, visual presentation, multimedia presentation or structured questions.

Prerequisites/Recommendations:

- The subject that prepares students for Physical Education unit 3 and 4 is: Physical Education units 1 and 2.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. How are movement skills improved?
2. How does the body produce energy?

PHYSICAL EDUCATION – UNIT 4

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

Assessment:

- Two written reports
- Reflective folio of participation in a minimum of five different training
- Response in one or more of the following formats: case study analysis, data analysis, structured questions.
- End of year exam

Prerequisites/Recommendations:

- The prerequisite for this subject is the completion of Unit 3 Physical Education

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy

For comprehensive guidelines and up-to-date information, visit

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HEALTH & HUMAN DEVELOPMENT UNIT → 1 & 2

HEALTH & HUMAN DEVELOPMENT – UNIT 1

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Assessment:

- A case study analysis
- Data analysis activities
- A visual presentation
- Short answer test
- Written response

Prerequisites/Recommendations:

- Recommendation is Year 10 Physical Education.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

HEALTH & HUMAN DEVELOPMENT – UNIT 2

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. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Assessment:

- A case study analysis, data analysis activities, a visual presentation, short answer test, written response
- Each Assessment Task is worth 20% of the overall mark
- An end of semester Examination on both units 1 and 2 is worth 25% of the overall mark

Prerequisites/Recommendations:

- Recommendation is Year 10 Physical Education and Unit 1 Health and Human Development.

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Developmental transitions
2. Health care in Australia

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy

For comprehensive guidelines and up-to-date information, visit

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HEALTH & HUMAN DEVELOPMENT UNIT → 3 & 4

HEALTH & HUMAN DEVELOPMENT – UNIT 3

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. 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. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Assessment:

The student's performance on each outcome is assessed using one or more of the following: short-written report, oral presentation, visual presentation, an annotated poster or a digital presentation

- Structured questions, including data analysis.

Prerequisites/Recommendations:

Recommendation is completion of Unit 1 and 2 of Health and Human Development

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Understanding health and wellbeing
2. Promoting health and wellbeing

HEALTH & HUMAN DEVELOPMENT – UNIT 4

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 consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development.

Assessment:

The student's performance on each outcome is assessed using one or more of the following: short-written report, oral presentation, visual presentation, an annotated poster or a digital presentation

- Structured questions, including data analysis.

Prerequisites/Recommendations:

Students must complete and pass unit 3 to be able to complete Unit 4

Other requirements:

- Nil

VCAA Description – Areas of Study:

1. Health and wellbeing in a global context
2. Health and the sustainable development goals

Students interested in the following courses (not an exhaustive list) are encouraged to complete this subject:

- Exercise Science, Sport Management, Sport & Outdoor Recreation, Biological Sciences, Physiotherapy

For comprehensive guidelines and up-to-date information, visit

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VCAL – NUMERACY – INTERMEDIATE AND SENIOR

Numeracy skills is designed to develop student knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills include: mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Assessment

VCAL assessment is designed to collect evidence about student performance. Students must demonstrate skills on more than one occasion and in different contexts.

A range of evidence can be used including:

- Direct observation of interactions
- Real life mathematical problems
- Oral presentations and descriptions
- Project work
- Spatial and diagrammatic representations
- Blend of 'in the head' methods, pen and paper and calculator procedures

4 tasks - Intermediate Unit 1

4 tasks - Intermediate Unit 2

4 tasks - Senior Unit 1

4 tasks - Senior Unit 2

Prerequisites/Recommendations:

- Pass in Year 10 Maths

Other Requirements:

- Nil

VCAA Description:

Numeracy Skills Intermediate – Unit 1

Numeracy Skills Intermediate – Unit 2

Numeracy Skills Senior – Unit 1

Numeracy Skills Senior – Unit 2

VCAL – LITERACY – INTERMEDIATE AND SENIOR

Literacy skills reading and writing units is designed to develop student knowledge, skills and attributes relevant to reading and writing, and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include reading and writing for:

- Self-expression
- Practical purposes
- Knowledge
- Public debate

Assessment

VCAL assessment is designed to collect evidence about student performance. Students must demonstrate skills on more than one occasion and in different contexts.

A range of evidence can be used including:

- Direct observation of interactions
- Written work
- Oral presentations
- Project work.

8 tasks - Intermediate Unit 1

4 tasks - Intermediate Unit 2

8 tasks - Senior Unit 1

4 tasks - Senior Unit 2

Prerequisites/Recommendations:

- Pass in Year 10 English

Other Requirements:

- Nil

VCAA Description:

<https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/LiteracySkillsReadingandWriting.aspx>

VCAL – PERSONAL DEVELOPMENT – INTERMEDIATE AND SENIOR

VCAL Personal Development Skills Strand is designed to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- Family, social, community and environmental responsibilities
- Resilience, self-esteem and efficacy
- Health and wellbeing
- Valuing participation in a democratic society
- Leadership skills

Assessment

Evidence for assessment may include:

- Direct observation
- Written work
- Oral presentations
- Object production and project implementation.

5 tasks - Intermediate Unit 1

5 tasks - Intermediate Unit 2

5 tasks - Senior Unit 1

5 tasks - Senior Unit 2

Prerequisites/Recommendations:

- Pass in Year 10

Other Requirements:

- Nil

VCAA Description:

Personal Development Skills Intermediate – Unit 1

Personal Development Skills Intermediate – Unit 2

Personal Development Skills Senior – Unit 1

Personal Development Skills Senior – Unit 2

<https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/PersonalDevelopmentSkillsUnit1.aspx>

VCAL – WORK RELATED SKILLS – WORKPLACE RECOGNITION – INTERMEDIATE AND SENIOR

Structured Workplace Learning (SWL) recognition provides the opportunity for students to integrate their on-the-job experience and learning in a workplace with the VCE or the VCAL. SWL recognition is available for students who undertake SWL in an industry aligned to the VET program they are enrolled in.

SWL recognition is also available for students undertaking a school-based apprenticeship or traineeship (SBAT).

In order to receive VCE or VCAL credit students need to maintain and complete their Workplace Learning Record (WLR).

Assessment

In order to receive VCE or VCAL credit students need to:

- Complete a minimum of 80 hours of work placement (SWL) that aligns with their VET program.
- Maintain and complete their Workplace Learning Record (WLR), including; Learner Profile, Workplace observations and reflection

Students will be released from school in blocks to undertake their SWL.

Students are responsible for finding their SWL placements (with assistance from the school)

The state-wide SWL portal provides a list of employers keen to provide SWL opportunities.

<https://workplacements.education.vic.gov.au/>

Prerequisites/Recommendations:

- Pass in Year 10

Other Requirements:

- Nil

VCAA Description:

<https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx>

VCAL – INDUSTRY SPECIFIC SKILLS – INTERMEDIATE AND SENIOR

Work Related Skills units are designed to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills provides learners with a capacity to consider and choose from the range of pathways. The development of occupational health and safety knowledge prepares learners for the workplace.

Work Related Skills is designed to achieve learning outcomes important for occupational health and safety, and the development of career goals.

Assessment

VCAL assessment is designed to collect evidence about student performance. Students must demonstrate skills on more than one occasion and in different contexts.

Tasks could include:

- Direct observation
- Written work
- Oral presentations
- Object production and project implementation

Intermediate Unit 1 - 5 tasks

Intermediate Unit 2 – 6 tasks

Senior Unit 1 – 5 tasks

Senior Unit 2 – 6 tasks

Prerequisites/Recommendations:

- Pass in Year 10

Other Requirements:

- Nil

VCAA Description:

Work Related Skills Intermediate – Unit 1

Work Related Skills Intermediate – Unit 2

Work Related Skills Senior – Unit 1

Work Related Skills Senior – Unit 2

<https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/WorkRelatedSkillsUnit1.aspx>

RESOURCES – QUICK LINKS – TO ASSIST IN SUBJECT SELECTION

Fairhills Careers website

One stop shop for all your questions

See site map below

<https://www.fairhillscareers.com/>

Where to now booklet

- Pathways booklet for year 10 students

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

VTAC Year 10 planning guide

<http://www.vtac.edu.au/y10guide.html>

VTAC Year 11 planning guide

<http://www.vtac.edu.au/y11guide.html>

University Prerequisite guide

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2024.pdf

Get VET

- VET planning guide

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx#GetVETnavtiles>

Mullum VET Cluster

- Handbook and website

<https://www.mullumvetcluster.com.au/>

FAIRHILLS CAREERS WEBSITE

Senior School

VCE Information

- [VCE Information](#)
- [Past VCE Exam Papers](#)
- [VCAL Information](#)

Vocational Education and Training (VET)

- [VET Information](#)
- [VET Training Pathways](#)
- [Get VET Videos](#)
- [GET VET \(PDF DOCUMENT\)](#)

[School Based Apprenticeships & Traineeships \(SBATs\)](#)

[The Unique Student Identifier \(USI\)](#)

[The "Where To Now?" Guide](#)

[VTAC - Am I eligible?](#)

VTAC - Year 11 & 12 Guides

- [Year 11 Guide](#)
- [Year 12 Guide](#)

VTAC

Info for Yr 10 (Booklets)

- [Year 10 Guide \(to choosing subjects\)](#)
- [Course Prerequisites for 2023](#)
- [Course Prerequisites for 2022](#)
- [Course Prerequisites for 2021](#)

VTAC Tools

- [VTAC Course Search](#)
- [VTAC Prerequisite & Course Planner](#)
- [Subject Bonus Tool](#)
- [VTAC Application Powerpoint](#)

[VTAC User Account](#)

Post School Options

University

- [Information About Institutions/Courses](#)
- [Open Days/Virtual Tours](#)

TAFE

- [TAFE Information](#)
- [Find TAFE courses by Career/Job](#)
- [Victorian Training Guarantee Info.](#)
- [What are the AQF Levels?](#)
- [The Unique Student Identifier \(USI\)](#)

Job Information

- [Investigate a Job](#)
- [Job Outlook](#)
- [Australian Jobs 2019 \(PDF\)](#)
- [Aust. Jobs Occupation Matrix](#)
- [Know Your Workplace Rights](#)
- [100 Jobs of the Future](#)

Apprenticeships & Traineeships

- [General Information](#)
- [Job Pathways Charts](#)
- [Literacy & Numeracy Quizzes](#)
- [Practice Aptitude Tests](#)
- [Work Type Explorer](#)

[Victorian Skills Gateway](#)

Defence Forces

- [Careers](#)
- [ADFA](#)

[Emergency Services](#)

[Gap Year/Volunteering](#)

For Parents

- [Useful Links](#)
- [Helping Your Teen With Career Planning](#)
- [Career Conversations](#)
- [Appointment Booking](#)
- [How Much Do You Know About VET?](#)
- [Contact Us](#)

For Students

Job and Career Information

- [Job and Career Search/Information](#)
- [100 Jobs of the Future](#)

Job Videos

- [ICT Career Wheel \(videos\)](#)
- [SkillsOne Job Videos](#)
- [Choose Maths Videos](#)
- [Student Edge Job Videos](#)

[Career Targets](#)