



**NOSSAL**  
*High School*

# Senior Subject Handbook 2022



# Contents



<b>Preface</b>	<b>3</b>	<b>VCE Subjects</b>	<b>33</b>
<b>Learning Vision</b>	<b>4</b>	English Domain	35
<b>Support</b>	<b>5</b>	Arts Domain	41
<b>Guidelines for Academic Progression</b>	<b>6</b>	Cross-curricular Studies	47
<b>Frequently Asked Questions</b>	<b>8</b>	Health and PE Domain	48
<b>Year 10 Academic Program</b>	<b>9</b>	Humanities Domain	52
		Language Domain	66
		Maths Domain	70
		Science Domain	77
		Technology Domain	87
<b>Year 10 Subjects</b>	<b>10</b>	<b>VCE (Baccalaureate)</b>	<b>93</b>
English Domain	11	<b>Publications for Assistance</b>	<b>94</b>
Arts & Technology Domain	14	<b>Course Selection Principles</b>	<b>95</b>
Cross-curricular Studies	21	<b>Instructions for Subject Selection</b>	<b>96</b>
Health and PE Domain	22	<b>Course Confirmation Passport</b>	<b>98</b>
Humanities Domain	25	<b>Course Planning Table</b>	<b>99</b>
Language Domain	26	<b>Course Selection Timeline</b>	<b>100</b>
Maths Domain	29		
Science Domain	30		



# Preface

As students enter into their senior years of schooling (Years 10 - 12) they have the opportunity to select a pathway they aspire to, within the parameters of school and VCAA guidelines. The process of subject selection can be an exciting but challenging time. For each individual, research, planning and reflection are essential if they are to find their own passion and identify different pathway options that will help them to reach their personal goals. For some students, this process of determining their individual goals and pathway will be challenging and will create uncertainty. Be assured that it is normal for goals and career pathways to keep changing over time due to the impact of each student's experiences on their perspective, and their growing insight into their skills and interests.

Our role as educators is to help students, with the support of their parents, make choices and develop skills that will assist them to find their own fulfilling pathway. In some cases, students will equate this process with the selection of a set of subjects designed purely to facilitate the achievement of a very high ATAR. For these students, it's useful to remember that the hard work they are willing to undertake in the pursuit of such an outcome will be less onerous and more productive if they are engaged with subjects that they love and find interesting. For this reason, as well as for the sake of their future fulfilment and success, it is important for Nossal students to make personal and informed choices in subject selection based on their own research and planning. During their time at Nossal High School students are provided with support and assistance through:

- a comprehensive careers program within the 9-Time program
- Year 10 Work Experience
- the Morrisby Careers and Pathways Aptitude Test
- the Nossal Time program, and the peer to peer interactions that occur during this time
- the Career Action Planning process
- access to the school Careers Advisor, Ms Clarissa Jacques, and The Director of VCE & Pathways, Ms Katherine Warriner
- the Careers and Pathways Expo on Thursday 22 July
- this comprehensive Handbook and its planning pages.

These programs aim to help students get their choices right as early as possible. However, we remain as flexible as possible if changes must be accommodated, since we understand that this is an evolving process.

During this time, we seek to empower students to select their own subjects and career pathway using the information and resources gained through their research, knowledge of their own interests and the expertise of the staff. We aim to ensure that students select a pathway that will give them enjoyment and fulfilment; whilst choosing subjects is important as a first step in this process, life is in the final analysis less about subject matter, and more about the capacity to learn and grow, to be creative, to problem solve, to show resilience in the face of setbacks, and, most importantly, to enjoy what we do each day. We ask that parents and families support their children without undue influence so as to help minimise their levels of stress through this process and to avoid the risk of reducing their child's love of learning. Be reassured that students who may not quite reach their goals at graduation but work hard and identify other possibilities can still gain entry into their pathway of choice after their first and second years of university.

Graduates who work hard, show self-discipline, and collaborate with peers and staff throughout their VCE studies are rewarded with choice about their pathway options beyond secondary schooling. Studying will not seem like hard work for those who choose subjects that they are good at and find interesting.

I wish you well in your choices.

Ms Tracey Mackin  
*Assistant Principal*

# Learning Vision

**NOSSAL**  
High School

Nossal High School is committed to being an innovative, inclusive and dynamic educational environment. We challenge ourselves to be creative and critical thinkers with good communication skills and the resilience necessary to succeed in an ever-changing world. We build skills, self-confidence, leadership abilities and community spirit through a rigorous, rich and varied curricular and co-curricular program. We want our graduates to be ambitious, ethical and responsible citizens who conduct themselves with humility and compassion.

## Nossal High School Values

Nossal is a school that.....

- leads and develops leadership
- creates and cultivates creativity
- is respectful and fosters respectful citizenship
- inspires and seeks inspiration
- is ethical and develops ethical behaviours
- pursues excellence and celebrates individual progress
- develops resilience and independence and nurtures wellbeing
- encourages a strong work ethic with an emphasis on personal growth

We encourage and support all members of our school community to challenge themselves through intellectual, social, physical and leadership pursuits. Our school motto, "Embrace the Challenge", signifies the importance we place on the notion that continued personal challenge results in personal growth.

We are a learning community where everyone, staff and students alike, consider themselves as learners, as described in Gardner's Five Minds for the Future (2008). This foundation underpins our commitment to the development of entrepreneurial skills chosen to facilitate our students' success throughout the 21st century, developing:

- deep knowledge and mastery in at least one discipline
- the ability to integrate ideas from disparate sources
- the capacity to create new solutions and questions
- an awareness of and appreciation for differences in society
- the fulfilment of one's responsibilities as a worker and citizen in an ethical way



## Who can support you?

It is very important that students engage in discussion with their parents/guardians and the teachers/staff at Nossal who can assist with the process before a final decision is made about their subject selections. There are also outside agencies that can be accessed for support. Some of these are listed on page 94 of this booklet.

All members of staff at Nossal High School are dynamic and enthusiastic professionals who care about the future of our students and are committed to:

- guiding the students through the best possible learning pathways to personalise their learning
- the development of learning and teaching programs with clearly defined outcomes for highly able students
- the delivery of effective assessment, recording and reporting strategies
- meeting all curriculum and assessment requirements
- assisting all students to work to their personal best.

## Students can seek guidance from:

Director of VCE & Pathways – Ms Katherine Warriner  
Director of Curriculum & Pedagogy – Mr Angus Clark  
Careers/Pathways Counsellor – Ms Clarissa Jacques  
Director of Wellbeing & House – Ms Fiona de Zylva  
Director of Digital Development & Innovation – Mr Stuart Fankhauser  
Assistant Principal – Ms Tracey Mackin  
Principal – Mr Roger Page  
VSL Coordinator – Mr Rohan Bramley

## 2021 Domain Leaders

English – Dr Briony Schroor  
Maths – Mr Mark Jelinek  
Science – Mrs Diane Latham  
Humanities – Ms Jane Denman  
Arts & Technology – Ms Lesley Cilia  
Health & Physical Education – Miss Shelley Veale  
Language – Mrs Yvonne Sly

## Before students make their final choice, they are advised to:

- read this guide carefully
- be well informed by engaging in conversations with parents, older siblings, Old Nossalians and the above personnel, as well as referring to the VCAA website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) and the VTAC website [www.vtac.edu.au](http://www.vtac.edu.au)
- review their Morrisby Report to assist with decision making and discussions.

# Guidelines for Academic Progression

NOSSAL  
High School



As Nossal High is a select entry school, our students tend to work at a very high level in all academic subjects. All of our students can access an individual learning pathway and choose subjects appropriate to their own strengths and interests. For many students this may include accelerating in one or more subject areas.

We have guidelines in place that students should be aware of when choosing their academic course from year to year.

## Progression to Year 10, VCE 1 & 2 and VCE 3 & 4

Students who wish to progress in a subject should be achieving at Acceptable or above in all areas of assessment in that subject. Students who are not achieving at this level will review their course during course confirmation to ensure that they are in an appropriate pathway.

### Acceleration

For some students it may be of benefit to accelerate by commencing a VCE Unit 1 & 2 subject in Year 10 and then continuing on to study a Unit 3 & 4 subject in Year 11. This allows students to have a sixth subject to contribute towards their ATAR. The ATAR calculation is complicated, but in simplest terms it counts English first, then the next three top scores (this is called the primary four) and then 10% of the fifth subject. If students accelerate by studying a Unit 3 & 4 subject in Year 11, they will receive an additional 10% of their sixth subject in the calculation. A maximum of six subjects contribute to the calculation of the ATAR.

The other advantage to students who accelerate is that they gain some experience of the VCE and know what to expect in the following years. As acceleration can, however, put undue stress on some, students need to be achieving at an appropriate level to accelerate.

### We recommend that students accelerate in one subject only.

We recommend acceleration only to students who have demonstrated maturity, organisational skills and high performance in the area they wish to study.

We recommend students do not accelerate in the subjects they require as prerequisites for tertiary study. We consider additional time to develop maturity and deeper conceptual understanding to be the best preparation.

Some subjects will have specific criteria that students need to satisfy to be eligible to accelerate. For these reasons, the following guidelines apply for acceleration:

Students who wish to accelerate in **one subject** should be achieving at **Good or above** in at least the areas of **Knowledge, Skills and Study Habits** in the relevant subject or appropriate subject area. For example, to accelerate in Philosophy Units 1 & 2 at Year 10, students should achieve at Good or above in Year 9 Humanities and/or English.

Students who wish to accelerate in **more than one subject** should be achieving an average of **Very Good or above**, in the number of subjects specified for their year level, in at least the areas of **Knowledge, Skills and Study Habits**. English must be included as one of these subjects. For 2021 these are:

Number of Subjects	Year Level
7	Year 9
5	Year 10
5	Year 11

For all progression and acceleration, students will be assessed on what they are currently achieving and those who wish to accelerate must be achieving at that level for acceleration when they choose their courses (ie. in their Term 2 reports).

Students should also note that some VCE subjects will not be available for acceleration. These are indicated in the subject descriptions.

## Higher Education Studies

For high achieving students there may be the opportunity to apply to study a university subject in their final year of school whilst completing their VCE. The school has an internal approval process for this. Students must first express an interest and complete an interview, then the school will approve eligible students to continue with their application. Applications are subsequently made directly to the university.

Extension studies should only be considered if students have demonstrated high performance in all subjects. There is no minimum entry requirement, but the universities are only looking for high performing students.

An extension study can only ever be included as the sixth increment in the ATAR calculation with a maximum of five for results above 90% in their university studies. Universities have different criteria for assessing eligibility.

Ms Katherine Warriner  
Director of VCE & Pathways

# How your selections affect school organisation

*Studies on offer in this handbook will run in 2022 only if sufficient numbers of students select them. Decisions about the subjects to be run in 2022 and individual student courses will be made after all students' subject selections are submitted online (prior to midnight 12 August). These important decisions can only be made after that time; therefore, it is imperative that students meet the deadline and they are clear and decisive about the choices they have made. The organisation of the school in 2022, including the hiring of staff, is determined by these selections.*

*Some students may need further course counselling after the curriculum offerings for 2022 have been finalised, particularly if their original selections will not run in 2022. The timeline on the back cover of this handbook indicates when this counselling will occur.*

# Frequently Asked Questions

## Nossal Policies relating to subject selection

### How many subjects do Year 12 students select?

All students entering Year 12 are required to select five subjects during the subject selection process. This is to ensure that the timetable can be constructed in such a way as to account for students who wish to repeat a subject or complete an extra subject as part of their VCE course. Students will have the opportunity to remove a subject after results are released at the end of the year, or at the start of the following year. They will be required to complete a form available from the Director of VCE and Pathways. Approval for this change may be contingent upon the student undertaking additional subject selection counselling with the Director of VCE and Pathways.

### How many Maths subjects can I do in an academic year?

Students are permitted to complete no more than two maths subjects in a given academic year. This is to ensure students study a breadth of subjects throughout their VCE program rather than restricting their options by confining themselves within a single discipline.

Students should also note that, if they complete all three VCE Mathematics subjects at Unit 3 & 4 level, only two results will contribute to the primary four for the ATAR calculation.

### What happens if I study a language outside of school?

Students who are completing a Unit 3 & 4 language outside of school through a language school are permitted to reduce their load by removing a subject during the academic year they are completing the subject. Students completing languages at other levels are not approved for this load reduction.

Students who are completing a language through VSL at any level are permitted to reduce their load by removing a subject.

Students in either of these categories need to complete a form available from the Course Confirmation Coordinator in order to gain approval for the load reduction. Load reductions will only be approved if the student's actual enrolment in the subject is confirmed. (Students stating an intention to enrol will be told to defer their application for a load reduction until after the enrolment is confirmed.)

### What happens if I am in Year 11 and have already completed a Unit 3 & 4 language?

All Year 11 students are expected to complete six (6) subjects. This includes students who have already completed a Unit 3 & 4 language. This is to ensure students are able to study a breadth of subjects and allow them to maximise their choice for additional Unit 3 & 4 subjects which they may later choose to undertake. Students in this situation will be permitted to reduce their load during Year 12 to compensate for the subjects they have already completed.

### When can I change subjects?

There are set periods during each academic year where students are permitted to request changes to their subject lists. Changes outside of these periods will only be done if there are extenuating circumstances. Changes can be requested during:

- The first two weeks of each semester
- Two weeks prior to Commencement week
- The end of year following Commencement week
- A set period prior to the start of Semester 2 which is publicised on Teams

Forms for requesting subject changes are available from Course Confirmation Coordinator and every attempt will be made to accommodate student requests within the constraints of the timetable, existing class sizes and the acceleration policy.

# Year 10 Academic Program

Students have a wide variety of subjects to choose from in Year 10. In order to maintain a breadth of study the following guidelines apply for course selection in Year10:

1. Students must study one **English** elective for the year.

2. Students must study one **Maths** subject for the whole year.

A student undertaking Units 1 & 2 Maths Methods would not undertake Year 10 Maths.

**3. Science** – Students must study at least one semester of Science. They have a choice of the following pathways:

- a. A choice of one or two semester length Year 10 Science subjects
- b. A Unit 1 & 2 Science subject
- c. A Unit 1 & 2 Science subject, as well as one Year 10 Science subject

Biology and Psychology are the Science subjects that are recommended for acceleration for Year 10 students. Chemistry and Physics are not recommended.

**4. Health and Physical Education** – All students are required to undertake Year 10 Health & PE for one semester. They have the option of selecting additional subjects from within this Domain, if their subject selection allows. A student undertaking Units 1 & 2 Physical Education would not be required to undertake Year 10 Health & PE.

**5. Humanities** – All students are required to complete a full year of Humanities in Year 10. The Humanities course in Year10 is made up of Modern History, Civics and Citizenship, and Geography.

A student undertaking VCE Units 1 & 2 Global Politics, History, Legal Studies, Economics or Philosophy would not be required to undertake Year 10 Humanities; however, they can do so if they wish.

A student under taking VCE Units 1 & 2 Accounting or Business Management in Year10 would still have to undertake Year 10 Humanities, as these subjects do not count as 'exemptions'.

**6. Arts/Technology** – All students are required to undertake one semester of Arts/Technology. They have the option of selecting additional subjects from within this Domain, if their subject selection allows. Students are offered a wide range of Arts/Technology subjects to select from.

**7. Languages** – Students are offered two languages: French and Japanese. Students may study one or both languages, depending on previous experience. A student wishing to choose a language must choose it for both Semester One and Two. It is not compulsory to study a language at Year 10.

# Year 10 Subjects



## Index

### English Domain

Year 10 English - Elective Structure

Year 10 World Classics

Year 10 Monsters and Magic

Year 10 Truth and Lies

Year 10 Deception, Dreamtimes and Devistations

### Arts & Technology Domain

Year 10 Art and Photography

Year 10 Visual Communication Design

Year 10 Dance

Year 10 Digital Technology

Year 10 Electronics

Year 10 Food Studies

Year 10 Music Performance

Year 10 Theatre Studies

### Cross-curricular Studies

Extended Investigation

### 11 Health and PE Domain

11 Year 10 Health and Physical Education

12 Year 10 Sports Science

12 Year 10 Team Sports

### 12 Humanities Domain

13 Year 10 Humanities

### 14 Language Domain

14 Languages through VSL (Distance)

15 Year 10 French

16 Year 10 Japanese

### 17 Maths Domain

17 Year 10 Maths

### 18 Science Domain

19 Design, Build, Deploy

20 Energy & Taste

21 Intro to Astronomy & Astrophysics

21 Combating the Climate Crisis

22

22

23

24

25

25

26

26

27

28

29

29

30

31

31

32

32



# Year 10 Subjects

## English Domain

In English there are three strands of learning – language, literature and literacy. Each of these strands contributes to the development of students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

*Language: knowing about the English language.*

*Literature: understanding, appreciating, responding to, analysing and creating literature.*

*Literacy: expanding the repertoire of English usage.*

Strands are made up of the following sub-strands:

Literacy	Literature	Language
Texts in context	Literature and context	Language variation and change
Interacting with others	Responding to literature	Language for interaction
Interpreting, analysing and evaluating	Examining literature	Text structure and organisation
Creating texts	Creating literature	Expressing and developing ideas
		Sound and letter knowledge

## Year 10 English - Elective Structure

Students have the opportunity to develop their skills in a year long English elective, with tasks undertaken in Semester Two challenging students to develop the skills established in Semester One. While the different electives will cover different content and texts, all subjects will support the development of the skills required of students for all VCE English subjects. All English subjects will involve reading, writing, speaking and listening.

Every Year 10 student must choose one English elective from the list below; some students will be recommended for the elective Truth and Lies by their Year 9 English teachers. Students interested in enhancing their English studies will be encouraged to select Theatre Studies (in the Arts and Technology Domain).

- World Classics
- Monsters and Magic
- Truth and Lies
- Deceptions, Dreamtimes and Devastations

**Year 9 English teachers may recommend specific electives for some students.**

# Year 10 Subjects

## English Domain

### Year 10 World Classics

Do you love to read, or do you want to be well read? In 'World Classics' you will read, consider and analyse important texts from the literary canon, by studying representations of children and childhood in the work of Henry James and Louisa May Alcott among others. This subject will also allow students to grapple with the universal complexities of the human condition by exploring the ideas and practices of diverse societies through close study of selected international stories.

**Texts for study:** The Turn of the Screw, Little Women, selected poetry, The Longest Memory.

**Teachers to see for advice regarding this subject:** Mr Bird or your Year 9 English teacher

### Year 10 Monsters and Magic

Reality can be so boring. Fortunately, there are writers with wild imaginations who change elements of our world to describe what could be. They build planets, lands and universes far beyond our reach to immerse us in fantasy lands that fill our dreams and thoughts with the intriguing and the impossible. 'Monsters and Magic' delves into the genre worlds of fantasy as well as science and gothic fiction to explore the manifestations of madness and the grotesque, looking at the way horror also functions as social commentary.

**Texts for study:** The Strange Case of Dr Jekyll and Mr Hyde, Metamorphosis, The Yellow Wallpaper, The Tempest

**Teachers to see for advice regarding this subject:** Ms Faulkner, Mr Woon or your Year 9 English teacher

### Year 10 Truth and Lies

Have you found that you struggle with elements of English? Do you wish to improve your proficiency in the fundamental skills required to write essays, make the most of the feedback provided by your teacher and enhance your learning? If so, then 'Truth and Lies' might be the subject for you. Truth and Lies also offers students the opportunity to explore the notion of the 'other' – those groups who are different from ourselves.

**Texts for study:** Jasper Jones, Growing Up Asian in Australia, The Strange Case of Dr Jekyll and Mr Hyde

**Teachers to see for advice regarding this subject:** Mrs Ward or your Year 9 English teacher

# Year 10 Subjects

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## English Domain

### Year 10 Deceptions, Dreamtimes and Devastations

This unit will focus on the experiences of First Nation peoples both in an Australian context and more broadly. It will consider indigenous culture as well as exploring the mistreatment of Aboriginal Australians since colonisation. By studying a range of texts, many of which are written by Indigenous Australians, students will broaden their understanding of Indigenous Australia, and the experience of colonisation. Deceptions, Dreamtimes and Devastations also offers you the chance to delve into the world of illusion and manipulation. Students analyse speculative dystopias, decipher the social codes that enhance cultural control, and work out how deception threatens just about every part of our lives.

**Texts for study:** 1984, Dark Emu, Never Alone (Video Game), City of Illusions

**Teachers to see for advice regarding this subject:** Ms Lloyd, Ms Lee-Ack, Mrs Gonzales or your Year 9 English teacher

**All students must select one Year 10 English elective.**

# Year 10 Subjects

## Arts & Technology Domain

### Year 10 Art and Photography

In this semester length course students will have the opportunity to experiment with a range of drawing, painting, collage and printmaking techniques to produce original artworks. They will use the compositional elements and principles of design to enhance their projects and learn about the Analytical Frameworks which guide VCE students to assess and analyse the work of other artists.

Students will also use a digital SLR camera to produce a range of complex and creative images, i.e. stitched panoramas, computer-manipulated worlds, light writing, Bokeh effects, short animations, trick photography and using a professional lighting kit to produce portraits. They will use computer software programs to edit, manipulate and improve their photographs and learn about photojournalism and the ethics associated with photography, digital manipulation and the use of the Internet as a source of images for their own class work.

There will also be an excursion to the National Gallery of Victoria to see either the Summer or Winter Masters exhibition.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Art & Photography	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design
Option 2	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design	

**Teachers to see for advice regarding this subject:** Ms Cilia

# Year 10 Subjects



## Arts & Technology Domain

### Year 10 Visual Communication Design

In this semester length course students will be introduced to the basic skills needed for further studies in VCE Unit 1 - 4 Visual Communication Design.

This course will interest students who would like a career in:

- Environmental Design: Architecture, Interior Architecture and Landscape Architecture
- Industrial Design: Engineering and Industrial Design
- Graphic Design: Posters, package development and infographic design.

The students will:

- learn about observational, visualisation and presentation drawing techniques to develop their ideas
- develop their use of freehand, instrumental and computer-generated drawing methods using vector-based software programs (Adobe Illustrator and Photoshop)

Students will complete a series of Design Briefs.

- Brief 1: design a two-dimensional paper net toy and fold it into a three-dimensional paper sculpture
- Brief 2: illustrate their toy and its accessories using Isometric drawing projection and make it into a repeatable pattern, making a printable wrapping paper
- Brief 3: design a sustainable shipping container house, producing architectural drafting plans and elevations for their new micro home.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Visual Communication Design	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design
Option 2	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design	

**Teachers to see for advice regarding this subject:** Ms Cilia

# Year 10 Subjects

## Arts & Technology Domain

### Year 10 Dance

Dance will suit students who enjoy movement to music, aesthetics, being physically active and the thrill of performing. Students do not have to dance outside of school to be successful in this subject. They can have a passion for dance fitness, cultural dance or popular dance; they do not need technical dance training. Students in each class will elect from a range of dance genres to study such as; Musical Theatre, Bollywood, Contemporary, Ballet, K-Pop, Gymnastics, Yoga, Just Dance/Popular Dance, Ballroom or Social Dance.

Students will learn and develop their physical skills and movement in each style chosen as well as develop choreographic and performance skills. They will have the opportunity to develop important inter-personal skills such as leadership and collaboration through planning class warm ups/cool downs and small group performances.

Dance will include two practical lessons per week and one theory lesson that relates to safe dance practices, dance anatomy, choreographic principles, performance analysis, nutrition etc. Students will learn dance works from their teacher, from each other and from professional choreographers during incursions. Students will also experience an excursion to watch a professional dance performance such as a musical or dance showing at the Arts Centre, Melbourne.

This subject supports students to build the skills to become involved in school musicals, dance clubs, Nossal's House Performing Arts Festival (HPAF) as well as joining dance schools. Students can choose VCE Dance as a subject at external dance schools.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Dance	Unit 1 & 2 Dance	Unit 3 & 4 Dance
Option 2	Unit 1 & 2 Dance	Unit 3 & 4 Dance	

**Teachers to see for advice regarding this subject:** Ms Pumphrey

# Year 10 Subjects



## Arts & Technology Domain

### Year 10 Digital Technology

This semester length course will be a creative approach to learning Digital Technology by creating a real life application in the form of a website using HTML, CSS and PHP.

This course will provide students who are willing to be challenged with an opportunity to delve deeply into problem solving through the use of programming languages, which is a 'must have' skill for the future.

**Advice to students:** It is recommended that students intending to study Software Development in Year 12 choose Digital Technology in Year 10 and have studied Units 1 & 2 Computing.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Digital Technology	Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development
Option 2	Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development	

**Teachers to see for advice regarding this subject:** Mr Chattrath

### Year 10 Electronics

This semester length course will be a creative approach to Electronics. It will provide students who are willing to be challenged with an opportunity to develop practical skills in understanding and building circuits.

The course runs as mostly practical sessions with very limited theory which is a fun way to learn!

No prior knowledge is required for this course.

**Advice to students:** It is recommended that students intending to study Units 3 & 4 Systems Engineering in Year 12 choose Electronics in Year 10 and have studied Units 1 & 2 Systems Engineering.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Electronics	Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering
Option 2	Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering	

**Teachers to see for advice regarding this subject:** Mr Chattrath

# Year 10 Subjects



## Arts & Technology Domain

### Year 10 Food Studies

Students will explore and investigate content focusing on the health and well-being of individuals through diet, food selection and food choice. Students will analyse diet related diseases and develop meal and menu plans according to the Australian Dietary Guidelines. Students will explore the evidence, the principles behind the scientific research, and the actions required to promote good nutrition and health that will reduce diet related diseases.

**Advice to students:** Nossal High School, in conjunction with Monash University and former Vice Chancellor Leon Pitterman, encourages all our students considering a career in Health or Medicine to consider this course. The knowledge of diet related diseases and how this impacts the human body will give students breadth and extended knowledge for university entry interviews. Diet related diseases are a major cause of death in the Australian community, therefore this study will support students considering further studies in health and medicine.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Food Technology	Unit 1 & 2 Food Studies	Unit 3 & 4 Food Studies
Option 2	Unit 1 & 2 Food Studies	Unit 3 & 4 Food Studies	
Option 3		Unit 3 & 4 Food Studies	
Option 4			Unit 3 & 4 Food Studies

**Teachers to see for advice regarding this subject:** Mrs Ansalde

# Year 10 Subjects

## Arts & Technology Domain

### Year 10 Music Performance

*I would teach children music, physics and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning. – Plato*

Music Performance best suits students who have prior instrumental music experience and will cover performance skills in solo and group settings. Students will extend their knowledge of the following areas:

- music theory and aural training
- composition and arranging
- the elements of music and listening analysis

All of these elements will contribute to enhancing performance on their chosen instrument/s. The course broadly covers material which leads to the study of VCE Solo Performance and VCE Music Investigation.

**Advice to students:** Acceleration into VCE in Music Performance is available to Year 10 students only by negotiation with the Director of Music only and is dependent upon the demonstration of performance and theoretical experience.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Music Performance	Unit 1 & 2 VCE Music Performance Unit 1 & 2 VCE Styles & Composition (through the Virtual School)	Unit 3 & 4 VCE Music Performance Unit 3 & 4 VCE Music Investigation (through the Virtual School) Unit 3 & 4 Styles & Composition (through the Virtual School)
Option 2 (by negotiation)	Unit 1 & 2 VCE Music Performance (at least Grade 5 AMEB standard required)	Unit 3 & 4 VCE Music Performance	Unit 3 & 4 VCE Music Investigation (through the Virtual School)

**Teachers to see for advice regarding this subject:** Mrs Budd

# Year 10 Subjects



## Arts & Technology Domain

### Year 10 The Play, the Players and the Performance (Theatre Studies)

*"All the world's a stage, And all the men and women merely players."* If you know where that line comes from then this subject is probably for you. Or perhaps you struggle with analysing written text and you need a more practical approach to improve your analytical skills. Or you just love the Dramatic Arts, English and Literature. If any of the above appeals to you, then this is your subject!

PPP would suit students who want to further develop their skills in English text analysis, close reading and written expression. The course provides students with the tools to approach any text for in-depth analysis by reading a play closely through literary and creative lenses. Students will develop their ability to apply research and historical, social and political contexts to a text to construct meaning and interpretative possibilities. Students will also learn about directing, acting and design and apply these skills in developing creative possibilities within a performance.

Students can choose one of three modes of creative expression: Directing & Acting, Directing & Design or Directing & Technical Design.

Year 10 Theatre Studies will prepare students to undertake Units 1 & 2 and/or Units 3 & 4 Theatre Studies in Year 11 or 12. This subject encompasses skills across English, Humanities and The Arts.

**Texts for study:** Sophocles' Antigone, Anouilh's Antigone

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 PPP	Unit 1 & 2 Theatre Studies	Unit 3 & 4 Theatre Studies
Option 2	Unit 1 & 2 Theatre Studies	Unit 3 & 4 Theatre Studies	

**Teachers to see for advice regarding this subject:** Mr Woon

**All students must select at least one unit from the Arts & Technology Domain.**

## Cross-curricular Studies

### Extended Investigation

Extended investigation provides an opportunity for students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

It enhances the students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to interpreting and evaluating evidence in order to answer such questions. Within the study, issues around the ethics of research are covered.

It considers how research questions are developed and focused to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. The individual investigation question developed by each student facilitates the exploration of a range of potential research outcomes and allows students to engage more deeply with an area of interest to them.

Students conduct a relevant literature review and develop project management knowledge and skills, and ways of effectively presenting and communicating results. Students are introduced to a broad classification of research methods and their comparative suitability for the investigation of particular questions.

**Assessment** Folio – 3 to 4 written pieces developing critical thinking  
Written research plan  
Written report  
Oral report

**Advice to students:** There are no prerequisites for undertaking the semester unit Extended Investigation. Students considering undertaking the unit should be confident, independent and self-managed learners.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Extended Investigation	Any Unit 1 & 2 Study	Unit 3 & 4 Extended Investigation
Option 2		Unit 3 & 4 Extended Investigation	Any University Enhancement Study

**Teachers to see for advice regarding this subject:** Ms Mackin or Ms Warriner

**This unit is an elective subject.**

# Year 10 Subjects



## Health and Physical Education Domain

### Year 10 Health and Physical Education

This subject has two areas of study:

#### Movement and Physical Activity

This dimension focuses on the important role that physical activity, sport and recreation play in the lives of Australians. The course promotes involvement in lifelong physical activity and an awareness that everyone has the right and capacity to participate in a healthy and active lifestyle. The course provides the opportunity for students to coach, facilitate and participate in a variety of sports, leisure and recreation activities, and allows for individual creativity through movement.

#### Health Knowledge and Promotion

In this dimension students will explore a range of positive health practices. Students will focus on a range of influences on personal and family food selection, and identify nutritional needs for growth, and physical activity throughout their life. They will explore issues relevant to young people, alongside a range of personal behaviours designed to promote mental wellbeing and confidence. Students will learn about the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Health and Physical Education	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education
Option 2	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education	

**Teachers to see for advice regarding this subject:** Miss Veale, Mr Haverfield, Ms Coffa, Ms Pumphrey or Ms Villiers

**This unit is compulsory for all students unless they are undertaking Unit 1 & 2 Physical Education.**

# Year 10 Subjects

## Health and Physical Education Domain

### Year 10 Sports Science

In this subject students will explore the science of sports and how sports performance is enhanced through the application of scientific principles. This subject will expose students to many of the concepts that are studied in VCE Units 1-4 Physical Education, including biomechanics, qualitative analysis, energy systems and human anatomy. There is an emphasis on practical application and inquiry with a balance between theoretical and practical classes. It is an ideal preparation to VCE Physical Education.

**Assessment** Practical application  
Ongoing coursework  
Inquiry projects  
Structures Questions

**Advice to students:** It is recommended that students intending to study VCE Physical Education study Sports Science at Year 10 level.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Health and Physical Education & Year 10 Sports Science	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education
Option 2	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education	

**Teachers to see for advice regarding this subject:** Ms Coffa or Miss Veale

# Year 10 Subjects



## Health and Physical Education Domain

### Year 10 Team Sports

This semester long elective gives students the opportunity to maximise their involvement and deepen their understanding of team-based sports through a Sport Education in Physical Education Program (SEPEP).

This subject is entirely practical in nature with 3 lessons per week. Students in each class will vote on and elect a range of team sports that they wish to play.

Not only do students further develop skill acquisition, strategy, decision making and sportsmanship from PE but they also develop more leadership, collaboration and organisation skills associated with sport. Each student will choose a team sport to captain and it is their responsibility to help plan warm ups, training drills and organise team positions and rotations etc. Students will also learn the various off-field roles associated with organised sport, including umpiring, time-keeping, scoring and team management.

Students will be drafted into a team at the start of the subject and stay in those teams to train and compete in round robin tournaments for overall competition points and to determine the most successful team at the end of the semester.

There is a strong emphasis on refining specialised movement skills and implementing strategies for successful team performances throughout this subject, for future interschool sport participation/coaching and sport outside of school.

This subject also includes an excursion to compete in a variety of Team Sports.

#### Possible Pathways

	Year 10	Year 11	Year 12
Recommended Option	Year 10 Health and Physical Education & Year 10 Team Sports	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education

**Teachers to see for advice regarding this subject:** Miss Veale, Mr Haverfield or Ms Pumphrey

# Year 10 Subjects



## Humanities Domain

### Year 10 Humanities

Students will complete three units as part of their Year 10 Humanities course:

- Term 1 – Causes of WWII
- Term 2 – Course of WWII and its impact on Human Wellbeing
- Term 3 – Civil Rights Movement
- Term 4 – Civics and Citizenship

These units are designed to expand upon the Politics, History and Economics units that students completed in Year 9 and to give them a fully-rounded foundation in the core Humanities subjects and in the unique skills upon which these subjects rely.

Students will examine culture, conflict and change through events such as WWII, the US Civil Rights Movement and the Aboriginal Civil Rights Movement. They will also learn about the role of our Federal government by examining a range of contemporary political issues.

The Nossal Humanities program is designed to best equip all students for their future role as citizens in our democracy, as well as enhancing their literacy skills to assist their future performance in their English subjects. It will also provide a robust foundation for students wishing to pursue VCE studies in any of the Humanities subjects offered at Nossal.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Global Politics, History, Legal Studies, Economics, Philosophy, Accounting and/or Business Management	Unit 3 & 4 History, Legal Studies, Economics, Philosophy, Accounting and/or Business Management
Option 2	Unit 1 & 2 Global Politics, History, Legal Studies, Economics, Philosophy	Unit 3 & 4 History, Legal Studies, Economics, Philosophy, Global Politics	University Enhancement and/or Unit 3 & 4 Global Politics
Option 3	Year 10 Humanities and Unit 1 & 2 Accounting and/or Business Management	Unit 1 & 2 Global Politics, History, Legal Studies, Economics, Philosophy and Unit 3 & 4 Accounting and/or Business Management	Unit 3 & 4 History, Legal Studies, Economics, Philosophy, Global Politics

**Teachers to see for advice regarding this subject:** Mr Clark, Ms Loel, Ms Denman, Ms Winton or Mr Sutcliffe

If students elect to enrol in VCE Unit 1&2 Global Politics, History, Legal Studies, Economics or Philosophy they **do not** also have to enrol in Year 10 Humanities (although they can do both if they wish).

Students are also welcome to enrol in VCE Unit 1&2 Accounting or Business Management in Year 10, but they **would** still have to enrol in Year 10 Humanities as these subjects do not count as an 'exemption'.

# Year 10 Subjects

## Language Domain

### Languages at Nossal

There are two languages available in Year 10 within the school timetable: French and Japanese. Both languages are available for study through to VCE level. Year 10 Japanese and Year 10 French are a pre-requisite to study Units 1 & 2 in Year 11.

There are benefits to learning a foreign language in a formal academic setting. Japanese and French at Nossal are taught in a structured, rigorous way. Language study includes both communicative task-based learning, and formal grammar study, which is particularly beneficial for the development of students' literacy and numeracy skills. The study of a language other than English is also encouraged by both the Victorian and Federal Governments to support global participation. The Victorian Bacculaureate has been developed to provide an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study (see page 93 for further information regarding the Victorian Bacculaureate).

The courses for languages share a common approach to developing the five macro skills of: listening, speaking, reading, writing and viewing. The focus on the purposeful use of the language means that all students' learning situations and assessment tasks resemble, as far as possible, real life situations where students are exposed to, and produce, authentic text. Students studying languages are given priority for overseas study tours to Japan and France, which are offered biennially.

**Language is a full year course.**

### Distance Education Languages through Victorian School of Languages (VSL)

At Nossal, we recognise the value and cognitive benefits of acquiring languages and encourage students to continue the academic study of languages through Years 10, 11 and 12.

Nossal provides a dedicated staff member to assist in the facilitation of the VSL programs. The VSL Coordinator provides assistance with enrolling students, contacting VSL staff and providing support with assessments.

Students wishing to study another language through VSL Distance Education should discuss this at course confirmation. Not all languages are available at all levels via Distance Education.

**Teacher to see for advice regarding VSL:** Mr Bramley

### Enrolment in Unit 3 & 4 Languages

VCAA set requirements for enrolment in Units 3 & 4:

- Chinese Language, Culture & Society
- Chinese Second Language & Second Language Advanced
- Japanese Second Language
- Indonesian Second Language
- Korean Second Language
- Vietnamese Second Language

Additional information will be required to enrol in these subjects. A form will be provided to students in late 2022 to allow enrolment in these subjects.

# Year 10 Subjects



## Language Domain

### Year 10 French

Students undertaking the study of French at Year 10 will follow a course of study that meets the requirements of the Victorian Curriculum for Languages – French, while developing knowledge and skills related to the Intercultural Capability. The course prepares students for the transition into VCE French Units 1 through 4, including a range of topics such as: food and cooking; health; travel and holidays; work, money and the future. By the end of Year 10, students should be able to communicate in not only the present tense, but also the past and two future tenses. Students have the opportunity to participate in relevant excursions, incursions and exchange programs overseas as applicable.

**Required Prior Knowledge:** Students are required to have studied Year 9 French at either Beginner or Intermediate level.

**Assessment** A range of writing tasks, for example: diary entry, letter, an article  
Oral assessments, including role-plays, interviews and presentations  
Listening, reading and viewing comprehension tests  
Tasks to assess the Intercultural Capability  
An end of year exam

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 French	Unit 1 & 2 French	Unit 3 & 4 French
Option 2	Year 10 French	Unit 1 & 2 French	Unit 3 & 4 French and University Enhancement Studies in French
Option 3 With permission NOTE: Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the French staff for entry into the VCE program.	Unit 1 & 2 French	Unit 3 & 4 French	University Enhancement Studies in French

**Teachers to see for advice regarding this subject:** Mrs Sly or Mr Delaney

# Year 10 Subjects



## Language Domain

### Year 10 Japanese

Students undertaking the study of Japanese at Year 10 will follow a course of study that meets the requirements of the Victorian Curriculum for Languages – Japanese, while developing knowledge and skills related to the Intercultural Capability. The course prepares students for the transition into VCE Japanese Units 1 through 4. Additionally, the course is designed to enable students to confidently and effectively communicate in Japanese about a wide range of relevant and current topics. Excursions, incursions, hosting, tours and exchanges, along with a variety of language immersion opportunities, are offered to support student learning.

**Required Prior Knowledge:** Students are required to have studied Year 9 Japanese at Beginner or Intermediate level.

**Assessment** Students are assessed in a range of communicative, linguistic and intercultural competencies. Their communication skills and their understanding of the language and culture will be developed throughout the year. Script, vocabulary and sentence structures are also regularly assessed. The different level of students' prior knowledge of the languages is also taken into account in the design of different assessment tasks. Students develop skills in the use of ICT in Japanese, written and oral presentation and listening to or reading Japanese and responding appropriately.

#### Possible Pathways

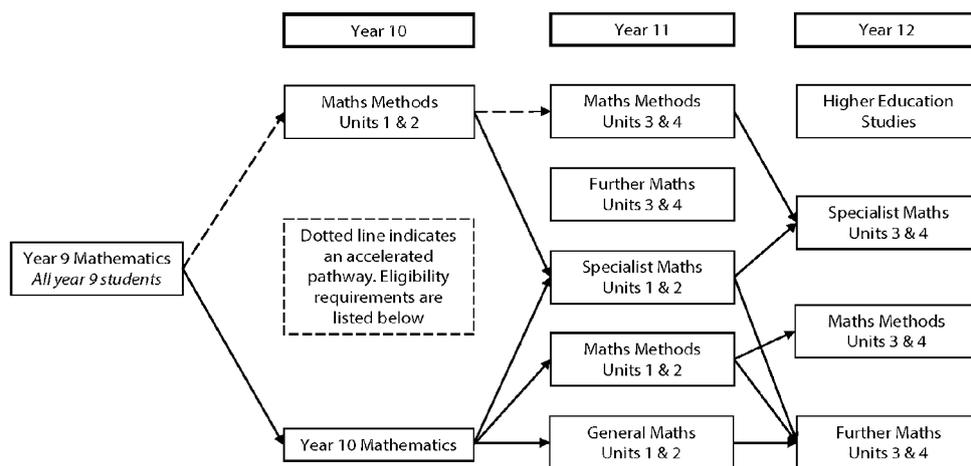
	Year 10	Year 11	Year 12
Option 1	Year 10 Japanese	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese
Option 2	Year 10 Japanese	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese and University Enhancement Studies in Japanese
Option 3 With permission NOTE: Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the Japanese staff for entry into the VCE program.	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese	University Enhancement Studies in Japanese

**Teachers to see for advice regarding this subject:** Mr Bramley or Mr Delaney

# Year 10 Subjects

## Year 10 Maths

Nossal High School Maths Pathways



**Note: A maximum of two maths subjects can be studied in any academic year.**

### Acceleration

- To accelerate from Year 9 Maths to Maths Methods Units 1 & 2, students should be achieving at an Outstanding level in Year 9 Maths and will require a teacher recommendation.
- Students who complete Year 10 Maths at an Advanced level and get results of Good or above can choose to do Further Maths Units 3 & 4 in Year 11.

The Maths teachers will determine which students meet these requirements at the end of Term 2. Students can ask for this decision to be revisited at the end of the year, however there may be limited opportunity to enter these classes at this time.

The Year 10 Maths course is based on the Victorian Curriculum. It aims to further enhance students' abilities in computing and problem solving strategies, especially in recognising mathematical patterns and relationships and in applying various mathematical rules and procedures to real life situations. Students will use technology as an effective support for mathematical activities. Students will be given opportunities to engage with extension materials in Year 10 Maths.

These skills are to be used throughout the topics of: Indices, Trigonometry, Linear Relationships, Algebra, Geometry and Probability.

**Assessment** Ongoing coursework  
Topic Tests  
Topic Assignments  
Exams (technology free and technology enabled)

### Possible Pathways

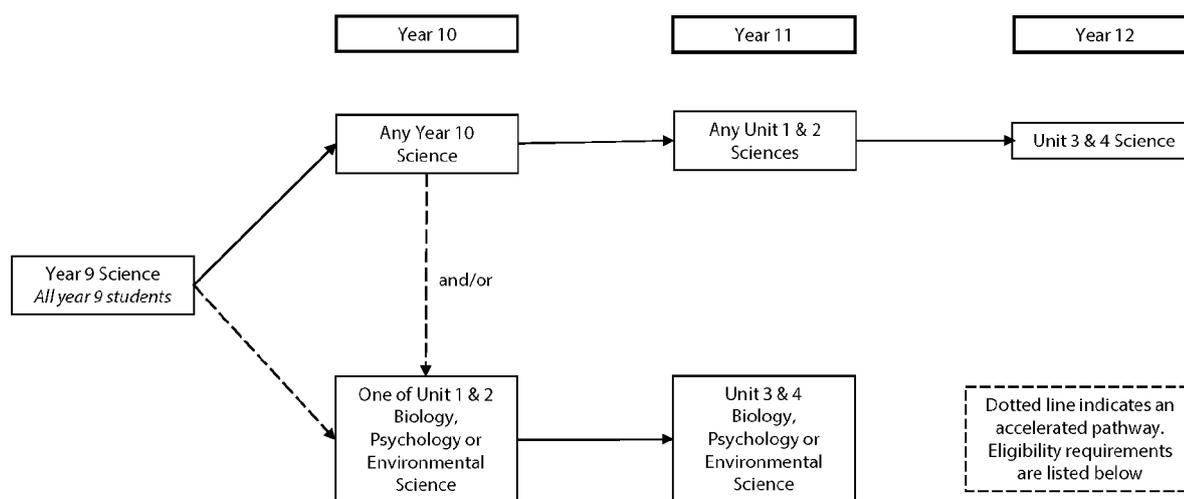
This subject leads to General Maths, Further Maths, Specialist Maths and/or Maths Methods, as outlined in the diagram above.

**Teachers to see for advice regarding this subject:** Your Year 9 Maths teacher

**All students will select one Maths subject.  
Most students will complete Year 10 Maths.**

# Year 10 Subjects

## Nossal High School Science Pathways



## Year 10 Science

### Acceleration

Only the following Science Domain subjects are available for acceleration in Year 10:

- Biology Units 1 & 2
- Environmental Science Units 1 & 2
- Psychology Units 1 & 2

Chemistry Units 1 & 2 and Physics Units 1 & 2 are not recommended for acceleration.

### Possible Pathways

Any Year 10 Science subject can be used as a pathway into any Unit 1/2 Science subject.

**All students must select one, and no more than three, semester length units from the Science Domain.**

# Year 10 Subjects

## Science Domain

### Design, Build, Deploy

All Year 10 Science subjects will be undertaken with a strong STEM emphasis. As such, individual students may cover different content. This will be dependent upon the STEM area they wish to focus upon.

Design, Build, Deploy is a physics-based subject with a heavy focus on project management and the design process. In this subject, students will study the areas of kinematics and dynamics, as well as optics and medical physics. In each unit, students will complete an ongoing project which will require them to apply their understanding of physics concepts as part of the design process.

Each topic area will start off with practical work based on some fundamental physics ideas. The practical work then leads students to discuss and discover concepts and theories which leads to a deeper overall understanding.

**Assessment** Ongoing coursework, including practical work  
Topic tests

#### Possible Pathways

Any Year 10 Science subject can be used as a pathway into any Unit 1/2 Science subject.

**Teachers to see for advice regarding this subject:** Mr Harnath or Ms Bonham

### Energy and Taste

All Year 10 Science subjects will be undertaken with a strong STEM emphasis. As such, individual students may cover different content. This will be dependent upon the STEM area they wish to focus upon.

The subject of 'Energy and Taste' explores the relationship between science and technology. Students will explore the chemistry and psychology underlying our creation and appreciation of food. They will learn about the macronutrients in the food we eat, the energy content of different foods and how chemical reactions are involved in cooking. They will also explore why food tastes the way it does, both from a chemical and a psychological perspective. Students will conduct a research task into an aspect of food production or consumption.

This subject will involve practical experiments.

**Assessment** Ongoing coursework, including practical work  
Topic tests  
Research Assignment

**Advice to students:** This subject is complementary to Year 10 Food Technology and could also assist in a pathway to Unit 1 & 2 Food Technology.

#### Possible Pathways

Any Year 10 Science subject can be used as a pathway into any Unit 1/2 Science subject

**Teachers to see for advice regarding this subject:** Dr Alley, Mr Monaco, Ms Soltys or your Year 9 Science teacher. Mrs Ansalde should be consulted for advice regarding pathways in Food Technology.

# Year 10 Subjects

## Science Domain

### Introduction to Astronomy and Astrophysics

All Year 10 Science subjects will be undertaken with a strong STEM emphasis. As such, individual students may cover different content. This will be dependent upon the STEM area they wish to focus upon.

The Introduction to Astronomy and Astrophysics course is focused on how we are able to make observations (through Astronomy) to gain an understanding of the astronomical bodies (stars, galaxies, blackholes, etc) that make up the Universe (Astrophysics). Students will learn about the movement of planets and stars in the night sky and the similarities and differences between many different types of objects found in the Universe. Students will also learn about the lifecycles of different types of stars.

Students should be available for at least one astronomy night observation using the school's Mead LX-90 telescope.

**Assessment** Ongoing coursework, including topic tests  
Presentation

#### Possible Pathways

Any Year 10 Science subject can be used as a pathway into any Unit 1/2 Science subject.

**Teachers to see for advice regarding this subject:** Mr Fankhauser or your Year 9 Science teacher.

### Combating the Climate Crisis

All Year 10 Science subjects will be undertaken with a strong STEM emphasis. As such, individual students may cover different content. This will be dependent upon the STEM area they wish to focus upon.

This is a semester long Environmental Science-based subject. It is designed to engage students with Environmental Science, Biology and Chemistry and to develop their understanding of a range of basic concepts. The focus will be a study of ecology and climate science, but the subject will also include developing an understanding of basic biochemistry, microscope use and environmental issues. Students will have the opportunity to develop their laboratory skills and to enhance their understanding of the Scientific Method. Part of the subject will involve students working in pairs, using the design process, to design and build an aquaponics tank. Additional highlights of this subject include fieldwork trips to Buchanan Park and an excursion to Ceres Environment Park.

**Assessment** Ongoing coursework, including practical work  
Topic tests  
Research assignment

#### Possible Pathways

Any Year 10 Science subject can be used as a pathway into any Unit 1/2 Science subject

**Teachers to see for advice regarding this subject:** Mrs Ball, Mrs Latham or your Year 9 Science teacher.

## Index - VCE Subjects

<b>Reporting &amp; Assessment</b>	<b>34</b>	<b>Language Domain</b>	<b>66</b>
<b>English Domain</b>	<b>35</b>	French Units 1 & 2	66
English Units 1 & 2	35	French Units 3 & 4	67
English Units 3 & 4	36	Japanese Units 1 & 2	68
English Language Units 1 & 2	37	Japanese Units 3 & 4	69
English Language Units 3 & 4	38	<b>Maths Domain</b>	<b>70</b>
Literature Units 1 & 2	39	General Maths Units 1 & 2	70
Literature Units 3 & 4	40	Further Mathematics Units 3 & 4	71
<b>Arts Domain</b>	<b>41</b>	Maths Methods Units 1 & 2	72
Music Performance Units 1 & 2	41	Maths Methods Units 3 & 4	73
Music Performance Units 3 & 4	42	Specialist Maths Units 1 & 2	74
Theatre Studies Units 1 & 2	43	Specialist Maths Units 3 & 4	75
Theatre Studies Units 3 & 4	44	VCE Algorithmics	76
Visual Communication Design Units 1 & 2	45	<b>Science Domain</b>	<b>77</b>
Visual Communication Design Units 3 & 4	46	Biology Units 1 & 2	77
<b>Cross Curricular Studies</b>	<b>47</b>	Biology Units 3 & 4	78
Extended Investigation Units 3 & 4	47	Chemistry Units 1 & 2	79
<b>Health and PE Domain</b>	<b>48</b>	Chemistry Units 3 & 4	80
Health and Human Dev Units 1 & 2	48	Environmental Science Units 1 & 2	81
Health and Human Dev Units 3 & 4	49	Environmental Science Units 3 & 4	82
Physical Education Units 1 & 2	50	Physics Units 1 & 2	83
Physical Education Units 3 & 4	51	Physics Units 3 & 4	84
<b>Humanities Domain</b>	<b>52</b>	Psychology Units 1 & 2	85
Accounting Units 1 & 2	52	Psychology Units 3 & 4	86
Accounting Units 3 & 4	53	<b>Technology Domain</b>	<b>87</b>
Business Management Units 1 & 2	54	Applied Computing Units 1 & 2	87
Business Management Units 3 & 4	55	Software Development Units 3 & 4	88
Economics Units 1 & 2	56	Food Studies Units 1 & 2	89
Economics Units 3 & 4	57	Food Studies Units 3 & 4	90
Global Politics Units 1 & 2	58	Systems Engineering Units 1 & 2	91
Global Politics Units 3 & 4	59	Systems Engineering Units 3 & 4	92
History Units 1 & 2	60	<b>VCE Baccalaureate</b>	<b>93</b>
History Units 3 & 4	61		
Legal Studies Units 1 & 2	62		
Legal Studies Units 3 & 4	63		
Philosophy Units 1 & 2	64		
Philosophy Units 3 & 4	65		



Senior students at Nossal High School complete the Victorian Certificate of Education (VCE). The VCE is administered by the school in accordance with the policies and guidelines set out by the Victorian Curriculum and Assessment Authority (VCAA).

## Reporting and Assessment

Detailed course and assessment outlines in accordance with the VCAA requirements specified in each Study Design are distributed to students at the commencement of each unit. Each unit will require students to undertake a range of tasks that include School Assessed Coursework or Tasks (SACs or SATs). These are internally administered assessments that provide students with the opportunity to demonstrate the outcomes of the VCE.

All VCE units require that students actively participate and complete required coursework and achieve a satisfactory (S) at the end of each unit.

Specific assessment includes:

### Unit 1 & 2

- 2-4 Assessment Tasks per unit contribute to a VCAA assessment of Satisfactory (S) or Not Satisfactory (N)
- End of year internal Nossal exam

Assessment tasks and the end of year exam are written and assessed by the teacher.

### Unit 3 & 4

- 2-4 SACs or SATs per unit contribute to a VCAA S or N and graded assessment
- End of year VCAA exam (externally assessed)

SACs, SATs and exams contribute to the calculation of a Study Score for each unit which is used to calculate the ATAR at the end of Unit 3 & 4. SACs & SATs are written and assessed by the teacher.

Prerequisites vary for university courses from year to year and between universities. Please clarify the requirements of any proposed pathway with the Careers Advisor and ensure you have checked the VTAC website for prerequisite information.



## English Domain

### English Units 1 & 2

#### Unit 1

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

Students develop their skills in creating written, spoken and multimodal texts.

#### Unit 2

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

Students develop their skills in creating written, spoken and multimodal texts.

#### Assessment Unit 1 Assessment Tasks:

- Outcome 1 – Reading and creating texts
- Outcome 1 – Reading and Comparing texts

#### Unit 2 Assessment Tasks:

- Outcome 2 – Analysing and presenting texts
- Outcome 2 – Analysing & presenting argument
- Exam

**Texts for study:** *Macbeth*, the poetry of Wilfred Owen, *Mini-Skirts and Minefields*, *The God of Small Things*.

**Advice to Students:** VCE English is the natural progression from the middle years English program. It is highly recommended that students intending to study Units 3 & 4 English have studied at least Unit 2 English.

Year 10 English teachers will recommend a VCE English pathway for all students.

#### English as an Additional Language (EAL)

This course is run in conjunction with English Units 1 & 2. Students eligible for EAL will be placed in an appropriate class during the construction of the timetable. Students wishing to study EAL will need approval from an English teacher.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any English elective	Unit 1 & 2 English	Unit 3 & 4 English
Option 2	Any English elective	Unit 1 & 2 English and Unit 1 & 2 Literature	Unit 3 & 4 English and Unit 3 & 4 Literature
Option 3	Any English elective	Unit 1 & 2 English and Unit 1 & 2 English Language	Unit 3 & 4 English and Unit 3 & 4 English Language

**Teachers to see for advice regarding this subject:** Any English teacher

## English Domain

### English Units 3 & 4

#### Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

#### Assessment

Coursework (SACs) needs to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination. Teachers will also set a range of tasks that students must complete in order to obtain an 'S' in Units 3 & 4 English.

#### Unit 3 SACs:

Outcome 1 – Analytical interpretation of a selected text, and a creative response to a different selected text

Outcome 2 – Analyse and compare the use of argument and persuasive language

#### English as an Additional Language (EAL)

This course is run in conjunction with English Units 3 & 4. Students eligible for EAL will be placed in an appropriate class during construction of the timetable. Students will need to complete an application form by October 2021 as VCAA authorise enrolment in this subject.

#### Assessment

#### Unit 3 SACs:

Outcome 1 – Analytical interpretation of a selected text, and a creative response to a different selected text

Outcome 2 – Analyse and compare the use of argument and persuasive language

Outcome 3 – Comprehend a spoken text

**Advice to students:** It is recommended that if you have completed English Units 1 & 2 then you should continue into Units 3 & 4.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any English elective	Unit 1 & 2 English	Unit 3 & 4 English
Option 2	Any English elective	Unit 1 & 2 English and Unit 1 & 2 Literature	Unit 3 & 4 English and Unit 3 & 4 Literature
Option 3	Any English elective	Unit 1 & 2 English and Unit 1 & 2 English Language	Unit 3 & 4 English and Unit 3 & 4 English Language

**Teachers to see for advice regarding this subject:** Any English teacher

### English Language Units 1 & 2

English Language focuses on the science and history of English. In Unit 1, students learn the various functions of language, as well as how children acquire language. A key focus is analysing speaking and writing using the subsystems of language: phonology, morphology, lexicology, syntax, semantics and discourse analysis.

In Unit 2, students examine the nature of language change over time, researching the way English has developed from its roots in Old English to the present day effects of technology. Unit 2 also focuses on how English is spoken differently in various communities throughout the world, exploring these unique approaches to the language. English Language is a highly academic subject that requires research and wide reading in order to develop confidence in applying a variety of linguistic terms and concepts.

**Assessment** Ongoing coursework  
Topic tests  
3 x Assessment Tasks  
Exam

**Advice to students:** This subject is a more challenging option than mainstream VCE English. It is highly recommended that students studying VCE English Language are already receiving good results in English.

Year 10 English teachers will recommend a VCE English pathway for all students.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any English elective	Unit 1 & 2 English Language	Unit 3 & 4 English Language
Option 2	Any English elective	Unit 1 & 2 English Language and Unit 1 & 2 Literature	Unit 3 & 4 English Language and Unit 3 & 4 Literature
Option 3	Any English elective	Unit 1 & 2 English Language and Unit 1 & 2 English	Unit 3 & 4 English Language and Unit 3 & 4 English

**Teacher to see for advice regarding this subject:** Mr Mahalingam, Mrs Gonzales, Ms Lee-Ack, Mr Bird, Ms Lloyd, Mrs Ward, Ms Winton

### English Language Units 3 & 4

English Language focuses on the science and history of English. In Unit 3, students examine the differences between formal and informal language, as well as the relationship between these registers and social context/purpose. Unit 4 focuses on language variation within Australian society and how this variation can be used to construct identity. English Language is a highly academic subject that requires research and wide reading in order to develop competence in the application of a variety of linguistic terms and concepts.

- Assessment**
- Ongoing coursework
  - Topic tests
  - 2-3 School Assessed Course (SAC) work tasks per unit
  - Exam

**Advice to students:** Students wishing to study Unit 3 & 4 English Language must have successfully completed Unit 2 English Language.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any English elective	Unit 1 & 2 English Language	Unit 3 & 4 English Language
Option 2	Any English elective	Unit 1 & 2 English Language and Unit 1 & 2 Literature	Unit 3 & 4 English Language and Unit 3 & 4 Literature
Option 3	Any English elective	Unit 1 & 2 English Language and Unit 1 & 2 English	Unit 3 & 4 English Language and Unit 3 & 4 English

**Teachers to see for advice regarding this subject:** Mr Mahalingam, Mrs Gonzales, Ms Lee-Ack, Mr Bird, Ms Lloyd, Ms Ward, Ms Winton

## Literature Units 1 & 2

Units 1 & 2 focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, such as poetry, prose, drama and/or non-print texts.

### Assessment

#### Unit 1:

##### *Reading Practices*

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

##### *Ideas and Concerns in Texts*

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

#### Unit 2:

##### *The text, the reader and their contexts*

On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

##### *Exploring Connections between Texts*

On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

**Texts for study:** *I know why the caged bird sings*, *The Women of Trachis*, *Pride and Prejudice*, short stories (TBA), *Bright Star*, selected poetry of John Keats, selected poems from *Language for a New Century*

**Advice to students:** It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature. Literature students should also consider very carefully the benefits of pairing Literature with another VCE English subject.

Year 10 English teachers will recommend a VCE English pathway for all students.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any English elective	Unit 1 & 2 Literature	Unit 3 & 4 Literature
Option 2	Any English elective	Unit 1 & 2 Literature and Unit 1 & 2 English	Unit 3 & 4 Literature and Unit 3 & 4 English
Option 3	Any English elective	Unit 1 & 2 Literature and Unit 1 & 2 English Language	Unit 3 & 4 Literature and Unit 3 & 4 English Language

**Teachers to see for advice regarding this subject:** Dr Schroor or Ms Faulkner

## Literature Units 3 & 4

Unit 3 focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural context of literary works.

Unit 4 focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created work. In their responses, students develop an interpretation of the text.

### Assessment

#### Unit 3

##### *Adaptations and Transformations*

On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

##### *Creative Responses to Texts*

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

#### Unit 4

##### *Literary Perspectives*

On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

##### *Close Analysis*

On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

**Texts for study:** to be confirmed

**Advice to students:** It is recommended that students intending to study Units 3 & 4 Literature study Units 1 & 2 Literature. Literature students should also consider very carefully the benefits of pairing Literature with another VCE English subject.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any English elective	Unit 1 & 2 Literature	Unit 3 & 4 Literature
Option 2	Any English elective	Unit 1 & 2 Literature and Unit 1 & 2 English	Unit 3 & 4 Literature and Unit 3 & 4 English
Option 3	Any English elective	Unit 1 & 2 Literature and Unit 1 & 2 English Language	Unit 3 & 4 Literature and Unit 3 & 4 English Language

**Teachers to see for advice regarding this subject:** Dr Schroor or Ms Faulkner

## Music Performance Units 1 & 2

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

In Unit 2 students also focus on creating an original work as a composition informed by analysis of work/s being prepared for performance. The creative process is an individual one and has many starting points for inspiration. Students study and listen to a wide variety of music. They explore a range of strategies within a selected stylistic framework to explore creative possibilities and generate and extend music ideas using an element of music or a concept, such as a key, chord progression, instrumentation and/or mood.

### Assessment

#### Unit 1

- Outcome 1 - Performance of contrasting works, including at least one accompanied work and one solo Group music, including participation in one of the official Nossal Music Ensembles
- Outcome 2 - Demonstration of technical work (including student composed exercises)
- Outcome 3 - Listening analysis, aural, practical and written theory test and ongoing tasks

#### Unit 2

- Outcome 1 - Performance of contrasting works, including at least one accompanied work and one solo Group music, including participation in one of the official Nossal Music Ensembles
- Outcome 2 - Demonstration of technical work (including student composed exercises)
- Outcome 3 - Listening analysis, aural, practical and written theory test and ongoing tasks
- Outcome 4 - Composition folio

**Advice to students:** Students should be proficient on an instrument (which may include voice) prior to commencement of this subject, to a minimum standard of AMEB Grade 5 or equivalent for instrumentalists, and AMEB Grade 4 or equivalent for vocalists. Students must also be receiving individual instrumental lessons, either at Nossal or privately. Some AMEB music theory would be beneficial. For clarification of 'equivalent' standards please speak to Mrs Budd.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Music	Unit 1 & 2 Music Performance	Unit 3 & 4 Music Performance
Option 2	Unit 1 & 2 Music (Authorisation required)	Unit 3 & 4 Music Performance	Unit 3 & 4 Music Investigation (through the Virtual School)

**Teachers to see for advice regarding this subject:** Mrs Budd

## Music Performance Units 3 & 4

Unit 3 focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected 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. Students develop their listening, aural, theoretical and analytical musicianship skill and apply this knowledge when preparing and presenting performances.

Unit 4 focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination including performances of both group and solo music. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

### Assessment

#### Unit 3

Outcome 1 - Performance of contrasting works, including at least one accompanied work and one solo; Group music, including participation in one of the official Nossal Music Ensembles

Outcome 2 - Demonstration of technical work (including student composed exercises)

Outcome 3 - Listening analysis, aural, practical and written theory test and ongoing tasks

Outcome 1 - Performance of contrasting works, including at least one accompanied work and one solo; Group music, including participation in one of the official Nossal Music Ensembles

Outcome 2 - Demonstration of technical work (including student composed exercises)

Outcome 3 - Listening analysis, aural, practical and written theory test and ongoing tasks

Exam: Aural and written

Exam - End of year solo or group performance exam

#### Unit 4

**Advice to students:** It is recommended that students be proficient on an instrument (which may include voice) prior to commencement of this subject, to a minimum standard of AMEB Grade 6 or equivalent for instrumentalists, and AMEB Grade 4 or equivalent for vocalists. Students must also be receiving individual instrumental lessons, either at Nossal or privately. Completion of AMEB Grade 3 theory is strongly recommended. For clarification of equivalent standards please speak to Mrs Budd.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Music	Unit 1 & 2 Music Performance	Unit 3 & 4 Music Performance
Option 2	Unit 1 & 2 Music Performance (Authorisation required)	Unit 3 & 4 Music Investigation (through the Virtual School)	Unit 3 & 4 Music Performance
Option 3	Unit 1 & 2 Music Performance (Authorisation required)	Unit 3 & 4 Music Performance	Unit 3 & 4 Music Investigation (through the Virtual School)

Teachers to see for advice regarding this subject: Mrs Budd

## Theatre Studies Units 1 & 2

VCE Theatre Studies develops, refines and enhances students' analytical, evaluative and critical thinking, their written and spoken expression, problem-solving and design skills. Through study and practice in theatrical analysis, playscript interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, communication, design, and technological and management knowledge.

There are two pathways in Theatre Studies: Acting & Directing OR two of: Costume Design, Set Design, Lighting Design, Prop Design and Sound Design. This allows students who are interested in a practical application of drawing and art to take on the subject without having to act. Students will need to know how to analyse all elements of theatre, but the majority of the course allows a practical application of their passion in either Design or Acting.

In Theatre Studies Unit 1 & 2, students will look at theatre from both the pre-modern era (Ancient Greece to 1920s) and modern theatre (1920s and beyond). Students will explore the history and theory behind various time periods of theatre.

### Area of Study 1: Historical Context

In this area of study, students look at the history behind key playwrights, styles of theatre and how practice becomes convention. They will apply contextual understandings to a playscript and determine how history, politics and social conventions are interpreted by playwrights to construct meaning.

### Area of Study 2: Playscript Interpretation

Through various stage crafts, students will determine creative possibilities of plays considering the context of the work.

### Area of Study 3: Analysing Performance

Students will watch a pre-modern and modern performance to analyse the ways directors interpret a playscript through various stage crafts.

**Advice for Students:** This subject could be an acceleration subject. It is not essential to complete Year 10 PPP to do Unit 1 & 2 Theatre Studies. This subject complements the study of both English and Literature.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 PPP	Unit 1 & 2 Theatre Studies	Unit 3 & 4 Theatre Studies
Option 2	Unit 1 & 2 Theatre Studies	Unit 3 & 4 Theatre Studies	

**Teachers to see for advice regarding this subject:** Mr Woon

## Theatre Studies Units 3 & 4

In Theatre Studies Unit 3 & 4, students undertake intensive study of at least three plays throughout the year, actively applying their skills in research, analysis, evaluation, reflection, collaboration, creativity and problem solving. Students can choose to specialise in two of the following areas: Directing, Acting, Design - Set, Design - Prop, Design - Costume, Design - Makeup, Design - Sound, Design - Lighting, Stage Management and Production Management: Publicity & Marketing.

There are two pathways in Theatre Studies: Acting & Directing OR two of: Costume Design, Set Design, Lighting Design, Prop Design and Sound Design. This allows students who are interested in a practical application of drawing and art to take on the subject without having to act. Students will need to know how to analyse all elements of theatre, but the majority of the course allows a practical application of their passion in either Design or Acting.

**Unit 3:** Playscript Interpretation

**Area of Study 1:** Production Process

Students will be provided with a play that they will need to analyse in order to determine various creative possibilities that reflect the intent of the playwright.

**Area of Study 2:** Theatrical Interpretation

In this area of study students explore how stagecraft can be applied across the stages of the production process to interpret the theatrical possibilities of excerpts from a playscript.

**Area of Study 3:** Production Analysis

Students analyse and evaluate the relationship between the written playscript and its interpretation on stage. In doing so, students study ways the interpretation on stage draws on and changes the context in the playscript.

**Unit 4:** Performance Interpretation

**Area of Study 1:** Monologue Interpretation (this is externally assessed)

This area of study focuses on the interpretation of a monologue from a playscript selected from the monologue list in the Theatre Studies Stagecraft Examination Specifications. Students select a monologue from the list and study the text of the monologue, the prescribed scene and the playscript from which the scene is derived.

**Area of Study 2:** Scene Interpretation

In this area of study students develop a theatrical treatment that outlines an interpretation of a monologue and a prescribed scene. Students outline an interpretation of the scene.

**Area of Study 3:** Performance Analysis

Students attend a production selected from the Unit 4 Playlist. They analyse and evaluate how actor/s interpret the playscript in the performance and the relationship between acting, direction and design. They will also refine their understanding of the terminology and expressions associated with analysing theatrical productions.

**Advice for Students:** This subject could be an acceleration subject. It is not essential to complete Units 1 & 2 to do Units 3 & 4 Theatre Studies. This subject complements the study of both English and Literature.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 PPP	Unit 1 & 2 Theatre Studies	Unit 3 & 4 Theatre Studies
Option 2	Unit 1 & 2 Theatre Studies	Unit 3 & 4 Theatre Studies	

**Teachers to see for advice regarding this subject:** Mr Woon

## Visual Communication Design Units 1 & 2

### Unit 1: Introduction to visual communication design

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 create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they 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. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

### Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of design as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

**Assessment Unit 1:** 3 x Assessment Tasks

**Unit 2:** 3 x Assessment Tasks

Exam

**Advice to students:** It is recommended that students intending to study VCE Visual Communication Design have completed Visual Communication Design at Year 10 level.

It is recommended that students accelerate from Year 9 into Unit 1 & 2 VCD, rather than from the end of Year 10 directly into Unit 3 & 4 VCD. This gives students a better understanding of the subject and allows them to develop advanced freehand and computer-based drawing techniques, which will enhance their final folios in both Year 11 and Year 12.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Visual Communication Design	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design
Option 2	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design	

**Teachers to see for advice regarding this subject:** Ms Cilia

## Visual Communication Design Units 3 & 4

### Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

### Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs identified in Unit 3.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

**Assessment** Unit 3: 3 x School Assessed Tasks (SATs)  
Unit 4: 2 x School Assessed Tasks (SATs)  
Exam

**Advice to students:** It is recommended that students studying VCE Visual Communication Design Units 3 & 4 have already studied Units 1 & 2 of Visual Communication Design, but this is not compulsory. Acceleration at this late stage would only be considered after consultation with the Visual Communication Design teacher.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Visual Communication Design	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design
Option 2	Unit 1 & 2 Visual Communication Design	Unit 3 & 4 Visual Communication Design	

Teachers to see for advice regarding this subject: Ms Cilia

### Extended Investigation Units 3 & 4

Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program.

Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

- Assessment**
- Design and justify a research problem
  - Write a research plan
  - Oral report on the research plan
  - Critical Thinking test (externally assessed)
  - Oral report on findings from the research problem (externally assessed)
  - Written report on findings from the research problem (externally assessed)

**Advice to Students:** There are no prerequisites for Extended Investigation, however, students considering undertaking the subject should be confident, independent and self-managed learners.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Extended Investigation	Any Unit 1 & 2 Study	Unit 3 & 4 Extended Investigation
Option 2		Unit 3 & 4 Extended Investigation	Any University Enhancement Study

**Teachers to see for advice regarding this subject:** Ms Mackin or Ms Warriner

## Health and Physical Education Domain

### Health and Human Development Units 1 & 2

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

**Unit 1:** This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Students will explore food and nutrition as foundations for good health and wellbeing. They will investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. Furthermore, with a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

**Unit 2:** This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit examines adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood, and management of health-related milestones and changes. Students also have the opportunity to take home a virtual baby for the weekend to get a hands-on perspective of parenthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

**Assessment** Ongoing coursework and hurdle requirements  
 Topic Tests  
 Assessment Tasks, including individual and group work  
 Exam

**Advice to students:** There are no prerequisites for this subject. The HHD units of study are written by VCAA as stand-alone units. Students are therefore able to complete Units 3 & 4 without having completed Units 1 & 2.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Health and Human Development	Unit 3 & 4 Health and Human Development	
Option 2		Unit 1 & 2 Health and Human Development	Unit 3 & 4 Health and Human Development
Option 3		Unit 3 & 4 Health and Human Development	
Option 4			Unit 3 & 4 Health and Human Development

**Teachers to see for advice regarding this subject:** Ms Villiers or Miss Veale

## Health and Physical Education Domain

### Health and Human Development Units 3 & 4

Australians generally enjoy good health and are among the healthiest people in the world. Despite Australia's good health status, there is still potential for improvement, so what can we do? What is our approach to better health for all? How can health be achieved on a global scale? Units 3 and 4 HHD takes students on a global journey as nations work together to achieve sustainable improvements in health and human development across the world.

**Unit 3:** This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health. Students also assess the different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations.

**Unit 4:** This unit takes on a global perspective where students will explore how nations attempt to achieve sustainable improvements in health and human development. Students investigate the United Nations human development work which is encapsulated in the Sustainable Development Goals, where the world's countries have resolved to end poverty and hunger; to promote health and wellbeing; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights; and promote gender equity and the empowerment of women and girls. Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students will also explore the role of the Department of Foreign Affairs and Trade (DFAT) and the Australian Government's overseas aid program including its contribution to organisations such as Oxfam, World Vision and Red Cross.

**Assessment** Ongoing coursework and hurdle requirements  
Topic test  
School Assessed coursework (SAC) tasks  
Exam

**Advice to students:** The units of study are written by VCAA as stand alone units. Students are therefore able to complete Units 3 & 4 without having completed Units 1 & 2.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Health and Human Development	Unit 3 & 4 Health and Human Development	
Option 2		Unit 1 & 2 Health and Human Development	Unit 3 & 4 Health and Human Development
Option 3		Unit 3 & 4 Health and Human Development	
Option 4			Unit 3 & 4 Health and Human Development

**Teachers to see for advice regarding this subject:** Mr Haverfield, Ms Villiers or Miss Veale

## Health and Physical Education Domain

### Physical Education Units 1 & 2

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

**Unit 1:** This unit explores how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students will also have the opportunity to study energy pathways and systems within a range of sports.

Students will evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

**Unit 2:** This unit introduces students to the types of physical activity and the role participation in physical activity and sedentary behaviour plays in health and wellbeing in different population groups. Students will create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to their age group. Students also study contemporary issues in sport, including a Wheelchair Basketball session to examine disability sport and exploration of gender and culture in physical activity.

Students have the opportunity to attend a Surf Camp at Phillip Island to apply theoretical concepts in a practical setting.

**Assessment** Ongoing coursework and hurdle requirements  
Topic Tests  
Assessment Tasks, including individual and group work  
Exam

**Advice to students:** It is recommended that students studying VCE Physical Education have successfully completed Physical Education at Year 10 level. This subject has two practical classes and four theory classes per fortnight.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Physical Education and Year 10 Sports Science	Unit 1 & 2 Physical Education	Unit 3 & 4 Health and Human Development
Option 2	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education	
Option 3		Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education
Option 4			Unit 3 & 4 Physical Education

**Teachers to see for advice regarding this subject:** Miss Veale or Ms Coffa

## Health and Physical Education Domain

### Physical Education Units 3 & 4

How do the best athletes and coaches aim to continually improve? How do the energy systems in the body fuel performance? What nutritional, physiological and psychological strategies do they use to gain an advantage over their competition? These are the questions that will be answered in Physical Education.

**Unit 3:** This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production. Students use a variety of tools and techniques to analyse movement and apply biomechanical and skill acquisition principles to improve and refine movement. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the contribution of energy systems to performance in sport and physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during elite sport performance. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and promote recovery for optimal performance.

**Unit 4:** Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students will undertake an activity analysis of a particular sport and use the results to investigate the required fitness components. Students will participate in a variety of training sessions and record and adjust training as required. Students explore the chronic adaptations to the cardiovascular, respiratory and muscular systems that occur as a result of training and exercise performance. Furthermore, students will examine the psychological and physiological strategies used to enhance performance and aid recovery including sports psychology techniques such as mental imagery, concentration, and nutritional strategies such as carbohydrate and protein replenishment.

As part of this course students will plan and deliver a coaching session to primary aged children at Berwick Fields Primary School. Students will also have the opportunity to partake in the Run Melbourne event completing either the 5km, 10km or half marathon course.

**Assessment** Ongoing coursework and hurdle requirements  
Topic test  
School Assessed Coursework (SAC) tasks  
Exam

**Advice to students:** It is recommended, but not compulsory, that students studying Unit 3 Physical Education have studied Unit 1 and/or Unit 2 Physical Education. Please note this subject has one practical class and six theory classes per fortnight.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Physical Education and Year 10 Sports Science	Unit 1 & 2 Physical Education	Unit 3 & 4 Health and Human Development
Option 2	Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education	
Option 3		Unit 1 & 2 Physical Education	Unit 3 & 4 Physical Education
Option 4			Unit 3 & 4 Physical Education

**Teachers to see for advice regarding this subject:** Miss Veale

## Accounting Units 1 & 2

### Unit 1: The role of accounting in business

Individuals should consider a range of factors before committing to or continuing in a business venture.

In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

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

This unit develops students' knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget for and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

The accounting procedures developed in each area of study incorporate the application of ethical considerations for business owners when making business decisions, including financial, social and environmental aspects.

- Assessment**
- Folio of exercises utilising manual methods and ICT
  - Structured questions utilising manual methods and ICT
  - Assignment including use of ICT
  - Case study including use of ICT
  - Report utilising ICT
  - Exam

**Advice to students:** It is recommended that students intending to study Unit 3 & 4 Accounting should have studied Unit 1 & 2 Accounting.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Accounting	Unit 3 & 4 Accounting
Option 2	Year 10 Humanities & Unit 1 & 2 Accounting	Unit 3 & 4 Accounting	

**Teachers to see for advice regarding this subject:** Mrs Engler

## Accounting Units 3 & 4

### Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental aspects.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should still incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental aspects.

- Assessment**
- Ongoing coursework
  - ICT Practical case study
  - Topic tests
  - 4 x School Assessed Coursework (SAC) tasks per unit
  - Exam

**Advice to students:** It is recommended that students studying Unit 3 & 4 Accounting have studied Unit 1 & 2 Accounting.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Accounting	Unit 3 & 4 Accounting
Option 2	Year 10 Humanities & Unit 1 & 2 Accounting	Unit 3 & 4 Accounting	

**Teachers to see for advice regarding this subject:** Mrs Engler

## Humanities Domain

### Business Management Units 1 & 2

Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students develop their knowledge of business environments including the impact of changing customer needs and emerging technologies including how they can affect business decisions and planning.

Students will develop their understanding of the different phases of a business's life. The unit focuses on staffing requirements, an understanding of the financial planning demands on businesses, marketing and public relations in order to better appreciate the challenges faced by businesses when making decisions.

- Assessment**
- Ongoing coursework
  - Topic tests
  - Case studies
  - Business research reports
  - Business simulation exercises
  - End of year examination

**Advice to students:** There are no prerequisites for entry into Unit 1 Business Management, although students are encouraged to complete Unit 1 before entering Unit 2. Students who have excelled in Year 9 Humanities can consider doing Unit 1 & 2 Business Management in Year10.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Business Management	Unit 3 & 4 Business Management
Option 2	Year 10 Humanities & Unit 1 & 2 Business Management	Unit 3 & 4 Business Management	

**Teachers to see for advice regarding this subject:** Mrs Engler

## Humanities Domain

### Business Management Units 3 & 4

**Unit 3** introduces students to the key processes and issues related to managing a business. Students will examine the different types of businesses and their objectives. They will give close consideration to issues related to corporate culture, management styles and skills, and the relationship between them. Finally, students will investigate strategies used to manage staff and business operations.

**Unit 4** focuses on the use of key performance indicators to review the performance of businesses. The management of change and strategies used to successfully change are examined, along with an investigation into the importance of leadership at a time of change. A business case study will be used to assist students to develop their understanding of change.

**Assessment** Ongoing coursework  
School Assessed Coursework (SAC)  
End of Year Exam

**Advice to students:** There are no prerequisites for entry into Unit 3 Business Management, although students are encouraged to complete Units 1 & 2 before entering Unit 3.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Business Management	Unit 3 & 4 Business Management
Option 2	Year 10 Humanities & Unit 1 & 2 Business Management	Unit 3 & 4 Business Management	

**Teachers to see for advice regarding this subject:** Mr Sutcliffe

## Humanities Domain

### Economics Units 1 & 2

**Unit 1:** The behaviour of consumers and businesses

In this unit, students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population. Students also examine other important economic issues that are currently affecting the Australian and world economies.

**Unit 2:** Contemporary economic issues

Through a detailed examination of the factors that affect demographic makeup and change students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards. Students will analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards.

- Assessment**
- Case study analysis
  - Folio of annotated media commentaries
  - Report
  - Exam

**Advice to students:** It is recommended that students complete Units 1 & 2 Economics prior to the commencement of Units 3 & 4.

**Possible Pathways**

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Economics	Unit 3 & 4 Economics or Unit 3 & 4 Business Management
Option 2	Unit 1 & 2 Economics	Unit 3 & 4 Economics	University Extension studies in Economics
Option 3	Unit 1 & 2 Economics	Unit 3 & 4 Economics	Unit 3 & 4 Business Management

**Teachers to see for advice regarding this subject:** Mr Sutcliffe

## Humanities Domain

### Economics Units 3 & 4

#### Unit 3: Australia's economic prosperity

In this unit, students examine the factors that affect the price and quantity of products traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an investigation of market failure, students are able to explain situations where the market does not operate efficiently and discuss the role of government in improving this. Students examine the five key economic goals which may vary in importance from time to time and which are emphasised for economic, political and social reasons. Students examine the role of trade within households, businesses, governments and other groups, and the importance of international movement of capital for Australia's living standards.

#### Unit 4: Managing the economy

Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitude of its receipts and expenditure to influence (directly and indirectly) the components of aggregate demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy.

- Assessment**
- Case study analysis
  - Folio of annotated media commentaries
  - Report of an investigation
  - Exam

**Advice to students:** It is recommended that students complete Units 1 & 2 Economics prior to the commencement of Units 3 & 4.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Economics	Unit 3 & 4 Economics or Unit 3 & 4 Business Management
Option 2	Unit 1 & 2 Economics	Unit 3 & 4 Economics	University Extension studies in Economics
Option 3	Unit 1 & 2 Economics	Unit 3 & 4 Economics	Unit 3 & 4 Business Management

**Teachers to see for advice regarding this subject:** Mr Sutcliffe

## Humanities Domain

### Global Politics Units 1 & 2

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Global Politics is a subject built around applying theory to contemporary case studies or 'current affairs'. Students are able to explore both Australian and Global issues from the last 10 years to apply their theoretical knowledge. As a subject, it suits students who are curious about not only politics, but also global challenges and the structures and actors that influence them.

**Unit 1:** In this unit, students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

**Unit 2:** This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

**Assessment**                      Ongoing coursework  
    Assessment tasks  
    Exam

**Advice to students:** There are no prerequisites for entry into Unit 1 & 2 Global Politics, although students wishing to accelerate into this subject in Year 10 will need to meet the school requirements for acceleration.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Global Politics	Unit 3 & 4 Global Politics
Option 2	Unit 1 & 2 Global Politics	Unit 3 & 4 Global Politics	

**Teachers to see for advice regarding this subject:** Mr Clark & Ms Denman

## Humanities Domain

### Global Politics Units 3 & 4

Global Politics explores contemporary international issues, and key global actors in international politics. Students will examine the theory and terminology that underpins the study of International Relations and apply that understanding to events and issues from the last decade. Students will develop an understanding of how power is utilised by a diverse range of global actors to achieve their goals and respond to evolving challenges.

**Unit 3:** This unit investigates the role of key global actors in international politics, including the United Nations, the International Monetary Fund and non-state actors such as environmental groups and organised religions. Students also examine the foreign policy of one state in the Asia-Pacific region.

**Unit 4:** This unit focuses on the ethical considerations regarding international issues such as human rights and the proliferation of nuclear weapons. Students also examine international crises such as conflict and climate change and the way in which the international community responds to them.

A detailed knowledge of the forces that shape our world is vital for getting a head-start in many fields of study such as Law, Finance, Engineering, Journalism and, of course, Politics.

**Assessment** Ongoing coursework  
School Assessed Coursework (SAC)  
Exam

**Advice to students:** It is recommended, though not compulsory, that students complete at least Unit 2 Global Politics before entering this subject. However, there are no formal prerequisites for entry into Unit 3 & 4 Global Politics. Students are able to study Units 3 & 4 Global Politics in Year 11 or Year 12.

#### Possible Pathways

Students may wish to study Global Politics at either Year 11 or Year 12. Students in Year 11 who wish to attempt a Unit 3 & 4 subject may find Global Politics an attractive option, while students in Year 12 who have already completed some Unit 3 & 4 subjects may wish to expand their options, improve their general knowledge and pursue the prospect of a better result in this subject.

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Global Politics	Unit 3 & 4 Global Politics
Option 2	Unit 1 & 2 Global Politics	Unit 3 & 4 Global Politics	

**Teachers to see for advice regarding this subject:** Mr Clark & Ms Denman

## Humanities Domain

### History Units 1 & 2 – Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

In this course the following empires will be studied: (Unit 1) The Russian Empire (1552 – 1894) & (Unit 2) The French Empire (1605 – 1774)

#### Area of study 1: The rise of empires

In this area of study students focus on the features of empires and what contributed to their rise. They consider the ways in which rulers pursued power, sought economic and political advantage in response to events and geopolitical contexts. The quest for power and the acquisition of new territories challenged traditional beliefs and views of the world. Explorers contested territorial boundaries and indigenous people were subjected to the authority of the new empire and its needs. Imperial, city and regional identities emerged as empires were built, shaping the intellectual and intercultural concepts of empire.

#### Area of study 2: Encounters, challenge and change

In this area of study students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

**Assessment** Ongoing coursework  
2 x Assessment Tasks per unit  
End of year exam

**Advice to students:** There are no prerequisites for entry into Unit 1 & 2 History, although students wishing to accelerate into this subject in Year 10 will need to meet the school requirements for acceleration.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 History – Empires	Unit 3 & 4 History – Revolutions
Option 2	Unit 1 & 2 History – Empires	Unit 3 & 4 History – Revolutions	University Extension studies in History

**Teachers to see for advice regarding this subject:** Ms Denman

## Humanities Domain

### History Units 3 & 4 – History of Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are major turning points which bring about the collapse and destruction of existing political orders resulting in pervasive changes to society. Their consequences have a profound effect on the political and social structures of the post-revolutionary society as they are often threatened internally by civil war and externally by foreign threats.

In this course the following revolutions will be studied: The French Revolution of 1789 (Unit 3) & The Russian Revolution of October 1917 (Unit 4).

#### Area of study 1: Causes of revolution

What were the significant causes of revolution?

How did the actions of popular movements and particular individuals contribute to triggering a revolution? To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

#### Area of study 2: Consequences of revolution

How did the consequences of revolution shape the new order? How did the new regime consolidate its power? How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

**Assessment** Ongoing coursework  
4 x School Assessed Coursework (SAC)  
Exam

**Advice to students:** There are no prerequisites for entry into Unit 3 History, although it is strongly recommended that students complete Unit 1 & 2 History before entering Unit 3.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 History – Empires	Unit 3 & 4 History – Revolutions
Option 2	Unit 1 & 2 History – Empires	Unit 3 & 4 History – Revolutions	University Extension studies in History

**Teachers to see for advice regarding this subject:** Ms Denman

## Humanities Domain

### Legal Studies Units 1 & 2

**Unit 1:** Students explore the use of criminal law to aid social cohesion and provide protection for the rights of individuals. They examine the legal foundations of Australia's justice system including the types and sources of law and the existence of the Victorian court hierarchy. Students investigate the key features of criminal law and civil law and apply these to real and hypothetical scenarios to determine the outcome of criminal and civil cases and develop the ability to understand the elements involved in making reasoned judgments and conclusions regarding the culpability of the accused and the liability of a party in a civil dispute.

**Unit 2:** Students move their examination of criminal and civil law towards the enforcement of these laws. They investigate the range of methods and institutions available to determine a civil case or resolve a civil dispute. They will also examine the way in which rights are protected in Australia and another country and, in conjunction with investigating a significant 'protection of rights' case, will explore possible reforms to the protection of rights.

In this unit students explore the range of sanctions and remedies available and evaluate their purposes and effectiveness. They are required to undertake a detailed investigation of two recent criminal cases and two recent civil cases. Through this students will develop the ability to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

**Assessment** A range of tasks over the two units which can take the form of:

- Folio of exercises
  - Structured questions (tests)
  - ICT presentation
  - Written report
- Exam

**Advice to students:** It is recommended that students intending to study Unit 3 & 4 Legal Studies should have studied Unit 1 & 2 Legal Studies.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Legal Studies	Unit 3 & 4 Legal Studies
Option 2	Unit 1 & 2 Legal Studies	Unit 3 & 4 Legal Studies	

**Teachers to see for advice regarding this subject:** Ms Loel or Ms Lloyd

## Humanities Domain

### Legal Studies Units 3 & 4

**Unit 3:** This unit focuses on the Victorian justice system, including the criminal and civil justice systems. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider courts within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice (fairness, equality and access) are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

**Unit 4:** In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

- Assessment** Ongoing coursework  
 School Assessed Coursework (SAC) tasks which can take the form of:
- a case study
  - structured questions
  - an essay
  - written report
  - folio of exercises
- Exam

**Advice to students:** There are no prerequisites for entry into Unit 3 Legal Studies, although students are encouraged to complete Unit 1 & 2 before entering Unit 3 & 4.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Legal Studies	Unit 3 & 4 Legal Studies
Option 2	Unit 1 & 2 Legal Studies	Unit 3 & 4 Legal Studies	

**Teachers to see for advice regarding this subject:** Ms Loel

## Humanities Domain

### Philosophy Units 1 & 2

Philosophy is a subject that appeals to students who enjoy abstract ideas, but also find value in applying them to everyday life and contemporary issues. Philosophy fosters rigorous critical thinking skills and can serve to enhance students' intellectual, verbal and written abilities. As Philosophy is the 'original' academic discipline, a grounding in its key ideas and skills is valuable for all students who intend to engage in higher academic studies even in fields unrelated to the Humanities.

What is the nature of reality? How can we acquire certain knowledge? Where do 'right' and 'wrong' come from in ethics? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This subject engages students with fundamental philosophical questions through active, guided investigation and critical discussion of three key areas of philosophy: metaphysics, epistemology (philosophy of knowledge) and ethics.

**Unit 1:** This unit focuses on three branches of Philosophy: Existence, Knowledge and Reasoning. The course covers such topics as Philosophy of Mind, the nature of Reality, the limits of knowledge and the possibility of objective truth.

**Unit 2:** This unit focuses on: Ethics, Political Philosophy and Metaphysics. The course covers ethical topics such as Utilitarianism, Deontology, Justice, Virtue and Applied Ethics. Students will also examine political questions about the rights of the individual, the role of the state and the purpose of government.

**Assessment** Ongoing coursework  
Assessment Tasks  
Exam

**Advice to students:** There are no prerequisites for entry into Unit 1 Philosophy. Students are encouraged to complete Unit 1 before entering Unit 2.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Philosophy	Unit 3 & 4 Philosophy
Option 2	Unit 1 & 2 Philosophy	Unit 3 & 4 Philosophy	University Extension studies in Philosophy

**Teachers to see for advice regarding this subject:** Mr Clark

## Humanities Domain

### Philosophy Units 3 & 4

Philosophy is a subject that appeals to students who enjoy abstract ideas, but also find value in applying them to everyday life and contemporary issues. Philosophy fosters rigorous critical thinking skills and can serve to enhance students' intellectual, verbal and written abilities. As Philosophy is the 'original' academic discipline, a grounding in its key ideas and skills is valuable for all students who intend to engage in higher academic studies – even in fields unrelated to the Humanities.

Unit 3 & 4 Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life.

**Unit 3:** This unit revisits the issues associated with Philosophy of Mind in greater detail, with studies of the work of Descartes, Nagel and Smart on the subject. Students are also introduced to the problem of 'self' and identity through the works of Locke, Hume and Michaels. Students will not only analyse the ideas of these philosophers in depth but will also be called upon to apply their teachings to contemporary issues.

**Unit 4:** This unit focuses on what it means to live a 'good life'. Through the works of Plato, Aristotle, Nietzsche and Wolf, students will be asked to consider the role that happiness, self-discipline, morality and altruism can play in leading a rich and full life. As well as critically analysing the work of these philosophers, students will be required to apply their ideas to our contemporary society.

**Assessment** Ongoing coursework  
School Assessed Coursework  
Exam

**Advice to students:** There are no prerequisites for entry into Unit 3 Philosophy, although it is strongly recommended that students complete Unit 1 & 2 Philosophy before entering Unit 3.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Humanities	Unit 1 & 2 Philosophy	Unit 3 & 4 Philosophy
Option 2	Unit 1 & 2 Philosophy	Unit 3 & 4 Philosophy	University Extension studies in Philosophy

**Teachers to see for advice regarding this subject:** Mr Clark

### French Units 1 & 2

In Units 1 & 2 French, students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more different topics from the prescribed themes of the French Study Design. They access and share useful information on the topics and subtopics in French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts.

Students develop their linguistic and cultural knowledge and skills through communicative based tasks. They complete three Outcomes in each semester covering the areas of Interpersonal communication, Interpretive communication and Presentational communication. These are assessed through a variety of speaking and writing tasks as well as responses to listening, reading and viewing materials.

**Assessment** 3 Assessment Tasks (Interpersonal, Interpretive & Presentational communication) per semester  
Ongoing coursework  
A written and an oral exam at the end of the year (Internal)

**Advice to students:** It is recommended that students studying VCE French have studied French at Year 10 level. Students wanting to study Units 3 & 4 French must have achieved a satisfactory standard in Units 1 & 2 French as a prerequisite.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 French	Unit 1 & 2 French	Unit 3 & 4 French
Option 2	Year 10 French	Unit 1 & 2 French	Unit 3 & 4 French and University Enhancement studies in French
Option 3 With permission: NOTE: Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the French staff for entry into the VCE program.	Unit 1 & 2 French	Unit 3 & 4 French	University Enhancement studies in French

**Teachers to see for advice regarding this subject:** Mrs Sly or Mr Delaney

### French Units 3 & 4

In Units 3 & 4 French, students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French from the prescribed themes and topics related to the Individual, French-speaking countries and the world around us. They use increasingly complex grammatical structures and are able to express themselves orally and in writing with greater clarity and sophistication. In Unit 3, students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of French speaking communities. They reflect on how knowledge of these communities can be applied in a range of contexts and endeavours, such as further study, travel, business and community involvement. In Unit 4, students identify and reflect on cultural products or practices that provide insights into the French-speaking communities. They reflect on the ways culture, place and time influence values, attitudes and behaviours.

**Assessment Unit 3 – 3 x SACs (Interpersonal, Interpretive & Presentational communication)**

SAC 1: a 3-4 minute roleplay to resolve a personal issue

SAC 2: Responses to specific questions using information extracted from written, spoken and viewed texts.

SAC 3: a 250-word personal, informative or imaginative writing task

**Unit 4 – 3 x SACs (Interpersonal, Interpretive & Presentational communication)**

SAC 1: a 3-4 minute interview about a cultural product or practice

SAC 2: a 250 word written response incorporating three or more texts

SAC 3: a 300 word evaluative or persuasive piece of writing

External Written Exam

External Oral exam

**Advice to students:** Students studying Units 3 & 4 French must have completed Units 1 & 2 French.

**Possible Pathways**

	Year 10	Year 11	Year 12
Option 1	Year 10 French	Unit 1 & 2 French	Unit 3 & 4 French
Option 2	Year 10 French	Unit 1 & 2 French	Unit 3 & 4 French and University Enhancement studies in French
Option 3 With permission: NOTE: Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the French staff for entry into the VCE program.	Unit 1 & 2 French	Unit 3 & 4 French	University Enhancement studies in French

**Teachers to see for advice regarding this subject:** Mrs Sly or Mr Delaney

## Language Domain

### Japanese Units 1 & 2

In Units 1 & 2 Japanese, students are introduced to increasingly complex authentic Japanese written, spoken and visual texts through a wide range of topics in the following themes: The Individual; Japanese Speaking Communities; and The World around Us.

Students develop their use of the language through skill-based learning and exploration. Students compare and contrast the lifestyles of Japan and other Japanese-speaking communities with those of Australia. Students complete three Outcomes in each semester, covering the areas of Interpersonal communication, Interpretive communication and Presentational communication. These are assessed through a variety of writing and speaking tasks, as well as responses to listening, reading and viewing materials.

**Assessment** 3 Assessment tasks (Interpersonal, Interpretive & Presentational communication) per semester  
Ongoing coursework  
A written and an oral exam at the end of the year.

**Advice to students:** It is recommended that students studying VCE Unit 1 & 2 Japanese have studied Japanese at Year 10 level or satisfied the criteria for entry into the VCE program as outlined in the Year 10 Japanese descriptor. It is a prerequisite that students studying Units 3 & 4 Japanese have studied Units 1 & 2 Japanese.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Japanese	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese
Option 2	Year 10 Japanese	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese and University Enhancement studies in Japanese
Option 3 With permission: NOTE: Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the Japanese staff for entry into the VCE program.	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese	University Enhancement studies in Japanese

**Teachers to see for advice regarding this subject:** Mr Bramley or Mr Delaney

### Japanese Units 3 & 4

In Unit 3, students produce a 450 “ji” (character) personal, informative or imaginative written piece, analyse and use information from spoken, written and viewed texts, and complete a 3-4 minute role-play, focusing on the resolution of an issue. In Unit 4, students analyse and use information from written texts, write a 500 “ji” persuasive or evaluative written response, and complete a 3-4 minute interview on an issue related to a cultural product.

**Assessment Unit 3 – 3 x SACs (Interpersonal, Interpretive & Presentational communication)**

SAC 1: a 3-4 minute roleplay to resolve a personal issue

SAC 2: Responses to specific questions using information extracted from written, spoken and viewed texts.

SAC 3: a 450-ji personal, informative or imaginative writing task

**Unit 4 – 3 x SACs (Interpersonal, Interpretive & Presentational communication)**

SAC 1: a 3-4 minute interview about a cultural product or practice

SAC 2: a 450-ji written response incorporating three or more texts

SAC 3: a 500 word evaluative or persuasive piece of writing

External Written Exam

External Oral exam

*Note: a “ji” is one character in the Japanese script.*

**Advice to students:** It is recommended that students studying VCE Japanese have studied Japanese at Year 10 level. Students studying Units 3 & 4 Japanese are required to have studied Units 1 & 2 Japanese.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Japanese	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese
Option 2	Year 10 Japanese	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese and University Enhancement studies in Japanese
Option 3 With permission: NOTE: Students who have completed an accelerated Year 9 course and covered the Year 10 program must take an oral, aural and written admission exam at the end of Year 9. The results must be to the satisfaction of the Japanese staff for entry into the VCE program.	Unit 1 & 2 Japanese	Unit 3 & 4 Japanese	University Enhancement studies in Japanese

**Teachers to see for advice regarding this subject:** Mr Bramley or Mr Delaney

## Maths Domain

**Only two Mathematics subjects may be studied within any given year at Nossal. This is to ensure students are able to study a broad range of subjects, and to more effectively align Mathematics studies with other relevant VCE units.**

## General Maths Units 1 & 2

General Maths introduces students to the key skills required in Units 3 & 4 Further Maths in the following areas:

- Data Analysis – Display, summary and interpretation of univariate and bivariate data.
- Linear Graphs and Models – Sketching and interpreting linear graphs, modelling with linear equations.
- Matrices and Applications.
- Linear Programming – Graphical approaches to solving optimisation problems.
- Financial Arithmetic – Simple and compound interest, investments and loans, comparison of purchase options.

A key emphasis of these units is proficient use of a CAS calculator to solve problems.

**Assessment** Ongoing coursework  
Topic Tests  
Exam

**Advice to students:** It is recommended, but not essential, that students successfully complete Year 10 Mathematics in order to prepare themselves for this subject. Students will need to develop proficiency with the use of a CAS calculator.

A successful General Maths student is one who:

- enjoys applying maths to real world contexts
- has strong literacy skills to approach worded Maths problems

In order to make a smooth transition into General Maths, it is recommended that a student be interested in Maths and committed to developing good study habits and an organised approach to this subject.

### Possible Pathways

Year 10	Year 11	Year 12
Year 10 Maths	Unit 1 & 2 General Maths	Unit 3 & 4 Further Maths

**Teachers to see for advice regarding this subject:** Mr Witt or Mr Jose

### Further Mathematics Units 3 & 4

Further Mathematics consists of a Core area of study and two Modules.

#### Core Study

*Data Analysis* includes displaying, summarising and analysing data and contains the topics: Univariate and Bivariate Data, Regression, Transformations and Time Series.

*Recursion and Financial Mathematics* involves the use of technology (CAS) to use recurrence relationships to solve problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

#### Modules

*Matrices* covers matrix algebra and applications, including Transition Matrices.

*Graphs and Relations* involves construction and interpretation of graphs and Linear Programming.

#### Technology

Students use a Computer Algebra System (CAS) calculator in all assessment tasks.

#### Assessment

- School Assessed Coursework (SAC)
- Statistical Application Task
- Three Analysis Tasks
- End of year exams
  - Exam 1: multiple choice questions (calculator and bound reference permitted)
  - Exam 2: extended response questions (calculator and bound reference permitted)

**Advice to students:** It is recommended that students studying Further Mathematics have studied General Maths or Year 10 Maths Advanced (within the Year 10 Maths course).

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Maths	Unit 1 & 2 General Maths (Further)	Unit 3 & 4 Further Maths
Option 2	Year 10 Maths	Unit 1 & 2 Maths Methods and Unit 1 & 2 General Maths (Further)	Unit 3 & 4 Further Maths
Option 3	Year 10 Maths	Unit 1 & 2 Maths Methods	Unit 3 & 4 Further Maths

**Teachers to see for advice regarding this subject:** Mr Jose, Mr Witt or Mr Gould

## Mathematical Methods Units 1 & 2

Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4. The areas of study for Units 1 and 2 are Functions and Graphs, Algebra, Calculus and Probability and Statistics.

Students will be assessed in three outcomes.

Outcome 1: Ability to solve problems based on skills and practice

Outcome 2: Ability to solve analytical problems

Outcome 3: Ability to use appropriate technology to obtain solutions

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology, as applicable. Students should be familiar with relevant mental and 'by hand' approaches in simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the unit.

Familiarity with determining the equation of a straight line from a combination of sufficient information about points on the line or the gradient of the line and familiarity with Pythagoras' theorem and its application to finding the distance between two points is assumed. Students should also be familiar with quadratic and exponential functions, algebra and graphs and basic concepts of probability and statistics.

**Assessment** Ongoing coursework  
Topic Tests (technology free and technology able)  
Assignments  
Exams (technology free and technology able)

**Advice to students:** Students are advised to choose this subject carefully. Many students find the concepts covered to be quite challenging. Maths Methods is a pre-requisite for numerous tertiary courses, and this needs to be taken into consideration.

A successful Maths Methods student is one who:

- enjoys combining mathematical concepts to solve application problems
- has a sound grasp of algebraic routines and procedures
- has a genuine interest in Maths

In order to make a smooth transition into Maths Methods, it is recommended that a student be achieving at a level of at least 'Good' in both 'Knowledge' and 'Skills' in their Year 10 Maths reports. Students achieving below this level should only choose this subject if they are prepared to commit significant extra time and focus to developing the required knowledge and skills.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Maths	Unit 1 & 2 Maths Methods	Unit 3 & 4 Maths Methods
Option 2	Unit 1 & 2 Maths Methods	Unit 3 & 4 Maths Methods	University Enhancement Studies in Maths

**Teachers to see for advice regarding this subject:** All Maths staff. If more specialised advice is required, you will be directed to a staff member who can assist you.

### Maths Methods Units 3 & 4

Maths Methods Units 3 & 4 consists of the following areas of study: Functions and Graphs, Calculus, Algebra, Statistics and Probability. Units 3 & 4 are learnt in sequence and rely heavily on the knowledge, skills and concepts of Maths Methods Units 1 & 2.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and 'by hand' approaches in simple cases.

The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

#### Assessment Unit 3:

1 x School Assessed Coursework (SAC) task comprised of:

- An extended investigation application task

#### Unit 4:

2 x School Assessed Coursework (SACs) tasks comprised of:

- Two analysis tasks (34% of overall assessment)

End of year exams (Exam 1: 22% of overall assessment, Exam 2: 44%)

**Advice to students:** Students intending to study Units 3 & 4 Maths Methods must have completed Maths Methods Units 1 & 2. A large proportion of Exam 1 covers work from Units 1 & 2.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Maths	Unit 1 & 2 Maths Methods	Unit 3 & 4 Maths Methods
Option 2	Unit 1 & 2 Maths Methods	Unit 3 & 4 Math Methods	University Enhancement studies in Maths

**Teachers to see for advice regarding this subject:** All Maths staff. If more specialised advice is required, you will be directed to a staff member who can assist you.

## Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 & 2 introduces students to the key skills required in Specialist Mathematics Units 3 & 4. Topics covered include Advanced Algebra, Trigonometry, Vectors, Complex Numbers, Kinematics, Mechanics, Circular Functions and Graphing Techniques. Students are expected to learn the use of a CAS calculator to solve problems and identify when the use of a calculator is suitable.

Students entering Specialist Mathematics Units 1 & 2 are expected to have a high level of competency in mathematics.

**Assessment**

- Topic Tests
- Assignments
- Exams (technology able and technology free)

**Advice to students:** Specialist Mathematics is a stimulating course for students who love mathematics and have a great aptitude for it. Specialist Mathematics Units 1 & 2 is only offered to Year 11 students at Nossal High School. Students intending to study Specialist Mathematics at Year 12 should choose Specialist Mathematics Units 1 & 2.

A successful Specialist Maths student is one who:

- enjoys reasoning and problem solving with abstract mathematical concepts
- has a strong grasp of algebraic routines and procedures
- embraces the opportunity to undertake advanced work

In order to make a smooth transition into Specialist Maths, it is recommended that a student be achieving at a level of at least 'Very Good' in both 'Knowledge' and 'Skills' in their Year 10 Maths reports. Specialist Maths is a subject best suited to those who are genuinely passionate about maths and eager to challenge themselves.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Maths	Unit 1 & 2 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Maths Methods and Unit 3 & 4 Specialist Maths
Option 2	Unit 1 & 2 Maths Methods	Unit 3 & 4 Math Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Specialist Maths and University Enhancement studies in Maths

**Teachers to see for advice regarding this subject:** Ms Desaulniers, Mr Jelinek, Mr Ng or Ms Ooi.

## Specialist Maths Units 3 & 4

Specialist Maths consists of: Algebra, Calculus, Vectors, Mechanics, Functions and Graphs, Probability and Statistics.

- The topics in Algebra include partial fractions, complex numbers and factorisation of polynomials over the complex number system.
- Calculus consists of analytic and numeric differentiation, integration of functions including circular, exponential and logarithmic functions and solutions of differential equations.
- The topics in Vectors include the algebra of vectors, geometric proofs, vector representation of curves in a plane and vector kinematics.
- Mechanics covers the areas of statics, and Newton's laws with respect to constant and variable acceleration.
- The topics in Functions include reciprocal, circular, inverse circular and modulus graphs.
- Probability and Statistics consists of expected values, simulation, confidence intervals and null hypothesis.

**Assessment** School Assessed Coursework (SAC)

Two analysis tasks

One application task

Two end of year exams.

**Advice to students:** Students studying Specialist Maths must also complete Maths Methods Unit 3 & 4. This can be done concurrently. Specialist Maths is a highly intensive course and students should have a high level of competence in mathematics if they wish to study it.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Maths Methods	Unit 3 & 4 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Specialist Maths and University Enhancement studies
Option 2	Unit 1 & 2 Maths Methods	Unit 3 & 4 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Specialist Maths
Option 3	Year 10 Maths	Unit 1 & 2 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Maths Methods and Unit 3 & 4 Specialist Maths

**Teachers to see for advice regarding this subject:** Mr Jelinek , Ms Ooi or Ms Desaulniers.

**While Algorithmics does contain mathematical content, it does not officially fit within the Maths Domain and will not count towards the number of Mathematics subjects studied in any given year. Students can choose to undertake Algorithmics, as well as two Mathematics studies within the one year.**

## VCE Algorithmics – Higher Education Scored Study

The study investigates algorithmics, which provides a structured framework for solving real-world, practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of the information society. Beyond its use in computing, algorithmics provides a general discipline of rational thought by virtue of the methodical way it approaches problem solving.

VCE Algorithmics (HESS) examines how information about the world can be systematically represented and how the processes can be made sufficiently explicit and precise so they can be implemented in a computer program. The focus is not on coding but on 'algorithmic thinking'. Algorithmics covers systematic methods for analysing real-world problems and identifying the salient aspects that need to be modelled as the basis for finding a solution. It explores the design of algorithms to solve these problems, resulting in a powerful approach to manipulating, and reasoning about, structured information.

Mathematical techniques are used to establish crucial properties of algorithms, such as how their performance can be scaled to the size of the problem to be solved. This leads to an understanding of what types of algorithms are able to work efficiently at very large scales. Algorithmics also covers deeper topics in computer science such as the possibility of artificial intelligence and the potential for new models of computation inspired by physical and biological systems. This investigation of theoretical topics is complemented by the development of skills in a high-level programming language.

**Assessment** Ongoing coursework  
Tests  
SATs  
End of year exam

VCE Algorithmics is a Higher Education Scored Study. It is likely that this subject would be studied externally. VCE Algorithmics requires a considerable amount of assumed knowledge, most of which is covered in VCE Mathematics Methods (CAS) Units 1 and 2. Therefore, students are expected to be currently enrolled in, or have successfully completed, VCE Mathematical Methods Units 1 and 2.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Maths	Unit 1 & 2 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Algorithmics and Unit 3 & 4 Maths Methods and Unit 3 & 4 Specialist Maths
Option 2	Unit 1 & 2 Maths Methods	Unit 3 & 4 Algorithmics and Unit 3 & 4 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Specialist Maths
Option 3	Unit 1 & 2 Maths Methods	Unit 3 & 4 Maths Methods and Unit 1 & 2 Specialist Maths	Unit 3 & 4 Algorithmics and Unit 3 & 4 Specialist Maths

**Teacher to see for advice regarding this subject:** Mr Ng

## Biology Units 1 & 2

In Units 1 & 2 Biology, students examine the cell as the structural and functional unit of life. They analyse inheritance of adaptations that enhance the organism's survival in a chosen environment and consider the role homeostatic mechanisms play in maintaining the internal environment. The classification of biodiversity and population growth are also investigated. Students will also focus on cell reproduction and the transmission of information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined and their potential use in medical therapies is considered. Students investigate a bioethical issue in genetics.

**Assessment** 3 x Assessment Tasks per semester, including topic tests, practical investigations, fieldwork and research tasks.  
End of year exam

**Advice to students:** It is highly recommended that students intending to study Unit 3 & 4 Biology have studied Units 1&2 Biology.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any Year 10 Science subject	Unit 1 & 2 Biology	Unit 3 & 4 Biology
Option 2	Unit 1 & 2 Biology	Unit 3 & 4 Biology	

**Teachers to see for advice regarding this subject:** Mrs Latham, Mr LaBrooy, Mrs Ball or Mr Monaco

## Science Domain

### Biology Units 3 & 4

In Units 3 & 4 Biology, students investigate the biological consequences and social and ethical implications of manipulating the DNA molecule and applying biotechnologies in a range of contexts. Students consider the molecules and biochemical processes that are the indicators of life, the synthesis and applications of DNA and proteins. Students observe how cells communicate and respond to stimuli in the context of the immune system.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution

**Assessment** Topic Tests  
School Assessed Coursework:  
- Unit 3: 20%  
- Unit 4: 30%  
External end of year examination: 50%

**Advice to students:** It is highly recommended that students intending to study Unit 3 & 4 Biology have studied at least Unit 2 Biology.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Any Year 10 Science subject	Unit 1 & 2 Biology	Unit 3 & 4 Biology
Option 2	Unit 1 & 2 Biology	Unit 3 & 4 Biology	

**Teachers to see for advice regarding this subject:** Mrs Latham, Mr LaBrooy or Mrs Ball

## Science Domain

### Chemistry Units 1 & 2

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

Unit 1 Chemistry explores the relationships between properties, structure and bonding forces within and between particles. Students use knowledge of elements to explain the properties of matter and explain the versatility of non-metals. They will also complete a research investigation related to the development, use and/or modification of a material or chemical.

In Unit 2 Chemistry students explore the physical and chemical properties of water, the reactions that occur in water and methods of water analysis. Students will investigate how substances react with water and how substances in water are measured and analysed. They will also design and undertake a quantitative laboratory investigation related to water quality.

**Assessment** Ongoing coursework  
Topic tests  
Research investigation  
Laboratory investigation  
End of year exam

**Advice to students:** It is strongly recommended that students intending to study Unit 3 & 4 Chemistry have studied Unit 1 & 2 Chemistry.

#### Possible Pathways

Year 10	Year 11	Year 12
Any Year 10 Science subject	Unit 1 & 2 Chemistry	Unit 3 & 4 Chemistry

**Teachers to see for advice regarding this subject:** Dr Alley, Mrs Graystone, Ms Campagna, Mr Monaco or Ms Warriner

## Science Domain

### Chemistry Units 3 & 4

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Units 3 & 4 Chemistry builds upon the knowledge acquired in Units 1 & 2 Chemistry, and students increasingly apply their understanding to real world situations.

Unit 3 Chemistry involves a comparison and evaluation of different energy resources. It includes the design and operation of galvanic, fuel and electrolytic cells. Analysis of reaction rates and extent of reaction, including Le Chatelier's principle, is used to predict and explain efficiency and yield of chemical processes.

Unit 4 Chemistry focuses on processing data from instrumental analyses to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

**Assessment** Ongoing coursework  
School Assessed Coursework:  
- Unit 3: 16%  
- Unit 4: 24%  
External end of year examination: 60%

**Advice to students:** It is strongly recommended that students studying Units 3 & 4 Chemistry have studied Units 1 & 2 Chemistry.

#### Possible Pathways

Year 10	Year 11	Year 12
Any Year 10 Science subject	Unit 1 & 2 Chemistry	Unit 3 & 4 Chemistry

**Teacher to see for advice regarding this subject:** Dr Alley, Mr Monaco, Ms Campagna, Mrs Graystone or Ms Warriner

## Science Domain

### Environmental Science Units 1 & 2

In Unit 1, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

In Unit 2, students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They analyse the effects of pollutants on the health of humans and the environment over time. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

**Assessment**    Research investigation  
                          Case Study  
                          Practical work  
                          Data analysis  
                          Class test  
                          Exam

**Advice to students:** Environmental Science is recommended for students who have a broad interest in science and environmental issues.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Environmental Science	Unit 3 & 4 Environmental Science	
Option 2	Any Year 10 Science	Unit 3 & 4 Environmental Science	
Option 3	Any Year 10 Science		Unit 3 & 4 Environmental Science
Option 4	Any Year 10 Science subject	Unit 1 & 2 Environmental Science	Unit 3 & 4 Environmental Science

**Teachers to see for advice regarding this subject:** Mrs Latham or Mrs Ball

## Environmental Science Units 3 & 4

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

In Unit 4, students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. Students develop skills in data interpretation, extrapolation and interpolation, test predictions, and recognise the limitations of provisional and incomplete data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence.

**Assessment** Ongoing coursework  
 School Assessed Coursework:  
 - Unit 3: 20%  
 - Unit 4: 30%  
 External end of year examination: 50%

**Advice to students:** Environmental Science is recommended for students who have a broad interest in science and environmental issues.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Environmental Science	Unit 3 & 4 Environmental Science	
Option 2	Any Year 10 Science	Unit 3 & 4 Environmental Science	
Option 3	Any Year 10 Science		Unit 3 & 4 Environmental Science
Option 4	Any Year 10 Science subject	Unit 1 & 2 Environmental Science	Unit 3 & 4 Environmental Science

**Teachers to see for advice regarding this subject:** Mrs Latham or Mrs Ball

### Physics Units 1 & 2

Units 1 & 2 focus on the development of key scientific skills, including experimental skills.

In Unit 1, students begin with an introduction to thermodynamics, focusing on thermodynamic principles, its link to climate science, and issues relating to efficiency and effectiveness of heating and cooling. The second core area of study is centred on electricity. Students explore concepts used to model electricity, electric circuits, how electrical energy is used and electrical safety. The final area of study is on the nature of matter and its formation. Students explore the origins of atoms, particles in the nucleus, and how energy is obtained from the atom.

In Unit 2, students begin by investigating how motion is described and explained. They will explore concepts used to model motion, the relationship between forces and motion, and the relationship between energy and motion. The second area of study in Unit 2 is the study of sound with applications to instruments and music. Students will explore concepts used to model sound, the production of sound, and the detection of sound. The students complete Unit 2 with a systematic experiment which they design and undertake themselves.

**Assessment** Ongoing coursework, including:

- Practical work
- Topic tests
- An assignment
- Data analysis tasks

End of Year Examination covering both Units 1 & 2

**Advice to students:** It is recommended that students studying Units 3 & 4 Physics have studied at least Unit 2 Physics. Students choosing this option should also seek the advice of a Physics teacher about essential material covered in Unit 1 Physics that they will need to catch up on if they wish to have the best chance of success in Units 3 & 4.

#### Possible Pathways

Year 10	Year 11	Year 12
Any Year 10 Science subject	Unit 1 & 2 Physics	Unit 3 & 4 Physics

**Teachers to see for advice regarding this subject:** Mr Fankhauser, Mr Harnath or Ms Zhang

## Physics Units 3 & 4

In Unit 3, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

In Unit 4, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

**Assessment** School Assessed Coursework

- Unit 3: 21%

- Unit 4: 19%

External end of year examination: 60%

**Advice to students:** It is recommended that students studying Units 3 & 4 Physics have studied at least Unit 2 Physics. Students choosing this option should also seek the advice of a Physics teacher about essential material covered in Unit 1 Physics that they will need to catch up on if they wish to have the best chance of success in Units 3 & 4.

### Possible Pathways

Year 10	Year 11	Year 12
Any Year 10 Science subject	Unit 1 & 2 Physics	Unit 3 & 4 Physics

**Teachers to see for advice regarding this subject:** Mr Fankhauser, Mr Harnath or Ms Zhang

## Psychology Units 1 & 2

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

**Unit 1:** How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students:

- investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.
- explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.
- Consider the complex nature of psychological development, including situations where psychological development may not occur as expected.
- examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students:

- investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.
- evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.
- explore a variety of factors and contexts that can influence the behaviour of an individual and groups.
- examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

**Assessment:** Ongoing coursework and assessment tasks, which may include tests, research investigations, media responses, evaluations of research, data analysis, visual presentations, annotated folio of practical activities and an examination.

**Advice to students:** It is strongly recommended that students who study Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Psychology	Unit 3 & 4 Psychology	
Option 2	Any Year 10 Science subject	Unit 1 & 2 Psychology	Unit 3 & 4 Psychology

**Teachers to see for advice regarding this subject:** Ms Soltys or Ms Wilson

## Psychology Units 3 & 4

Psychology is the scientific study of mental processes and behaviour in humans. It provides students with a framework for understanding complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

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

The nervous system influences behaviour and the way people experience the world. In this unit students:

- use research methods to collect and analyse data and make evaluations;
- illustrate the application of statistical procedures in the development of models and theories of psychology;
- study the role of the functioning brain and nervous system in relation to interaction with the external world and the impact of stress on nervous system functioning;
- investigate the retention of experiences and memory and the factors that affect retention and recall of information including factors that affect memory and consider the fallibility of memory;
- explore the characteristics of learning as a process that plays a part in determining behaviour and focus on the different types of learning.

**Unit 4:** How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students:

- use research methods to collect and analyse data and make evaluations;
- illustrate the application of statistical procedures in the development of models and theories of psychology;
- examine the nature of consciousness and how changes in the level of consciousness can affect mental processes and behaviour;
- consider the role of sleep and the impact that sleep disturbances have on functioning;
- study how biological, psychological and socio-cultural factors interact to contribute to the development of an individual's mental functioning and mental health using specific phobia as an example.

**Assessment**                      School assessed coursework  
    - Unit 3: 16%  
    - Unit 4: 24%  
    External end of year examination: 60%

It is strongly recommended that students who study Unit 3 & 4 Psychology have studied at least Unit 2 Psychology.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Unit 1 & 2 Psychology	Unit 3 & 4 Psychology	
Option 2	Any Year 10 Science subject	Unit 1 & 2 Psychology	Unit 3 & 4 Psychology

**Teachers to see for advice regarding this subject:** Ms Soltys

## Applied Computing Units 1 & 2

**Unit 1:** 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.

**Unit 2:** In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

**Assessment**            Ongoing class work  
                                  Projects  
                                  End of year exam

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Digital Technology	Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development
Option 2	Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development	
Option 3		Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development

**Teachers to see for advice regarding this subject:** Mr Chattrath

## Technology Domain

### Software Development Units 3 & 4

**Unit 3:** In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

**Unit 4:** In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

**Assessment**                    2 x School Assessed Coursework (SAC) tasks (20%)  
    School Assessed Task (SAT) (30%)  
    End of year exam (50%)

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Digital Technology	Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development
Option 2	Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development	
Option 3		Unit 1 & 2 Applied Computing	Unit 3 & 4 Software Development

**Teachers to see for advice regarding this subject:** Mr Chattrath

## Technology Domain

### Food Studies Units 1 & 2

These units focus on food from historical and cultural perspectives while investigating the origins and roles of food through time across the world. Students will examine the progression of food from hunter-gatherer to rural-based agriculture and to today's urban living. Students look at Australian indigenous food prior to European settlement and the changing patterns of food production brought about by processing, manufacturing and immigration.

Students also focus on commercial food production as well as analysing the challenges of developing practical food skills in daily life, by designing new products.

The subject enables students to apply their theoretical understanding of the relationship between food and healthy diet related choices. Students focus on diet related diseases and how food contributes to the obesity epidemic and health issues faced in today's society.

<b>Assessment</b>	Ongoing coursework
	Topic tests
	Assessment Tasks for Unit 1
	Assessment Tasks for Unit 2

**Advice to students:** Nossal High School, in conjunction with Monash University and former Vice Chancellor Leon Pitterman, encourages all our students considering a career in Health and Medicine to consider this course. The knowledge of diet related diseases and how this impacts the human body will give students breadth and extended knowledge for University Entry interviews. Diet related diseases are a major cause of death in the Australian community, therefore this study will support students considering further studies in health and medicine.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Food Technology	Unit 1 & 2 Food Studies	Unit 3 & 4 Food Studies
Option 2	Unit 1 & 2 Food Studies	Unit 3 & 4 Food Studies	

**Teachers to see for advice regarding this subject:** Mrs Ansalde

### Food Studies Units 3 & 4

These units cover the science of food in relation to the body’s needs and how it is processed, as well as the functional properties and the changes that occur in food preparation and cooking.

Students study the development of nutritional requirements and the influence of food choices across all stages of the lifespan. Students focus on diet related diseases and how food contributes to the obesity epidemic and health issues faced in today’s society. Students investigate, collaborate and produce meal plans according to specific diet related diseases with the aim to improve personal and community health.

Examination of global and Australian food systems takes place as well as of environmental, ecological and ethical farming practices, keeping sustainability in mind. They practise and improve their food selection skills by interpreting food labels and analysing marketing terms, all while expanding their practical skills.

- Assessment**
- Ongoing coursework
  - Topic tests
  - School Assessed Coursework (SAC) tasks for Unit 3
  - School Assessed Coursework (SAC) tasks for Unit 4
  - Exam

**Advice to students:** Nossal High School, in conjunction with Monash University and former Vice Chancellor Leon Pitterman, encourages all students considering a career in Health and Medicine to consider this course. The knowledge of diet related diseases and how this impacts the human body will give students breadth and extended knowledge for University Entry interviews. Diet related diseases are a major cause of death in the Australian community, therefore this study will support students considering further studies in health and medicine.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Food Technology	Unit 1 & 2 Food Studies	Unit 3 & 4 Food Studies
Option 2	Unit 1 & 2 Food Studies	Unit 3 & 4 Food Studies	
Option 3		Unit 3 & 4 Food Studies	
			Unit 3 & 4 Food Studies

**Teachers to see for advice regarding this subject:** Mrs Ansalde

## Systems Engineering Units 1 & 2

### Unit 1: Introduction to mechanical systems

Students create an operational system using the systems engineering process. The focus is on a mechanical system, however it may include some electrotechnological components.

### Unit 2: Introduction to electrotechnology systems

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

**Assessment** Ongoing work  
School Assessed Task (SAT) in the form of a Production Folio  
End of year exam

**Advice to students:** It is recommended that students intending to study Units 3 & 4 Systems Engineering choose Units 1 & 2 Systems Engineering.

### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Electronics and/ or Digital Technologies	Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering
Option 2	Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering	
Option 3		Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering

**Teachers to see for advice regarding this subject:** Mr Chattrath

### Systems Engineering Units 3 & 4

**Unit 3:** Integrated and controlled systems, and clean energy technologies

In this unit, students will investigate, analyse and use advanced mechanical-electrotechnology integrated and control systems concepts, principles and components and, using selected relevant aspects of the Systems Engineering Process, design, plan and commence construction of an integrated and controlled system.

They will discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

**Unit 4:** Systems control and new and emerging technologies

In Unit 4, students will produce, test and diagnose an advanced mechanical- electrotechnology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

They will describe and evaluate a range of new or emerging technologies and analyse the likely impacts of a selected innovation.

**Assessment** 2 x School Assessed Coursework (SAC) (20%)

School Assessed Task (SAT) (50%)

End of year exam (30%)

**Advice to students:** It is recommended that students intending to study Units 3 & 4 Systems Engineering, choose Electronics and/or Digital Technology in Year 10 and have studied Units 1 & 2 Systems Engineering.

#### Possible Pathways

	Year 10	Year 11	Year 12
Option 1	Year 10 Electronics and/or Digital technologies	Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering
Option 2	Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering	
Option 3		Unit 1 & 2 Systems Engineering	Unit 3 & 4 Systems Engineering

**Teachers to see for advice regarding this subject:** Mr Chattrath

# VCE (Baccalaureate)

The VCE (Baccalaureate) is an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

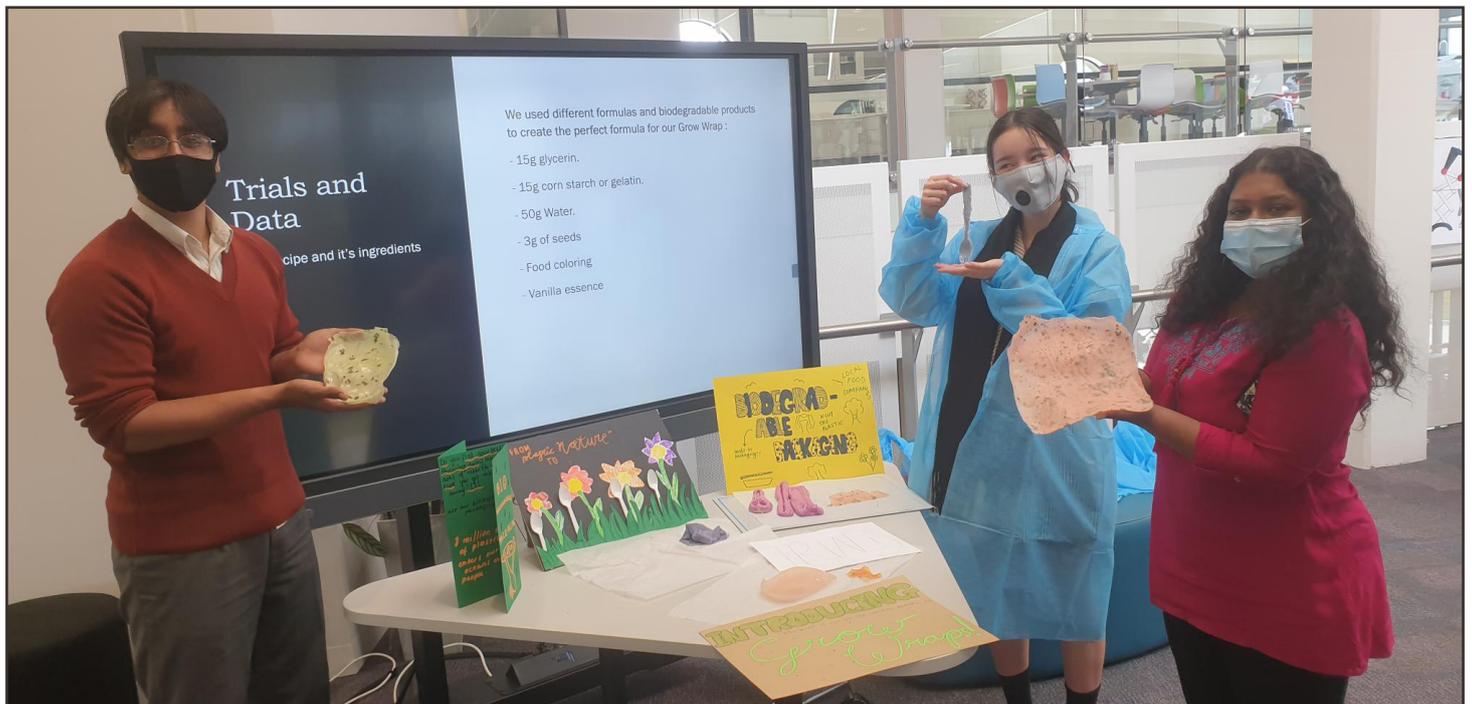
The VCE program of study must include:

- a Unit 3 – 4 sequence in English, Literature or English Language with a study score of 30 or above; or a Unit 3 – 4 sequence in EAL with a study score of 33 or above
- a Unit 3 – 4 sequence in either Mathematical Methods or Specialist Mathematics
- a Unit 3 – 4 sequence in any VCE Language
- at least two other Unit 3 – 4 sequences.

Upon satisfactory completion of the VCE (Baccalaureate) program of study, the student will receive an appellation on their VCE certificate.

At this stage, the VCE (Baccalaureate) has no impact on university offers.

**Teacher to see for more information:** Ms Warriner



# Publications for Assistance



## Key Agencies for Information About the VCE

**Victorian Curriculum and Assessment Authority (VCAA) - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)**

The VCAA are responsible for writing the Study Designs and Assessment Guidance for each VCE subject. This information contains essential references which should be consulted regularly. The VCAA is the body responsible for calculating Study Scores.

**Victorian Tertiary Admission Centre (VTAC) - [www.vtac.edu.au](http://www.vtac.edu.au)**

VTAC provide information about prerequisites for post-secondary study, guides for subject selection and is the body responsible for calculating the ATAR.

## Other Resources and Agencies

**My Future Careers Site - [www.myfuture.edu.au](http://www.myfuture.edu.au)**

This website provides resources to explore career pathways and tools to develop self-knowledge to help with career decision-making.

**Youth Central - [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)**

This website provides information about how to find a job, study and training options and many other resources aimed at young people between 12 and 25.

**Victorian Skills Gateway - [www.skills.vic.gov.au](http://www.skills.vic.gov.au)**

This website provides information about Victorian TAFE courses and training opportunities.

**Quality Indicators of Learning and Teaching - [www.qilt.edu.au](http://www.qilt.edu.au)**

This website provides nationally consistent performance data for Australian higher education and can help with decisions about which university to attend.

**The Good Universities Guide - [www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)**

This website can help with finding courses at Australia's top universities, TAFES and training colleges.

\*Individual university websites can also provide information about courses and future study options.



# Course Selection Principles

Students in Year 10 and 11 study six subjects per semester and students in Year 12 study five subjects per semester.

**Students entering Year 10:** Select one English elective (2 units), Mathematics (2 units) and Humanities (2 units), plus other units to a maximum of 12 units. A VCE subject or Language will account for two of these units. Use the guidelines for Year 10 Academic Progression (page 6) to ensure you fulfil the selection requirements.

**Students entering Year 11:** Select an English plus five other subjects. Please note that it is Nossal Policy that only two Mathematics subjects may be studied within any given year.

**Students entering Year 12:** Select an English plus four other subjects. Please note that it is Nossal Policy that only two Mathematics subjects may be studied within any given year. All Year 12 students must select five subjects. Students who have completed two Unit 3 & 4 subjects will have an opportunity to remove one of these after results are released.

**Note:** Students selecting their course according to an individual learning program will need their course entered manually. This will be done on Course Confirmation Day.

Process:

- Make an appointment for you and a parent to attend Course Confirmation. The appointment can be online or in person. Information will be sent out with Term 2 reports.
- Read this booklet and other resources carefully and have discussions at home and with others about your course and career pathways. Consult resources such as those listed on page 94 and speak to your teachers about possible options and pathways.
- Have ideas and/or questions about preferred courses you wish to discuss ready for the confirmation session. Make sure you are planning a course that you are interested in and have aptitude for. Do not be unduly influenced by the aspirations others have for you. Stay true to your dreams, aspirations and capabilities.
- Always have a Plan B.
- Year 9 and 10 students **must** complete the Course Planning Passport found at the back of the Handbook and have this ready to discuss at the Course Confirmation session.
- In pencil, fill out the course planning table at the back of this booklet. This should also be ready to discuss at the Course Confirmation session.
- Attend the confirmation session.
- ***Make a decision about your course for 2022 including the additional preferences. Be decisive. Major school decisions, like staffing and curriculum offerings, are made based on student selections. It is not possible for the school to plan effectively if repeated changes are made to choices.***
- Log on and complete the course selections as per the instructions over the page by the due date **Thursday August 12, 2021.**
- Follow the timeline outlined on the back of the booklet. We stand firm on our decision not to discuss courses in the interim periods between specified dates. We need this time to make decisions and work on planning for the coming year.

# Instructions for Subject Selection Online

You will make your selections for your subjects online. Please follow these instructions:

1. Before you begin, make sure that you have access to a printer from the computer on which you are making your selections, as you will need to print out your approval form.
2. The closing date and time for selections is midnight on **Thursday August 12, 2021**.
3. Please do not leave it until the last moment to make your selections. If you have a problem, you may not get access in time.
4. All subject selections will be downloaded after the closing date. Selections submitted by the deadline have equal priority.

**Step 1.** You will receive an email with a web code and a link to the following website.

<https://spring.edval.education/login>

This will be available from **Friday July 23, 2021**.

You are now at the Edval Webchoice login page.

**Step 2.** Enter your Login code into the Login code box and then click the Login button.

**Step 3.** Read the instruction at the top and on the right hand side. Choose one subject from as many of the drop down boxes as you need to.

**Step 4.** Press the Submit button. If there are no problems with your selections, you will be taken to a new page confirming your choices. **You will need to print this page.**

Note: If you do not complete the form correctly, you will receive a message, and you will need to make a change. Make your change and click on submit again. You may get another message if something else is not correct. Please continue following the instructions until you have submitted successfully.

**Step 5.** Ask a parent/carer to sign your printed sheet on the bottom half of the page and bring this to school and hand it into the post boxes by Friday August 13, 2021.

**Step 6.** You may login again and make changes to your preferences at any time until midnight on **Thursday August 12, 2021**. If you change your selection after bringing your printout to school, you will need to bring a new signed printout to the post boxes by Friday August 13, 2021.

**Step 7.** If you have difficulty logging-in, check you have entered the correct webcode. If you have difficulty in making your selections, re-read the instructions. If you continue to have difficulty, send an email to Ms Winton at [emma.winton@nossalhs.vic.edu.au](mailto:emma.winton@nossalhs.vic.edu.au).

**Note:** *If your individual pathway falls outside our subject selection guidelines your entry will need to be made manually. This will be identified at Course Confirmation.*



# Course Confirmation Passport

To ensure you are thoroughly prepared for your Course Confirmation Appointment, please speak with a member of each Domain at or before the Careers Expo to discuss:

- the various subjects offered;
- subject pathways from Years 10 to 12;
- your own personal preferences, strengths and areas for improvement to establish which subjects may best suit you.

These discussions should help guide your decision making process when it comes to selecting subjects for the following years. Please bring the Senior School Handbook, with this page filled out, to your Course Confirmation Appointment.

In the past, students have often relied on 'word of mouth' from other students to inform their choices and haven't sought advice from those in the best position to give it: the teachers. As a result, many students often end up applying for subject changes due to the fact that the subjects they selected weren't what they thought they would be, or didn't actually suit them or their pathway. It is advantageous to students to select the most appropriate course right from the beginning so they are not placed under undue stress to catch up on work missed if they make a late change, or are not able to make the requested change at all due to timetable restrictions. Please note that the timetable is built after the final submission of student courses on August 13.

Domain Area	Subjects of Interest	Subjects suggested by teacher	Prerequisite subjects for a course (if known)	Staff Initials
English				
Maths				
Humanities				
Science				
Health & PE				
Arts/Technology				
Languages				

# Course Planning Table

Website to log onto for course selection: <a href="https://spring.edval.education/login">https://spring.edval.education/login</a>	Log on details: Webcode
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Planning tool for 2021 and beyond. Use this table to help you plan your course. If you are in Year 10 or 11 forward map your courses into Year 11 and 12. This will help you ensure you meet the pre-requisite requirements of your post-secondary pathway and you meet the requirements of the VCE.

Year 10 ( year ____ )	Year 11 ( year ____ )	Year 12 ( year ____ )	Goal for Beyond Year 12
English	English/English Language/EAL/Literature	English/English Language/EAL/Literature	What do you intend to do after school?
Mathematics			What are the prerequisites for this?
Humanities			

# Course Selection Timeline

Event	Expected Timeline
Careers and Pathways Expo	Thursday 22 July, 4.00pm to 8.00pm
Senior Course Confirmation Year 9, 10 and 11	Wednesday 28 July, 8.00am – 8.00pm by appointment on Compass (no classes this day). All Year 9 course confirmation should be completed on this day.
Senior Course Confirmation Catch-ups	Friday 30 July and Tuesday 3 August from 9.00am – 4.00pm by appointment on Compass (normal classes this day). Students will come out of classes to meet their parents for course confirmation appointments and then return to class.
Online course selection completed by midnight Thursday 12 August No communication about courses will be entered into after this point until the week of Monday 6 September, when only students with course difficulties will be contacted.	Friday 13 August – All printed forms placed in the Nossal post boxes.
Students with course problems notified and counselled to reselect.	Monday 6 - Friday 17 September. <b>No communication about courses will be entered into after this point until the week of Friday 5 November.</b>
Students notified of 2022 courses	Friday 5 November
Subject changes for 2022 Courses	Monday 8 - Thursday 11 November No communication about courses will be entered into after this point until the week of Thursday 25 November.
Commencement of 2022 courses	Monday 22 – Wednesday 24 November
Unit 3 & 4 VCE results released	Monday 13 December
Final adjustments to 2022 courses by written application	Thursday 25 November - Friday 3 December