

# Subject Descriptions

VCE | VET | VCE VM Offerings

# 2025



# Werribee

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## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

### HOW IS VCE STRUCTURED?

Heathdale offers a wide range of VCE subjects from which students may choose. Each semester forms one Unit. Students will typically study Units 1 and 2 of a subject in Year 11, and Units 3 and 4 in Year 12. A typical Heathdale student studies 22 Units during their VCE, which translates into six Year 11 subjects and five Year 12 subjects.

Students undertaking the VCE Vocational Major will also complete 6 subjects in Year 11 and 5 subjects in Year 12. For Vocational Major students, some subjects might be external VET courses or even school-based apprenticeships or traineeships.

### WHAT STUDIES CAN I CHOOSE?

It can be confusing to select the best course for you, with so many options and combinations available.

Some good questions to ask are:

- What are my interests?
- What subjects do I enjoy studying?
- Have I asked my parents what they think my strengths are?
- What do I want to do after I graduate? Do I want to go on to university or some other form of further training?
- What courses am I thinking of enrolling in? Have I spoken to a Careers Counsellor about their prerequisites and how to apply for them?
- Which subjects are going to prepare me for these courses? Have I spoken to the teachers of these courses so that I understand their demands and the skills that I will need to show and develop?

Remember that you're not expected to decide on your subjects alone. Please talk to your parents and teachers about the best direction forward.

### WHAT DO I HAVE TO DO TO ACHIEVE MY VCE?

To achieve your VCE you must successfully complete at least 16 units. As detailed above and in common with the vast majority of schools that deliver the VCE, Heathdale requires students to complete more Units in order to achieve a greater breadth of learning.

The 16 Units that must be satisfactorily completed include:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three additional Unit 3 and 4 sequences.

While you have been given a brief overview of the differences between the English courses, you can find out more about them on the VCAA website or in this handbook.

You can complete the remaining units, including the three sequences at Unit 3 and 4 level, in any study that interests you. This could even be an additional English group study on top of the units you take to meet the minimum English requirement.

For VCE Vocational Major students, they will all do VCE VM Literacy, VCE VM Numeracy and VCE VM Personal Development Skills & Work Related Skills and one VET subject of their choosing. After that, they can choose any other VCE or VET Subjects to make up their full timetable.

### HOW IS THE VCE MARKED?

Units 1 and 2 (Year 11) are marked internally by the school, according to the assessment tasks outlined in each subject's Study Design and our internal examinations. There are no external exams in Year 11 for Unit 1 & 2 subjects.

In Units 1 and 2 you will receive either S (Satisfactory), or N (Non-Satisfactory). While Heathdale provides a grade from A+ to E and feedback for each assessment task, only the S or N counts towards your VCE and is externally recorded.

In Units 3 and 4 you will receive feedback and grades calculated from A+ to E, for your assessment tasks, as well as an S or N. These are marked internally, and then reported to VCAA who moderate the marks to ensure that all schools in Victoria are marking to the same standard. Unit 3 and 4 subjects also have external assessments which are set and marked by the VCAA. Usually this will be an examination – whether written, oral, performance or in an electronic format. VCE examinations are held each year in October and November and are marked by assessors who are experts in their area of study.

### MARKING FOR THE VCE VOCATIONAL MAJOR

Students doing the VCE VM are marked internally and work towards achieving each outcome set out in the subject's Study Design. Students will receive either S (Satisfactory), or N (Non-Satisfactory). VCE VM students do not generally sit external examinations unless they wish to do so as part of their performance or participation in a course.

### WHAT IF A STUDENT STRUGGLES TO MEET THE VCAA REQUIREMENTS?

If a student struggles to meet the VCAA requirements such as failing to make adequate progress, breaches of VCAA assessment rules, concerns with attendance or is at risk of receiving unsatisfactory results, the Academic Progress Committee (APC) may review the progress of the student. The Academic Progress Committee consists of the VCE-VCE VM Coordinator, the Head of 10-12, the Principal of Secondary, the Director of Learning and Teaching, the Secondary Coordinator of Learning and Teaching and the Year 12 Year Level Coordinator. In consultation with parents and the student, the APC may make recommendations or alternative decisions to assist with a more positive outcome and pathway for the student. Please see the VCE Administrative Handbook for more details about the APC.

### WHAT IS THE ATAR AND HOW IS IT CALCULATED?

ATAR stands for the Australian Tertiary Admission Rank and is one measure many universities use to help them select students for entrance into university courses. The ATAR is a rank (not a score) out of 100 and ranks every student according to their achievement in their Year 12 subjects. The ATAR is a number between 0 and 99.95.

Each Unit 3-4 subject will create a study score out of 50. The ATAR consists of adding together your score for your highest English subject, plus your next 3 highest subject scores and then 10% of any scores for fifth or sixth subjects. Students are then assigned a percentage rank based on that combined score total and it is distributed evenly over a 100-point scale. So, if you get an ATAR of 85, it means you performed better than 85% of the students that year.

## WHAT SUBJECTS DO I NEED TO HAVE FOR UNIVERSITY?

In Australia, most universities have very few pre-requisites for their undergraduate courses. Usually there is a minimum score for English that must be achieved, along with a minimum ATAR for that course, although this can vary greatly between universities and campuses. Other entrance factors such as SEAS (Special Equity Access Scheme) can make a difference to the minimum required score.

Prerequisites are studies you must have completed to be eligible for selection to a course. All prerequisites for Victorian Courses are found via the VTAC (Victorian Tertiary Admission Centre) website under Course Search. Prerequisites are released by all universities well in advance. Prerequisites may be listed under 'Essential requirements for selection and application' or 'Admission criteria'. You can look up the courses of interest and check the prerequisites to be sure that you've selected what you need.

All undergraduate courses will require English and possibly one or two other subjects from a range of options. For example, a Science/Engineering based course might require a study score of 25 in English plus a study score of 20 or 25 in either Mathematical Methods or Specialist Mathematics (but not both). Courses rarely require very specific subjects to be taken – For example a Bachelor of Economics at Monash University does not require Economics as a prerequisite or Bachelor of Business (Accountancy) at RMIT doesn't need Accounting.

Your Pathways Coordinator will schedule a Subject selection meeting with you to ensure that you have the correct prerequisites for the course you would like to take post-secondary.

## SHOULD I CHOOSE THE SUBJECTS THAT ARE SCALED UP?

All subjects have their study scores adjusted to account for the fact that ranking well in some subjects is harder than others depending on the group of students taking that subject across Victoria each year. Students sometimes think that taking a subject that has a history of being scaled up is like earning 'bonus' points. However, that ignores the fact that the subject is only scaled up if it was harder in the first place.

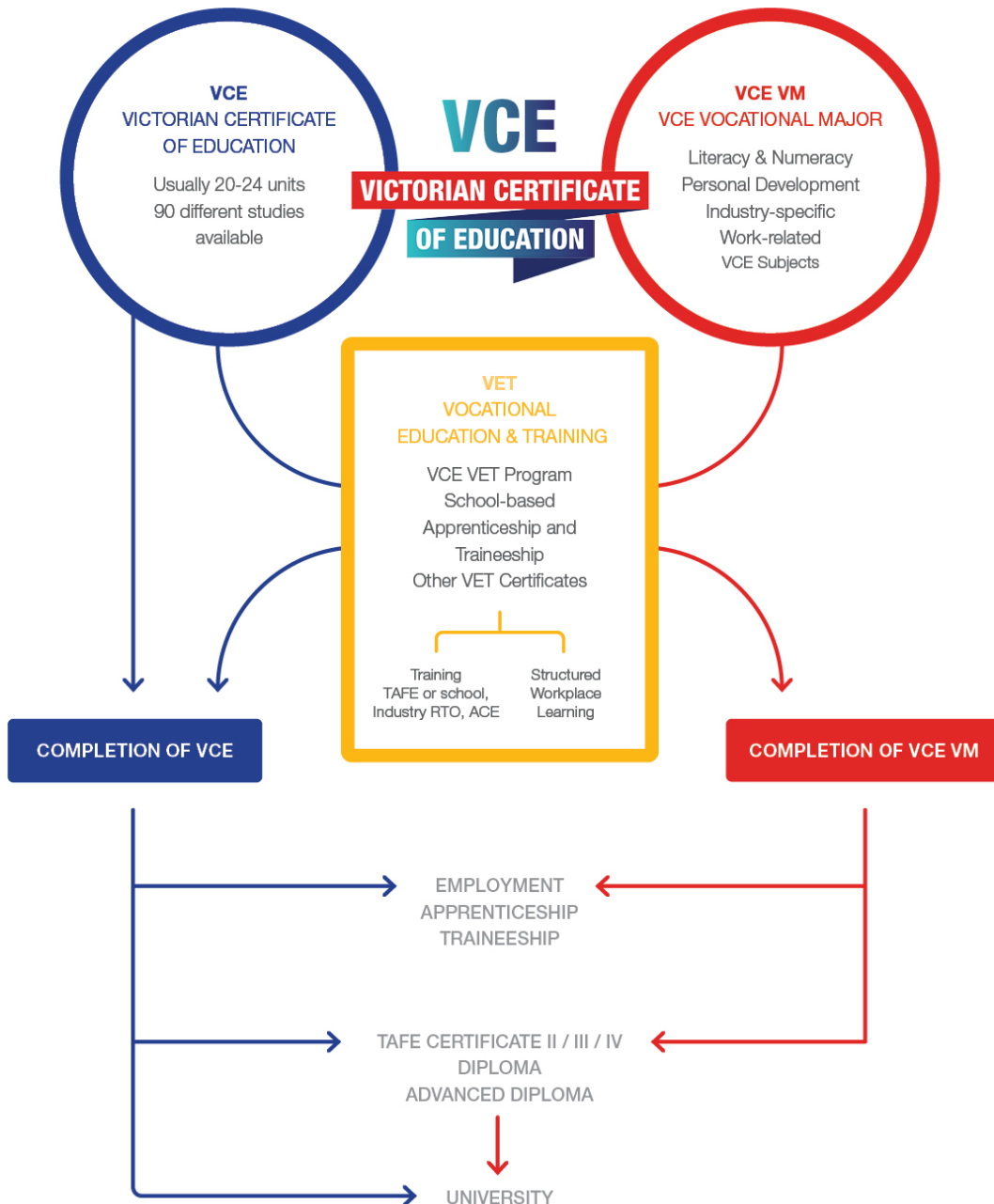
Scaling adjusts for the fact that it is more difficult to obtain a high VCE study score in some subjects than others. This is not because some studies are inherently harder or easier, it is because some subjects attract a more competitive cohort of students, therefore to get a high study score can be difficult because of this. Scaling ensures that students are neither advantaged nor disadvantaged based on the subjects they choose.

Many students believe that to achieve their best possible ATAR they need to choose studies that have been scaled up in previous years. This is not true and can work against you.

Choosing a study that you are not very good at, or engaged in, simply because it may be scaled up would be a mistake. If you are concerned about your score, you need to be sure you are good at a study and that you are engaged in doing your best.

Trying to do a subject that you don't feel confident in, or don't like but think you should do just for the possibility of scaling, is likely to leave you performing more poorly than if you chose a subject that was a better fit for your skills and interests. If you were to get a study score of 39 in one subject and it was scaled down by 2 to 37, you are still better off than if you received a huge scaling up of 8 when you only received a raw score of 27 in that subject. Remember, apart from pre-requisite subjects, universities are only going to look at your overall ATAR, not the individual subjects. So, stick to choosing subjects that you know you'll enjoy and want to learn. That will be your best chance of getting your highest possible score.

# Heathdale Christian College Learning Pathways





## VET GENERAL INFORMATION

VET in the VCE program allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training programs from either accredited state curriculum or national training packages, which may contribute to their VCE.

### WHAT IS A VET SUBJECT?

VET stands for Vocational Education and Training. Most of the time this kind of training is available through TAFEs or other RTOs. A VET or VCE-VET subject done at school enables a student to complete part of their schoolwork or VCE certificate while at the same time achieving a recognised industry certification. A Year 12 VCE-VET subject also contributes towards your ATAR.

### WHAT IS THE COMMITMENT?

VET subjects require the same commitment as any other subject to class work and homework. VET subjects are a commitment for at least one year and often two years to complete the Certificate qualification.

Some Certificates are also taught off campus by other tertiary institutions, so travel time and costs and out of hours training need to be considered. Speak with the VET coordinator or VET teachers for detailed information.

### WHAT HAPPENS IF I DON'T COMPLETE THE TWO YEARS?

If you are undertaking a VCE-VET subject, then you will still receive the VCE credit for the units you have completed. You will also receive a Statement of Attainment for the units you have completed during this time. However you will not receive any training certification that requires you to have completed the full two years.

### HOW DO VET FEES WORK?

There are additional to regular school fees required to complete a VET Course. Please note that these charges will be debited to parents' accounts early in Term 1 as there are costs associated with running each of these programs, as the course and content are provided by an external Registered Training Organisation. These charges are an estimate as it is possible that the Government may provide funding. If we receive Government funding later in the year, we will then compare this to our estimated course fees and charge or credit families the difference. Please budget for this charge if your child is thinking about completing a VET subject. No refund of VET fees paid can occur if a student withdraws from VET post census date (usually 4 weeks after commencing a VET course). Refund of costs such as the purchasing of textbooks associated with the VET course will not be applied.

A deposit of \$200 is required to secure a place in the VET course offered. In many cases this deposit will be the full cost of the course. This deposit is non-refundable in order to cover administration costs incurred.

### WHAT IS THE FEE FOR SBT (SCHOOL BASED TRAINEESHIP)? (VCE VM STUDENTS ONLY)

SBT fees will vary depending on the RTO and the course chosen. A contract will be entered into by yourself and the RTO conducting the SBT. Fees will be charged directly to the parents. If your child is completing a SBT you would have already had a meeting with the relevant RTO and fees for your child's VET Certificate would have been discussed and agreed upon.

## VET FEE STRUCTURE

Certificate Type	Indicative Fee	Other Fee Requirements
<b>Certificate II in Hospitality (Cookery) Unit 1 and 2</b>	\$2,350 per student	Equipment and Uniform
<b>Certificate II in Hospitality (Cookery) Unit 3 and 4</b>	\$2,080 per student	Equipment and Uniform
<b>Certificate III in Sport and Recreation Year 11*</b>	\$360 per student	NIL
<b>Certificate III in Screen and Media*</b>	\$775 per student depending on enrolment numbers.	NIL
<b>Certificate II in Applied Languages (Chinese)</b>	\$110 per student	NIL
<b>Certificate III in Applied Languages (Chinese)</b>	\$157 per student	NIL
<b>Certificate III in Music Industry (Performance)</b>	\$200 per student depending on enrolment numbers.	NIL
<b>Certificate III in Laboratory Skills</b>	Approx. \$200 per student	NIL

If you have any questions or would like to know more information about VET programs please speak to Mrs. Bronwyn Graham via email: [bgraham@heathdale.vic.edu.au](mailto:bgraham@heathdale.vic.edu.au).

\* Please note that completion of these courses involves attending after-school classes once a week.

## VCE VOCATIONAL MAJOR COMPULSORY UNITS

### WORK RELATED SKILLS/PROFESSIONAL DEVELOPMENT SKILLS - INTERMEDIATE

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

Students will engage, plan and implement a variety of community based activities and work related experiences, to increase their own personal development, and employability skills.

##### *Skills*

Throughout this course students develop a range of transferrable employability skills such as planning and organising, problem solving, interpersonal skills, leadership and teamwork, communication and decision making.

##### *Types of Assessment*

Competency Based Assessments

##### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## WORK RELATED SKILLS/PROFESSIONAL DEVELOPMENT SKILLS - SENIOR

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

Students will research an environmental, cultural or social issue that affects members of a community. They will then plan, organise and carry out a self-directed project related to that issue.

#### *Skills*

Students will develop skills and attributes in community engagement, social awareness, critical and creative thinking, planning, organising and problem solving as well as interpersonal skills.

#### *Types of Assessment*

Competency Based Assessment

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## VCE VOCATIONAL MAJOR LITERACY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing empathetic understanding

### SUBJECT OVERVIEW

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#### *Content*

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Students engage in texts from a range of contexts with a focus on workplace and community. Sources include media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. The applied learning approach is intended to meet the needs of students with a wide range of abilities and aspirations.

#### *Skills*

This study enables students to:

- Develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.
- Participate in discussion, exploration and analysis of the purpose, audience and

language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes.

- Discuss and debate the ways in which the values of workplaces, communities and individuals are represented in different texts.
- Present ideas in a thoughtful and reasoned manner.

#### *Types of Assessment*

- Practical reports
- Research tasks
- Oral and/or visual presentations
- Digital content
- Reflective journals

#### *Lifelong Skills*

- Analytical thinking
- Group work
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills



## VCE VOCATIONAL MAJOR LITERACY - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing empathetic understanding

### SUBJECT OVERVIEW

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#### *Content*

In Units 3 and 4 of VCE Vocational Major Literacy, students continue to develop the knowledge and skills required to be literate in Australia today. They will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Students will also develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. They will learn about creating content to advocate for self, a product or a community group, and will also continue to expand their knowledge and understanding of language, context and audience to complete oral presentations that showcase their learning.

#### *Skills*

Literacy skills corresponding with these social contexts include reading and writing for: self-expression, practical purposes, knowledge and public debate. Students will develop skills in identifying features of layout, design and structural elements that exist in a variety of text types. They will develop skills in oral expression and the

development of a text to advise or advocate. They will also develop the ability to use the conventions of language in different contexts, such as the correct attribution of sources, the conventions of oral communication and discussion, as well as correct punctuation, sentence structure, spelling and formatting of texts for different purposes. Students will also develop their skills in inferring meaning from texts, including technical documentation for real-life settings.

#### *Types of Assessment*

- Practical reports
- Research tasks
- Oral presentations
- Digital brochure
- Reflective journal
- Advocacy task
- Summaries

#### *Lifelong Skills*

- Analytical thinking
- Group discussion
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## VCE VOCATIONAL MAJOR NUMERACY - UNITS 1-4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking and decision making skills
- Developing effective stewardship of resources
- Developing the God-given creative and productive capabilities of students

### SUBJECT OVERVIEW

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#### *Content*

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. In a number of outcomes, students will use a problem-solving cycle to help them to apply mathematical skills to assist in solving problems in real-world contexts.

In both Units 1-2 and Units 3-4, there are eight areas of study:

Area of Study 1: Number – Includes personal, civic, financial, health, vocational and recreational uses of numeracy

Area of Study 2: Shape

Area of Study 3: Quantity and measures

Area of Study 4: Relationships

Area of Study 5: Dimension and direction

Area of Study 6: Data

Area of Study 7: Uncertainty

Area of Study 8: Systematics

#### *Skills*

Students develop numeracy skills that are useful in employment contexts and that enable them to apply numeracy knowledge in real-world situations. Skills include understanding and interpreting numerical information in the media as well as local and/or political contexts, and applying numeracy skills in managing personal or corporate finances. Students will also develop skills investigating and applying mathematical solutions to everyday or work-related problems, and representing real-world mathematical relationships using algebraic formulae, tables, graphs or charts. Students will also learn how to apply a mathematical toolkit to problem-solving, including the use of analogue and digital technologies.

#### *Types of Assessment*

- Investigations and projects
- Multimedia presentations, posters and reports
- Portfolios

#### *Lifelong Skills*

- Analytical thinking
- Group work
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## VET SUBJECTS

### VET APPLIED LANGUAGES (CHINESE) – UNITS 1-4

#### BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Developing critical thinking skills

#### SUBJECT OVERVIEW

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##### *Content*

This course is designed to provide individuals with Chinese language skills and intercultural knowledge to enable them to communicate routine information in social and workplace situations in Chinese, both in Australia and overseas.

##### *Skills*

It provides students with a broad range of skills and knowledge to pursue a career or further training in related industries in language studies.

##### *Types of Assessment*

- Oral presentations
- Written assessments
- Reading assessments
- Listening assessments
- Problem-solving tasks

##### *Lifelong Skills*

- Work-place skills
- Writing and communication skills
- Critical and creative thinking
- Design skills



## VET/VCE HOSPITALITY (COOKERY) – UNITS 1-4

**\*\*Please note this course is taught on site at Heathdale Christian College by staff from the Gordon TAFE \*\***

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Developing critical thinking skills

### SUBJECT OVERVIEW

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#### *Content and Skills*

This course equips you with a range of practical skills to operate in a supervised kitchen workplace. During this hands-on program you will develop food handling, preparation skills and further hospitality industry knowledge, and will put your skills into practice. This program also has a direct pathway into a cookery or patisserie apprenticeship, and you may receive credit towards an apprenticeship qualification. Successful completion of this program can also lead you to a range of entry-level employment opportunities where food is prepared and served, including restaurants, hotels, catering operations, clubs, cafes, cafeterias and coffee shops.

(Source: Wyndham VETiS Cluster Handbook, 2021)

#### *Types of Assessment*

- Practical assessments
- Modules in hygiene, food preparation and food handling

#### *Lifelong Skills*

- Work-place skills
- Food handling and preparation
- Hospitality experience



## VET/VCE LABORATORY SKILLS UNITS 1-2

### BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

#### Content

The Certificate III in Laboratory Skills provides secondary school students skills in maintaining a laboratory, routine sampling and testing, recording data, and using laboratory computing programs.

This course is suitable if you have an interest in biological testing, biotechnology, chemical testing, environmental monitoring, food testing and pathology testing.

#### Skills

During this course, you will complement and expand your scientific studies by gaining the practical skills and knowledge to assist in collecting and preparing samples to carry out, measure and record results associated with the day-to-day operations within a chemical, biological and physical testing laboratory.

You will also learn how to prepare cultures, perform sterile techniques and assist with field work.



#### Types of Assessment

Students who complete the MSL30118 Certificate III in Laboratory Skills will be eligible for up to six units of credit towards their VCE.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score.

This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Laboratory Skills, no contribution to the ATAR will be available.

Students wishing to receive a study score for VCE VET Laboratory Skills must undertake scored assessment. This consists of three coursework tasks, worth 66 per cent of the overall study score and an end-of-year examination, worth 34 per cent of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of MSL30118 Certificate III in Laboratory Skills.

#### Lifelong Skills

Career opportunities, include:

- entry-level positions in laboratory operations
- laboratory technicians
- instrument operators



## VET/VCE MUSIC PERFORMANCE - UNITS 1-4

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

VET Music Performance consists of units of competency based on the employment opportunities available in the Australian Music Industry. These units are based on performance, recording and production. Each student will also gain competency in work safe practices, music copyright, understanding genre and style, contemporary music and production analysis and music marketing and business.

#### *Skills*

Students work collaboratively to perform, record and produce music within a creative context and develop an understanding of how their selected genre/style could be marketed in the Australian Music Industry. Students also develop an understanding of the wider Australian Music Industry beyond the employment opportunities of a music performer.

#### *Types of Assessment*

- Field reports
- Practical reports
- Research tasks
- Folios
- Problem-solving tasks
- Performances

#### *Lifelong Skills*

- Critical and creative thinking
- Work-place skills
- Group work
- Leadership
- Initiative
- Writing and communication skills
- Analytical thinking
- Logical reasoning
- Reflective skills



## VET/VCE CREATIVE DIGITAL MEDIA – UNITS 1-4 (CERT III IN SCREEN AND MEDIA)

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

The Certificate III in Screen and Media - Specialising in multimedia/design is structured to introduce students to the many career opportunities available for artists, animators and designers. This course gives student an understanding of the creative potential of the computer design software used in most creative industries such as: advertising, design, film and interactive design; graphic design; digital imaging; drawing and rendering; product design; design production; 2D and 3D animation; gaming.

#### *Skills*

This qualification will provide you with the practical skills and knowledge to perform a range of tasks in the creative industry sector. You will learn to develop and apply creative arts industry knowledge and apply critical thinking techniques. You will learn skills in various digital software packages as well as techniques for presenting and generating ideas. You will plan and produce work with concept art, drawings, storyboards, brainstorming and animating your designs throughout the production process as well as editing sound and music into a final product. The Certificate III includes units wherein you will be working on producing 3D models whilst animating and incorporating them into a gaming platform.

#### *Types of Assessment*

- Oral presentations
- Creative writing
- Research tasks
- Folios
- Design projects
- Problem-solving tasks

#### *Lifelong Skills*

- Group work
- Design skills
- Critical and creative thinking
- Reflective skills
- Technical drawing skills
- Computer design



## VET/VCE SPORT AND RECREATION - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

The study of VCE Sport and Recreation deepens student awareness of the broad base of knowledge required to work in the Sport and Recreation industry. Students practice correct workplace health and safety procedures and develop the ability to plan, conduct and evaluate physical activity sessions for a range of participants.

#### *Skills*

Students develop their planning, communication and evaluation skills in practical settings, working both individually and in groups to enhance the outcomes of participants engaging in physical activity and sports.



#### *Types of Assessment*

- Field reports
- Practical reports
- Research tasks
- Folios
- Oral presentations
- Problem-solving tasks
- Tests
- Simulated workplace performance

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Reflective skills
- Critical and creative thinking
- Design skills

## THE ARTS

### ART MAKING AND EXHIBITING – UNITS 1-4

#### BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

#### SUBJECT OVERVIEW

##### *Content*

The aim for Art Making and Exhibiting is to introduce students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

The study is made up of four units.

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Unit 3: Collect, extend and connect

Unit 4: Consolidate, present and conserve

##### *Skills*

Students will develop skills in investigating and using materials, techniques and processes in specific art forms inspired in their research of artists. They will document the development of art making in a Visual Arts journal, developing their use of visual language and art terminology to document this process. Through this, they will work towards the completion of a number of finished artworks. They will also research and discuss exhibition characteristics and conservation practices, including the development of a proposal for an exhibition.

##### *Types of Assessment*

- Analytical essays
- Practical reports
- Research tasks
- Folios
- Oral presentations
- Problem-solving tasks
- Design projects
- Examination

##### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills
- Group work

## DRAMA UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

VCE Drama focuses on the creation and performance of characters and stories. Students will use creative processes, a range of stimulus material and play-making techniques to develop and present their own created work. Students learn about and draw on a range of performance styles. They will use performance and expressive skills to explore and develop role and character. Students also analyse the development of their own work and the work of professional drama practitioners.

#### *Skills*

This course enables students to develop, through practical work and analysis, an understanding of drama as a way of communicating stories and ideas. Students create, perform and evaluate both solo and group performances.

Students learn about multiple traditions of drama practice across a range of contexts. This course allows students opportunities to learn about and apply dramatic elements, production areas and expressive and performance skills in performance making. VCE Drama students develop skills as creative and critical thinkers and foster an appreciation for the arts.

#### *Types of Assessment*

- Performances- solo and group ensemble
- Short answer analysis questions.

#### *Lifelong Skills*

- Communication skills
- Presentation skills
- Group work
- Leadership
- Initiative
- Critical and creative thinking
- Reflective skills
- Analytical writing



## DRAMA UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

Units 3 and 4 students continue to explore performance styles and associated conventions from a range of contexts. They create, develop and present both an ensemble and solo performance. Students use play-making techniques to extract dramatic potential from stimulus material, then apply key Drama skills. In addition, students document and evaluate stages involved in the creation and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Playlist.

#### *Skills*

Students grow in their understanding of how drama can be used and manipulated to communicate stories and ideas. They create, perform and evaluate both solo and group performances. Students apply their understanding of various performance styles and their associated conventions. They also manipulate dramatic elements, production areas and expressive and performance skills in their performance making. Over the duration of the year, they develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. Students develop skills of communication, criticism and understanding.

#### *Types of Assessment*

- Performances- solo and group ensemble
- Short answer analysis questions.
- Exam: Both written and practical (solo performance)

#### *Lifelong Skills*

- Communication skills
- Presentation skills
- Group work
- Leadership
- Initiative
- Analytical writing
- Critical and creative thinking
- Reflective skills

## MUSIC UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Developing critical thinking skills
- Recognising and understanding divinely created order
- Understanding God's story

### SUBJECT OVERVIEW

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#### *Content*

Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

In Unit 2, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding

#### *Skills*

Students develop their listening, aural, theoretical, compositional and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### *Types of Assessment*

- Practical reports
- Folios
- Oral presentations
- Tests
- Research tasks
- Music recitals

#### *Lifelong Skills*

- Writing and communication skills
- Analytical thinking
- Group work
- Initiative
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## VISUAL COMMUNICATION DESIGN – UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Recognising and understanding divinely created order
- Developing critical thinking skills

### SUBJECT OVERVIEW

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#### *Content*

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students apply visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. They investigate how typography and imagery are used in visual communication design in response to a brief.

#### *Skills*

Through experimentation and exploration of the relationship between design elements and principles, students develop an understanding of how these can affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles and learn and engage the stages of research, generation of ideas and development of concepts to create visual communication.

#### *Types of Assessment*

- Folios
- Design projects
- Problem-solving tasks
- Research tasks

#### *Lifelong Skills*

- Reflective skills
- Design skills
- Critical and creative thinking
- Drawing skills
- Computer-generated design

## VISUAL COMMUNICATION DESIGN - UNIT 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

In Visual Communication Design students use design knowledge, understanding and skills to explore and communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communication. Students develop an appreciation of the means by which others visually communicate ideas and information. Design can inform people's decisions about where and how they live and what they buy and consume. This subject provides students with the opportunity to develop informed, critical and creative thinking skills about design solutions which involve the application of creative, critical and reflective techniques. It also supports skill development in areas beyond design, including science, business, marketing and advertising.

#### *Skills*

Students will develop and apply drawing skills using a range of techniques, as well as developing their design thinking. They will acquire a range of skills in selecting and applying media, materials and manual and digital methods to support design processes. They will also apply a design process to create visual communications, and learn how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language. They will develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas. They will also understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

#### *Types of Assessment*

- Research tasks
- Folios
- Design Projects
- Problem-solving tasks
- Oral presentations

#### *Lifelong Skills*

- Analytical thinking
- Group work
- Initiative
- Creative and Critical thinking
- Design skills
- Evaluation and reflective design skill

## COMMERCE

### BUSINESS MANAGEMENT - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking and decision-making skills
- Learning a moral framework for the effective stewardship of resources, both physical and human
- Developing the God-given creative and productive capabilities of students

#### SUBJECT OVERVIEW

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##### *Content*

VCE Business Management explores the management of both large and small businesses, including the decisions required to start a small business, as well as the decisions involved in managing large groups of people and large-scale operations. The ability to make decisions effectively, efficiently and ethically is a key focus of this subject.

Students apply critical thinking skills and decision-making criteria to a range of business situations to determine appropriate strategies and actions businesses can take in order to achieve objectives.

The study is made up of four units.

Unit 1: Planning a business Unit

Unit 2: Establishing a business Unit

##### *Skills*

Business Management is a discipline that teaches you some core employability skills that employers look for when appointing staff in the business world, including: planning and organising; resource management; collecting, analysing and organising information; problem solving, taking the context of data and circumstances into account; initiative, enterprise and decision-making skills.

##### *Types of Assessment*

- Tests and case studies
- Exam

##### *Lifelong Skills*

- Ethical Decision-making skills
- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking



## BUSINESS MANAGEMENT - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

---

- Developing critical thinking and decision-making skills
- Learning a moral framework for the effective stewardship of resources, both physical and human
- Developing the God-given creative and productive capabilities of students

### SUBJECT OVERVIEW

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#### *Content*

VCE Business Management students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. 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.

The study is made up of two units.

- Unit 3: Managing a business
- Unit 4: Transforming a business

#### *Skills*

Students interpret, compare and evaluate business theories and ideas. They analyse case studies and contemporary examples of business management and apply business management knowledge to practical and/or simulated situations. They also propose, justify and evaluate management strategies to improve business performance.

#### *Types of Assessment*

- Tests and case studies
- Exam

#### *Lifelong Skills*

- Ethical Decision making skills
- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking

## ECONOMICS - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

VCE Economics is the study of how resources are allocated to meet the needs and wants to society. It explores how and why individuals, businesses and government behave the way they do and the economic consequences of their decision making. It looks at both microeconomics and macroeconomics.

#### *Skills*

Students use economic methods of inquiry and tools to analyse the economic causes and consequences of events on local, domestic and international economies. They analyse economic data by applying economic theories, concepts and tools to real world information.

#### *Types of Assessment*

- Research tasks
- Tests
- Problem-solving tasks

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Work-place skills
- Logical reasoning

## ECONOMICS - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Understanding God's sovereignty

### SUBJECT OVERVIEW

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#### *Content*

#### Unit 3: Australia's Living Standards

In a market driven economy like Australia, consumer sovereignty determines the allocation of resources. Students examine how the market system allocates resources and the role of government in managing the economy to achieve better material and non-material living standards for all Australians. The government's three key economic goals are explored, namely Strong and Sustainable Economic Growth, Stability of the Currency, and Full Employment.

#### Unit 4: Managing the economy

Students investigate the government's macro-economic demand and supply policies by exploring Monetary and Budgetary Policies. The role of the RBA and the Federal Government's Economic policies are explored.

#### *Skills*

Students define key economic concepts and terms, use them appropriately, construct and interpret demand and supply diagrams. They interpret and analyse statistical and graphical data, evaluate the role of the market in allocating resources, explain the effect of government intervention in markets, compare alternative economic viewpoints to form conclusions.

Students apply economic concepts and theories to explain the nature and importance of the Australian Government's domestic macroeconomic goals and explain key international economic relationships and its impact on living standards.

Students discuss, analyse and evaluate the setting, and the strengths and weaknesses of aggregate demand policies in achieving the Australian Government's domestic macroeconomic goals.

#### *Types of Assessment*

- Tests
- Problem-solving tasks
- Folio of applied economic exercises & structured questions.

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Group work
- Leadership

## LEGAL STUDIES - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

VCE Legal Studies explores the institutions and principles which govern Australia's legal system. Students gain an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system. The course looks at criminal law, civil law and law-making through the Australian Parliament.

#### *Skills*

Students will develop analytical skills applying legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems and form reasoned conclusions. They will analyse the institutions that make laws and understand the way in which individuals/and or groups can participate in society and influence law reform.

#### *Types of Assessment*

- Research tasks
- Tests
- Short-answer response tasks

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Leadership
- Logical reasoning
- Work-place skills

## LEGAL STUDIES - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

The study of VCE Legal Studies involves examining the institutions and processes in the justice system and considering their appropriateness in determining criminal cases and resolving civil disputes. Students also investigate Australia's laws and legal system, with a focus on the Australian Constitution and law reform. The principles of justice and the need for law reform are key ideas throughout this subject.

#### *Skills*

Students discuss, interpret, and analyse legal concepts and principles. They must conduct evaluations about the ability of our justice systems to achieve the principles of justice, and also apply their knowledge to actual or hypothetical legal scenarios.

#### *Types of Assessment*

- Analytical essays
- Case-based scenarios
- Structured questions
- Tests

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Logical reasoning
- Leadership

# ENGLISH

## ENGLISH - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity
- Understanding God's story
- Developing empathetic understanding

### SUBJECT OVERVIEW

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#### *Content*

In VCE English Units 1 and 2, students study two complete texts and a number of smaller mentor texts, and complete three assessment tasks in response to them: a personal response essay, a creative written piece and an analytical essay. Students also study how language is used to persuade in the media, as well as developing and presenting a point of view in an oral presentation.

#### *Skills*

Students will further develop their skills in textual and media analysis, workshopped writing and persuasion. In terms of higher order thinking skills, students' analysis, synthesis and evaluation skills are significantly developed in Units 1 and 2 English.

#### *Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Reflective essays

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## ENGLISH - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

---

- Developing critical thinking skills
- Developing God-given creativity
- Understanding God's story
- Developing empathetic understanding

### SUBJECT OVERVIEW

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#### *Content*

In VCE English Units 3 and 4, students study two complete texts and a number of smaller mentor texts, and complete three assessment tasks in response to them: a creative written piece and two analytical text response essays. Students also study how language is used to persuade in the media, as well as developing and presenting a point of view in an oral presentation.

#### *Skills*

Students will further develop their skills in textual and media analysis, workshopped writing and persuasion. In terms of higher order thinking skills, students' analysis, synthesis and evaluation skills are significantly developed in Units 3 and 4 English.

#### *Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Personal Responses

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking
- Reflective skills



## ENGLISH AS AN ADDITIONAL LANGUAGE - UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity
- Understanding God's story
- Developing empathetic understanding

## SUBJECT OVERVIEW

*Content*

The study of EAL is specific to students who have been studying English for less than 7 years and for whom English is not their first language. Students develop their literacy skills by refining their critical and creative thinking. This study also develops students' ability to appreciate, create, analyse and interpret various written and spoken texts. Students engage with a variety of Australian texts from the past and present and from other cultures. This study builds on prior learning in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

*Skills*

Students develop their skills in analysing and interpreting issues, themes and ideas as presented in various texts and respond to them critically and creatively in spoken and written forms. Students further develop their skills in comparing and analysing the way persuasive texts construct arguments and use effective language to position an audience. They also construct their own reasoned point of view in oral form. Students develop their ability to compare ideas and issues as presented in texts with similar representations and themes. Students also hone their ability to listen to and comprehend spoken texts.

*Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Comparative essays
- Listening and comprehension tasks

*Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking
- Workplace skills
- Reflective skills

## LITERATURE – UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and close examination of the meanings of literary texts. Students explore the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. They reflect on their own interpretations and the interpretations of others. The study encompasses texts that vary in form, culture and context, including the study of a number of texts from the same literary movement, and an exploration of Australian First Nations texts.

#### *Skills*

Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

#### *Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Persuasive writing
- Research tasks

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Critical and creative thinking
- Reflective skills

## LITERATURE - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Engaging thoughtfully with culture

### SUBJECT OVERVIEW

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#### *Content*

In Units 3 and 4 of VCE Literature, students examine a range of literary texts including novels, plays, poetry and other forms of literature. They analyse these texts in terms of the relationship between their form and meaning as well as the ways that literary perspectives influence our interpretations of texts.

#### *Skills*

Students develop skills in close reading of literary texts, the ability to respond critically to different perspectives on literature, as well as oral and creative writing skills.

#### *Types of Assessment*

- Analytical essays
- Oral presentations
- Creative writing

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Critical and creative thinking
- Logical reasoning
- Reflective skills

## ENGLISH LANGUAGE - UNITS 1 & 2

### BIBLICAL PERSPECTIVE

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- Developing analytical thinking skills
- Recognising and understanding divinely created order
- Appreciating language as God's gift to humanity

### SUBJECT OVERVIEW

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#### *Content*

In Unit 1, students study the nature and functions of language and how children acquire language. The components of language and how they are organised and used in communication as well as the impact that context has on language are key areas of study.

In Unit 2, students study the changes that occurred in English over time and the effect on the subsystems of language. Students examine the global spread of English, its impact on societies and the development of language varieties such as pigeons and creoles, and Australian Englishes.

#### *Skills*

Students develop the ability to identify the nature of the English Language and how it changes over time, as well as to consider the stages of language acquisition and development. They use key concepts and appropriate linguistic language to analyse language change through a variety of texts and additionally apply their knowledge of the evolution of English to consider its global influence.

#### *Types of Assessment*

- Analytical essays
- Research tasks
- Expository essays
- Tests and short-answer questions
- Annotating texts

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Critical and creative thinking
- Interpretative skills

## ENGLISH LANGUAGE- UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

- Developing analytical thinking skills
- Recognising and understanding divinely created order
- Understanding God's story

## SUBJECT OVERVIEW

*Content*

The study of English Language involves investigating how English is used in contemporary Australian settings. Students examine the technical features of formal and informal language in both speech and writing across a variety of digital and print media. Students learn how to describe the interrelationship between sounds, words, sentences and whole texts as a means of exploring how meaning is constructed. Students also consider how texts are influenced by the situational and cultural contexts in which they occur. Students explore how language can be used to establish or challenge relationships and construct various social, cultural and personal identities.

*Skills*

Students develop their skills in researching and interpreting linguistic material, listening to radio and media podcasts, viewing and reading multimodal texts, discussing and thinking critically about the English Language and its use across many platforms. Students will develop their skills and abilities in identifying and analysing the various sub-systems of language found within texts. As students reflect on contemporary language use, they will also develop their skills in writing analytically and succinctly in preparation for assessment tasks and the end-of-year examination.

*Types of Assessment*

- Expository essays
- Research tasks
- Tests
- Analytical commentaries
- Short-answer questions

*Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking
- Work-place skills
- Initiative

# HEALTH AND PHYSICAL EDUCATION

## HEALTH AND HUMAN DEVELOPMENT - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Appreciating and caring for God's creation
- Developing critical thinking skills

### SUBJECT OVERVIEW

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#### *Content*

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. Students also explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

The Study is made up of two units.

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development

#### *Skills*

Health and Human Development is designed to improve health literacy. As individuals and citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school, and apply their learning in positive and resilient ways through future changes and challenges.

#### *Types of Assessment*

- Research tasks
- Tests
- Oral presentations

#### *Lifelong Skills*

- Group work
- Writing and communication skills

## HEALTH AND HUMAN DEVELOPMENT - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

---

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 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.

Unit 4 examines health and wellbeing and human development in a global context. Students use data to investigate health status and the 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.

#### *Skills*

Students gain skills in explaining the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. They also develop the ability to explain changes to public health approaches, analyse improvements in population health over time and evaluate health-promotion strategies.

#### *Types of Assessment*

- Research tasks
- Oral presentations
- Tests
- Problem-solving tasks
- Design projects

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills



## PHYSICAL EDUCATION - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

The Study is made up of two units.

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport, exercise and society

#### *Skills*

Students will develop and apply principles of frequency, intensity, time and type. They will create and evaluate activity plans that increase physical activity and reduce sedentary behaviour. Students, while participating in and analysing the benefits of physical activity will analyse the sociocultural influences across the lifespan and then, using primary and secondary data, will interpret trends in physical activity. The application of the Socio-Ecological Model in critiquing initiatives that reduce sedentary behaviour and increase physical activity will then lead students into identifying and researching contemporary issues associated with physical activity and sport.

#### *Types of Assessment*

- Practical reports
- Research tasks
- Folios
- Oral presentations
- Tests

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## PHYSICAL EDUCATION - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Recognising and understanding divinely created order
- Developing God-given creativity
- Appreciating and caring for God's creation
- Developing critical thinking skills

### SUBJECT OVERVIEW

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#### *Content*

The study of VCE Physical Education involves analysing physical activities and sports from skill acquisition, biomechanical and physiological perspectives. Students participate in a range of practical activities, collecting primary data that are used to analyse performance and create training programs to improve performance.

#### *Skills*

Students develop their abilities to critically evaluate performance metrics such as heart rate, VO<sub>2</sub>max, average speed and peak power to better understand their own acute bodily responses during exercise. Using this skill, they develop the ability to construct tailored training programs to enhance their own athletic performance.

#### *Types of Assessment*

- Tests
- Practical reports
- Field reports
- Data analysis

#### *Lifelong Skills*

- Work-place skills
- Initiative
- Group work
- Writing and communication skills
- Analytical thinking
- Critical and creative thinking
- Logical reasoning
- Reflective skills
- Design skills

# HUMANITIES

## HISTORY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story

### SUBJECT OVERVIEW

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#### *Content*

Units 1 and 2 Empires (approximately 1400 - 1800 CE) investigates the journey from the medieval to the modern world and the transformation of the globe through trade, exploration and colonisation. The course also covers the impact of the Renaissance, Reformation and the Scientific Revolution. Students will study two major empires from the early modern era, including the establishment of the British colonies of North America, providing an excellent foundation for Units 3 and 4 History: Revolutions.

#### *Skills*

Students will develop their skills in responding to historical evidence, including primary and secondary sources. They will evaluate the causes, significance and consequences of historical events, people, ideas and movements. They will identify and explain different historical perspectives and construct arguments about the challenges and changes of empires.

#### *Types of Assessment*

- Analytical essays
- Research tasks
- Source analysis tasks

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Critical and creative thinking
- Reflective skills

## HISTORY - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

The study of revolutions provides students with the opportunity to look at the motives behind and effects of social change. The study of how ideas, individuals and other factors have shaped the world in which we live is both rewarding and necessary. As the French and American revolutions were pivotal in shaping global events through to this time, they are the focuses of our study in History: Revolutions.

#### *Skills*

The key skills of History include critical thinking, writing analytically and the understanding of historical sources. There are two assessment tasks (SACs) for each unit, which can be in the form of: a research report, an analysis of visual and/or written documents or an essay, as well as an end-of-year examination.

#### *Types of Assessment*

- Analytical essays
- Research tasks
- Oral presentations
- Persuasive writing

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## GEOGRAPHY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation

### SUBJECT OVERVIEW

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#### *Content*

VCE Geography gives students the opportunity to explore, analyse and come to understand the characteristics that make up our world. It enables students to examine natural and human induced phenomena, how they are interconnected, and the patterns they form across the earth's surface. These perspectives help to deepen an understanding of places and environments and human interaction with them.

#### *Skills*

In VCE Geography students will develop geospatial and digital technology skills as they undertake fieldwork in a chosen location. They will also develop investigative and interpretive skills as well as analytical skills as they critically evaluate information for reliability and validity.

#### *Types of Assessment*

- Field reports
- Research tasks
- Data analysis
- Structured questions

#### *Lifelong Skills*

- Writing and communication skills
- Reflective skills
- Critical and creative thinking
- Group work

## GEOGRAPHY - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

VCE Geography involves studying the impacts of land use change and land cover change. As part of Unit 3, students select a local area to undertake a fieldwork investigation. Students also research two processes: deforestation, and melting glaciers and ice sheets. In Unit 4, students study population dynamics on a global scale and investigate two significant population trends that have developed in a country with a growing population and another country with an ageing population.

#### *Skills*

Students develop skills in gathering primary and secondary data in order to analyse the impacts of land use change. Students also develop skills in evaluating responses at different scales when looking at the impacts of land use change and land cover change. Students develop their ability to identify, describe and explain the causes of population change at different scales. Students identify the impacts of a country with an ageing population and a country with a growing population.

#### *Types of Assessment*

- Field reports
- Research tasks
- Data analysis
- Structured questions

#### *Lifelong Skills*

- Analytical thinking
- Group work
- Logical reasoning
- Reflective skills

## TEXTS AND TRADITIONS - UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

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- Understanding God and His will for us through His Word
- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

In Texts and Traditions Unit 1, students learn about the history of the formation, development and acceptance of Scripture in the Christian tradition. They also learn to apply basic exegetical methods to explore the texts within their original sociocultural and historical contexts. Students analyse a range of understandings and interpretations of sacred texts as understood or expressed by both a text's original audience, as well as the later religious tradition.

In Unit 2, students learn about the socio-cultural and historical background to selected texts of Scripture. They also explore the teaching of the Bible in relation to a number of themes such as justice, the environment and ethnicity. A comparison between the teaching of the Bible and other sacred texts on themes such as justice is also made.

#### *Skills*

Investigation, description, analysis, communication and interpretation.

#### *Types of Assessment*

- Analytical essays
- Research tasks
- Creative writing
- Oral presentations
- Tests
- Exegeses

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills
- Meta-cognition

## TEXTS AND TRADITIONS - UNIT 3 AND 4

### BIBLICAL PERSPECTIVE

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- Understanding God and his will for us through His Word
- Developing critical thinking skills
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order
- Appreciating and caring for God's creation

### SUBJECT OVERVIEW

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#### *Content*

The focus of study for Units 3 and 4 is the Gospel of Luke. Unit 3 focuses on the social, cultural and religious background to the Gospel; on the writing and themes of the Gospel; and on the interpretation of the text of the Gospel.

Unit 4 continues to focus on the interpretation of the text of the Gospel of Luke. It also focuses on significant themes found in Luke and how they have been interpreted in the Christian tradition.

#### *Skills*

Investigation, description, analysis, communication and interpretation.

#### *Types of Assessment*

- Analytical essays
- Research tasks
- Tests
- Exegeses
- Reports

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Initiative
- Work-place skills
- Logical reasoning
- Leadership
- Metacognition



## VCE LANGUAGES

### FRENCH - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

In Unit 1, students bridge the gap between Year 10 and VCE French by developing an understanding of the language and culture of French-speaking communities through the study of the topics of family and friends, traditions and regional life, and health and wellbeing.

In Unit 2, students further extend their understanding of language and culture through the study of the topics of travel, the French education system, and the arts.

##### *Skills*

Students extend their five core language skills, reading, writing, listening, speaking and viewing. They also revise and learn the best ways to expand their repertoire of French vocabulary and grammatical structures. They learn to write in the five different writing styles: personal, evaluative, persuasive, imaginative and informative. These writing styles are adapted to different text types which include diary entry, e-mail, personal letter, professional letter, speech and report.

##### *Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Persuasive writing

##### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Critical and creative thinking
- Reflective skills
- Logical reasoning

## FRENCH - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 involves investigating the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of subtopics including social media, music, and sustainability.

In Unit 4, students continue to investigate aspects of culture including history and the detailed study of a subject of French culture which is determined by the class.

#### *Skills*

Students continue to extend their five core language skills, reading, writing, listening, speaking and viewing. They also revise and learn the best ways to expand their repertoire of French vocabulary and grammatical structures. They learn to write in the five different writing styles, personal, evaluative, persuasive, imaginative and informative. These writing styles are adapted to different text types which include diary entry, e-mail, personal letter, professional letter, speech and report.

#### *Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Persuasive writing

#### *Lifelong Skills*

- Writing and communication skills
- Group work
- Logical reasoning
- Critical and creative thinking
- Reflective skills

## LATIN - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Appreciating language and poetry as part of God's creative work

### SUBJECT OVERVIEW

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#### *Content*

Unit 1 focuses on acquiring the final pieces of grammar learning for the Latin language. We will finish the Oxford Latin Course (OLC) series, and read Latin poetry from real authors such as Ovid. Unit 2 focuses on becoming familiar with the language, poetry, and mythology of Virgil's *Aeneid*, an epic tale of a Trojan hero who establishes a new home for his people in Italy.

#### *Skills*

In Unit 1, students learn the final complex pieces of grammar for the language and build their skills in translating texts, including both adapted texts from the OLC textbook as well as excerpts from real Latin authors.

In Unit 2, students build skills in reading epic poetry, hearing and marking the rhythm of poetry, and translating unseen texts.

#### *Types of Assessment*

- Translation and comprehension questions on prepared and unseen texts

#### *Lifelong Skills*

- Logical reasoning
- Critical and creative thinking
- Analytical thinking
- Second Language Acquisition skills

## LATIN - UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

- Appreciating the beauty of poetry and literature as part of God's creative work

## SUBJECT OVERVIEW

*Content*

In Unit 3, students read Caesar's 'Gallic War'. This is an account written by Caesar himself of his campaigns in Gaul, in which he committed what would now be considered crimes against the Gallic tribes, but which he presented as victories for the Roman people. At each turn, he crafts a narrative in which Caesar is the expert military strategist. We explore the social and historical contexts of this speech, as well as the expressive qualities of Caesar's Latin writing style.

In Unit 4, students read a selected book of Virgil's *Aeneid*, an epic poem about the Trojan who founded a home for his people in the future site of Rome. We explore the themes of duty, fate, suffering, love, and war, as well as the literary features of Virgil's poetry.

*Skills*

Students build skills in reading authentic Latin authors, in their original wording. We develop historical empathy for contexts different from our modern Western world, and skills in recognising the expressive meanings behind choice of words and phrasing. In addition, students continue to refine their skills at translating unseen Latin texts.

*Types of Assessment*

- Translation of unseen texts
- Questions on the content, context, purpose, and grammar features in prepared texts
- Literary analysis questions
- Extended response on themes presented in the Aeneid

*Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Logical reasoning
- Second Language Acquisition skills

# MATHEMATICS

## GENERAL MATHEMATICS - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

The study of General Mathematics in Units 1 and 2 involves topics like data analysis, algebra, number, structure, matrices and number patterns. Linear graphs and equations (straight line graphs) are taught extensively while shape and measurement (perimeter, area, volume) which was covered in year 9 is also explored. The last topic students look at is statistics, where students will analyse and compare data in different forms.

#### *Skills*

Students will develop problem solving skills in each of the chapters covered. They will continue to grow their understanding of everyday mathematics and apply theories covered to their own lives. Students will utilise their learning from previous years and build upon their foundation of mathematics, to respond to and analyse worded questions, as well as apply these concepts to real life situations. Edrolo will enable students to analyse their understanding of every exercise and to correct any misunderstandings. Calculator use is essential in all assessments, so students will become more proficient and effective at using their CAS calculators.

#### *Types of Assessment*

- Tests
- Problem-solving tasks
- Mathematical Investigation
- Examinations

#### *Lifelong Skills*

- Analytical thinking
- Logical reasoning
- Group work
- Reflective thinking
- Critical and creative thinking

## GENERAL MATHEMATICS - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

---

- Developing critical thinking skills
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 comprises of four modules. The first is Data Analysis and the second is Recursion and Financial Modelling. Unit 4 comprises a further two areas, including Matrices and Networks. Each module will include an Application task with a duration over multiple lessons.

#### *Skills*

The areas of study are designed to enable students to develop mathematical knowledge and skills and to learn how to apply them to practical contexts and problem solving situations. Students also use appropriate technology, such as the CAS calculator, to aid in this.

#### *Types of Assessment*

- Modeling tasks
- Examinations

#### *Lifelong Skills*

- Analytical thinking
- Logical reasoning
- Critical and creative thinking

## MATHEMATICAL METHODS - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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The study of this subject will help students develop an appreciation of Mathematics:

- As a language that describes patterns and order in God’s Creation
- A powerful tool for problem-solving and therefore best stewardship of our world
- A field where they will be able to develop their God-given potential in logical reasoning
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Mathematical Methods Units 1 and 2 provide an introductory study of elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and interesting contexts. As such, one of the benefits is to enhance students understanding of the methods that are required to achieve successful problem solving.

#### *Skills*

This subject offers a good balance between the use of CAS technology (calculators) and by-hand skills to develop students’ ability to work mathematically.

#### *Types of Assessment*

- Tests
- Problem-solving tasks
- Mathematical investigations
- Modelling tasks

#### *Lifelong Skills*

- Analytical thinking
- Group work
- Logical reasoning
- Critical and creative thinking

## MATHEMATICAL METHODS - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

---

The study of this subject will help students develop an appreciation of Mathematics:

- As a language that describes patterns and order in God's Creation
- A powerful tool for problem-solving and therefore best stewardship of our world
- A field where they will be able to develop their God-given potential in logical reasoning
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

In this subject we apply mathematical techniques to help model, analyse, interpret and predict in practical real life problems. This enables students to develop mathematical confidence and critical thinking in the areas of:

- Functions and Algebra, which model a plethora of phenomena that operate in our world and universe.
- Calculus, which is used to explore the variations of functions and make sense of our changing environment.
- Probability and Statistics, that help predict events and also to interpret data in our society.

#### *Skills*

On completion of this course students should be able to define, explain and apply key concepts and processes to both routine and non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques, and analyse and discuss these applications of mathematics. Students should also be able to select and use appropriate technology (CAS calculator and other software) to aid in this.

#### *Types of Assessment*

- Tests
- Problem-solving and modelling tasks
- Application tasks

#### *Lifelong Skills*

- Analytical thinking
- Initiative
- Logical reasoning
- Writing and communication skills



## SPECIALIST MATHEMATICS - UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

In Specialist Mathematics is a companion subject with Mathematical Methods. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

#### *Types of Assessment*

- Tests
- Problem-solving tasks
- Application and modelling tasks

#### *Lifelong Skills*

- Analytical thinking
- Initiative
- Logical reasoning
- Writing and communication skills

## SPECIALIST MATHEMATICS - UNIT 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Specialist Mathematics is a complementary course to Mathematical Methods. Material learned in Mathematical Methods is applied at a greater depth, allowing more significant application of mathematics. Specialist Mathematics also has a strong connection to Physics. Motion equations in Physics can be approached more dynamically because of the application of calculus. Calculus allows greater exploration of variable forces beyond what is possible in VCE physics. Typically Specialist Mathematics is undertaken by students who really enjoy the process of mathematics as the subject material can be complex.

#### *Skills*

In Specialist Mathematics, students will be expected to

- Work with the complex number plane and apply this to understanding the geometry of distinct functions;
- Recognise, sketch, and transform a variety of functions such as ellipses, hyperbolas, and inverse functions;
- Apply calculus to equations beyond what is expected in Mathematical Methods;
- Understand different types of differential equations and apply this mathematics to practical applications using these types of equations;
- Recognise the pattern of a mathematical function and then apply the appropriate integration technique;
- Apply calculus to the kinematic equations to enable applications to situations with variable forces.

#### *Types of Assessment*

- End of year Exam
- Problem-solving tasks

#### *Lifelong Skills*

- Analytical thinking
- Logical reasoning

## SCIENCE

### BIOLOGY - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order
- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

Unit 1 Biology focuses on the structure and function of cells, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. In Unit 2 Biology, students examine inheritance and the impact on diversity. Students will explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

##### *Skills*

Students employ critical and creative thinking as they conduct scientific investigations involving primary and secondary data. Students grow in the key science skills as they develop aims, formulate hypotheses, plan and conduct investigations, work within safe and ethical guidelines, generate, collate and evaluate data, analyse methodology, draw conclusions and communicate scientific ideas.

##### *Types of Assessment*

- Field reports
- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Data and media analysis
- Design practical investigations
- PowerPoint presentations
- Scientific posters
- Examination

##### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills
- Leadership
- Initiative

## BIOLOGY - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 Biology focuses on the workings of a cell which includes understanding the relationship between nucleic acids and proteins as key molecules in cellular processes. Students examine DNA structure and function in prokaryotic and eukaryotic cells and investigate the possible biological consequences in manipulating the DNA molecule and applying biotechnologies. Students investigate biochemical pathways, especially in relation to photosynthesis and cellular respiration. In Unit 4, students focus on the changes and challenges of life on Earth and consider the claim that the theory of evolutionary biology is based on the accumulation of evidence over time. Students examine the role of the immune system and its role in fighting pathogens. Students also consider the technological advances that help with immune disorders and the role Biology plays in mediating the global challenges in: the identification of pathogens, the prevention of spread and the development of treatments for diseases.

#### *Skills*

Students employ critical and creative thinking as they conduct scientific investigations involving primary and secondary data. Students grow in the key science skills as they consider a number of factors including aim, methodology, accuracy and precision of data collected, sample size, and ethical understanding and application.

#### *Types of Assessment*

- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Design practical investigations
- Scientific posters
- Data and media analysis
- Case studies
- Examination

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills

## CHEMISTRY - UNITS 1 AND 2

## BIBLICAL PERSPECTIVE

- Recognising and understanding divinely created order
- Developing critical thinking skills
- Appreciating and caring for God's creation
- Stewardship of the earth and its resources

## SUBJECT OVERVIEW

*Content*

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

*Skills*

In VCE Chemistry Unit 1 and 2 students develop skills in scientific report writing through formulating hypotheses, aims and analyzing results. Students develop key skills in reporting findings through summarising both quantitative and qualitative data. Students then develop skills in creating evidence-based conclusions from the theoretical and experimental findings. Chemistry-related theories allow students to effectively communicate and explain scientific ideas by using appropriate terminologies, ideas, conventions, and units.

*Types of Assessment*

- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Design projects
- Oral presentations

*Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills
- Leadership

## CHEMISTRY - UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order
- Understanding God's story
- Stewardship of the earth and its resources

## SUBJECT OVERVIEW

*Content*

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. They explore food in the context of supplying energy in living systems. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Unit 4: How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied

to analyse organic compounds in order to identify them and to ensure product purity.

*Skills*

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and conduct investigations
- Comply with safety and ethical guidelines
- Generate, collate and record data
- Analyse and evaluate data, methods and investigation methods
- Construct evidence-based arguments and draw conclusions
- Analyse, evaluate and communicate scientific ideas

*Types of Assessment*

- Research tasks
- Folios
- Oral presentations
- Problem-solving tasks
- Design projects
- Tests
- Practical reports
- Logbook

*Lifelong Skills*

- Analytical thinking
- Group work
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills

## PHYSICS - UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Physics is a science primarily concerned with the fundamentals of how quantities interact in the created universe. It can be more abstract than the other natural sciences of Biology and Chemistry, and for this reason, students need to have the ability to process concepts in their minds. It is an exciting subject because it unlocks many mysteries about how the world was made and provides knowledge to the natural world around us that no other subject can.

#### *Skills*

Physics teaches students to look at situations differently, analysing what some people might think is happening to identify what is actually being observed around us. Physics uses mathematical processes in practical cases and provides context to many complex mathematical functions.

In Unit One, students go beyond the simplistic models of the atom accepted by all other sciences and unravel the mystery, further allowing a greater comprehension of the structure of matter, hence developing a skill to process information abstractly.

In Unit Two, students will be performing their own investigation to model how different quantities interact mathematically.

#### *Types of Assessment*

- Practical reports
- Investigations
- Text Analysis
- Scientific poster

#### *Lifelong Skills*

- Analytical thinking
- Group work
- Critical and creative thinking
- Design skills
- Reflective skills

## PHYSICS - UNIT 3 AND 4

### BIBLICAL PERSPECTIVE

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- Appreciating God's creation through science

### SUBJECT OVERVIEW

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#### *Content*

VCE Physics provides students with opportunities to explore questions related to the created and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including mechanics, electricity, fields, waves, and quantum physics.

A variety of School-Assessed Coursework (SACs) are used to achieve the required outcomes in both Units 3 and 4. They include tests, practical reports, and data analysis. The students will sit the VCE exam, externally assessed by VCAA at the end of the year covering both Units 3 and 4.

#### *Skills*

In VCE Physics, students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary Physics-related issues and to communicate their views from an informed position.

#### *Types of Assessment*

- Practical reports
- Investigations
- Text Analysis
- Scientific poster

#### *Lifelong Skills*

- Critical and creative thinking
- Writing and communication skills
- Logical reasoning



## PSYCHOLOGY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

Psychology explores the functions of the brain in response to experience throughout the life span and the brain's ability to adjust through plasticity. The connections between the brain and behaviour are analysed by focusing on relationships between environment, individual differences, and experience, as well as sensory perception with a focus on vision and taste. Furthermore, the study explores how people think, feel, and behave using the biopsychosocial approach of psychological development, and the influence of cognitive biases are examined. Students will evaluate research as well as conduct their own research and produce a formal psychological research report.

#### *Skills*

Students will develop analytical, evaluation and problem solving skills. They will evaluate research as well as develop abilities in writing a formal psychological research report. They will grow in their capacity to produce hypotheses and evaluate different research methodologies, as well as consider different types of samples and sample allocations. They will develop strategies to gather, analyse and evaluate data and compare it to previous research. There is an emphasis on the ethical considerations of research, the ability to analyse experiments and explain the types of variables that might have impacted research. Students will also develop skills in determining the conclusions and generalisations that can be made from the findings of research.

#### *Types of Assessment*

- Folios
- Tests
- Research tasks
- Practical reports
- Case studies and Media response tasks

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Reflective skills
- Research skills
- Logical reasoning
- Group work

## PSYCHOLOGY - UNIT 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

In Unit 3, students examine how experience affects behaviour and mental processes. They explore how the nervous system enables a person to interact with the world around them. They consider stress and its causes and management. Students investigate learning and memory, and how memory can be improved. In Unit 4, students examine how wellbeing is developed and maintained. They explore sleep deprivation, sleep disorders and sleep hygiene and how they affect mental processes and behaviour. Finally, students explore phobias and the influence of change, resilience and protective factors on mental wellbeing.

#### *Skills*

Students employ critical and creative thinking as they conduct scientific investigations involving primary and secondary data. Students grow in their understanding of key science skills, including aims, methodology, accuracy and precision of data collected and ethical understanding and application. They learn to draw evidence-based conclusions, communicate and explain scientific ideas, analyse and evaluate data, and utilise scientific methods and models.

#### *Types of Assessment*

- Practical reports
- Research tasks
- Folios
- Tests

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills
- Metacognition

# TECHNOLOGY

## APPLIED COMPUTING UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

The Study is made up of two units with multiple areas of study covering:

- Data analysis
- Programming
- Innovative solutions
- Cyber security

#### *Skills*

There are two areas of study for each unit. In Area of Study 1, students will need to analyse, manipulate, compare and interpret data using ICT skills. In Area of Study 2, students will learn to create digital solutions using software to analyse, develop, evaluate and monitor projects.

#### *Types of Assessment*

- Problem-solving tasks
- Practical reports
- Research tasks
- Project work

#### *Lifelong Skills*

- Logical reasoning
- Analytical thinking
- Group work

## SOFTWARE DEVELOPMENT UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity
- Recognising and understanding divinely created order
- Understanding God's story

## SUBJECT OVERVIEW

*Content*

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

*Skills*

Students will:

- acquire and reference data and information from primary and secondary sources, taking into account legal and ethical considerations
- analyse the selected data, and discuss the relationships and patterns identified
- interpret solution requirements, constraints and scope

- interpret designs using appropriate design tools to represent the functionality and appearance of databases, spreadsheets and data visualisations
- use software, and select and apply functions, formats, conventions, data validation and testing techniques to efficiently manipulate data and create data visualisations
- compare and interpret data visualisations.

*Types of Assessment*

- Research tasks
- Oral presentations
- Tests
- Problem-solving tasks
- Design projects
- Practical reports

*Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills
- Initiative

## FOOD STUDIES UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

#### *Content*

In this subject, students explore the origins and cultural roles of food from early civilizations, through to today's globalised world. This includes the study of the early agricultural practices and systems including the characteristics of food production and consumption among Victoria's first peoples prior to European settlement, including the range of foods and flavourings available; tools and technologies used patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. They will examine the contribution that the Australian food industry has upon the economy. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They will also consider the influence of innovations, technologies and globalisation on food patterns. Students study the science of food, ingredients interactions and reactions during cooking.

The Study is made up of two units:

- Unit 1: Food origins
- Unit 2: Food makers

#### *Skills*

The skills students will develop through this subject include: being able to describe Victoria's leading industries in primary food production, processing and manufacturing; analysing the influence of consumers on food industries; explaining and applying the process of developing new food products using design briefs; explaining the reasons for Australia's governance and regulation of food

standards and food safety. They will also be able to use equipment and techniques appropriately in the preparation of food in a domestic or small-scale setting, understand and apply principles and practices in the sensory evaluation of food products, and apply principles of safe and hygienic food-handling practices.

#### *Types of Assessment*

- Practical activities and reports
- Research tasks
- Oral presentations
- Problem-solving tasks
- Exams

#### *Lifelong Skills*

- Initiative
- Work-place skills
- Logical reasoning

#### *Types of Assessment*

- Practical activities and reports
- Research tasks
- Oral presentations
- Problem-solving tasks
- Exams

#### *Lifelong Skills*

- Initiative
- Work-place skills
- Logical reasoning

## FOOD STUDIES UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

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#### *Content*

These units focus on food issues, challenges and futures in Australia. Students will investigate the many roles and everyday influences of food including topics covering food systems, the science of food and food appreciation including the physical need for food and the digestive processes it undergoes to be utilised by the body. Students also examine what it means to have healthy gut and the gut microbiota's influence on physical and mental health, they will examine influences on food choice, understanding food information and how food choice can help express identity. They also consider the relationship between food security, food sovereignty and food citizenship, food waste and food safety and issues about the environment, climate, farming practices and new innovations and technologies having an impact on these.

#### *Skills*

Students will be able to understand food security, food sovereignty and food citizenship, ethical and environmental issues and the ability to select dietary options to provide for a healthy lifestyle. They will also develop the ability to explain links between food, gut health and physical and mental health. They will be able to explain food science principles and how these impact upon food appreciation as well as the processes food and ingredients undergo to produce food products and provide nutrients for the body.

#### *Types of Assessment*

- Analytical essays
- Practical activities and reports
- Research tasks
- Creative writing
- Oral presentations
- Problem-solving tasks
- Design projects
- Exams

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking
- Design skills
- Reflective skills

## PRODUCT DESIGN AND TECHNOLOGY (TEXTILES OR FURNITURE) UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

#### *Content*

In VCE Product Design and Technology, students will select a specialisation within the subject out of **either** Textiles **or** Furniture.

Within both specialisations, students will learn to follow the design process with a focus on sustainable and innovative design thinking. They will maintain folios that document their processes of investigating, designing, producing and evaluating products.

Students will advance their skills in the practical techniques of their specialisation. These include working with a variety of materials such as different woods and wood finishes (Woodwork) and a variety of fabrics, notions and trims (Textiles). Students will apply safe workroom practices while growing their confidence with equipment relevant to their specialisation such as sewing machines, overlockers, saws, drills, sanders and more. The finished products made by the students will be theirs to keep.

#### *Skills*

Students will develop skills in design planning which includes identifying needs and developing design briefs, research and design exploration such as prototyping, material testing and concept sketching and production management and evaluation skills. They will build on previously developed practical skills in cutting, joining and finishing techniques (Woodwork) or pattern drafting, sewing,

embellishing and finishing techniques (Textiles). When designing, they will improve their abilities to effectively and clearly communicate their design ideas, along with their creative and innovative thinking to generate bespoke products. While there is no prerequisite for this course, it is highly recommended that students have previously studied Textiles in year 9 or 10 in order to undertake the Textiles specialisation, or Furniture Making/Woodwork in year 9 or 10 in order to undertake the Woodwork specialisation.

#### *Types of Assessment*

- Folios
- Design Illustrations
- Practical work samples
- Finished Products (Wood or Textile)
- Tests
- Semester Examinations

#### *Lifelong Skills*

- Critical and creative thinking
- Work-place skills
- Group work
- Project and time management skills
- Innovative thinking
- Design and communication skills
- Reflecting and evaluating skills
- Creative Problem-solving
- Workroom safety practices

## PRODUCT DESIGN AND TECHNOLOGY (TEXTILES OR FURNITURE) UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

In VCE Product Design and Technology, students will select a specialisation within the subject out of either Textiles or Furniture.

In unit 3 students study ethical product design. They evaluate products they see around them, research and analyse a range of technological advances connected to material and product manufacturing and design their own innovative solutions to support a “preferred future.” Unit 4 flows directly out of unit 3, with students planning for and producing their designed product, or a prototype of their design. They manage their own productions in the areas of timelines, budgets, equipment, materials and techniques and regularly evaluate and refine their design and production.

#### *Skills*

Students will develop skills in design planning which includes developing and working to a brief, research and design exploration skills such as prototyping, material testing and concept sketching and production management and evaluation skills. They will build on previously developed practical skills in cutting, joining and finishing techniques (Woodwork) or pattern drafting, sewing, embellishing and finishing techniques (Textiles). When designing, they will improve their abilities to effectively and clearly communicate their design ideas, along with their creative and innovative thinking to generate bespoke products.

#### *Types of Assessment*

- Folios
- Research to inform design
- Design Illustrations
- Practical work samples/prototypes/technique and materials testing
- Finished Products or detailed prototypes (Wood or Textile)
- Risk assessments
- Production planning and evaluating documents
- End of Year Examination

#### *Lifelong Skills*

- Critical and creative thinking
- Work-place skills
- Group work
- Project and time management skills
- Innovative thinking
- Visual Communication skills
- Analytical thinking
- Logical reasoning
- Design cycle skills
- Creative Problem-solving
- Workroom safety practices



## SYSTEMS ENGINEERING UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity
- Recognising and understanding divinely created order

### SUBJECT OVERVIEW

#### *Content*

Systems Engineering involves the development of mechanical, electrical and electronic integrated systems, including machinery and devices that improve society's work and living. Students will learn about simple machines, mechanical advantage concepts, engineering formulas, electrical components, basic coding skills, electrical devices and subsystems. Throughout the year, students will be expected to demonstrate their knowledge of mechanical and electrical systems through tests, written report or presentation.

The Study is made up of two units.

- Unit 1: Mechanical systems
- Unit 2: Electrotechnology systems

#### *Skills*

Throughout this unit, students will learn to think about how to apply the engineering design cycle to designing their project. This includes assessing the problem, identifying the context, researching and selecting designs, planning the building process, developing risk assessments, and lastly, testing and evaluating their solutions. These skills are demonstrated practically in the physical construction of their projects, as well as through a written report documenting the thinking process.

Additionally, students will learn to measure and calculate values for various mechanical and electrical problems using engineering formulas and with technological aids such as the scientific calculator, scales, multimeter and simulation programs.

#### *Types of Assessment*

- Presentations
- Design projects
- Practical reports
- Tests
- Design projects
- Examination

#### *Lifelong Skills*

- Logical reasoning
- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Critical and creative thinking
- Design skills
- Reflective skills
- Problem-solving skills

