NOSSAL
High School

# 2026 Senior Subject Handbook

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# How your selections affect school organisation

*Studies on offer in this handbook will run in 2026 ONLY if sufficient numbers of students select them. Decisions about the subjects to run in 2026 and individual student courses will be made after all students' subject selections are submitted online (prior to midnight Wednesday 13 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 2026, including the hiring of staff, is determined by these selections.*

*Some students may need further course counselling after the curriculum offerings for 2026 have been finalised, particularly if their original selections will not run in 2026. The timeline on the back cover of this handbook indicates when this counselling will occur.*

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# Preface

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As students enter 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, 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 9Time program
- the Morrisby Careers and Pathways Aptitude Test and interview
- Year 10 Work Experience
- 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
- the Careers and Pathways Expo on Thursday 31 July 2025 (4:30pm - 8:00pm)
- 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, may 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 they are good at and find interesting.

I wish you well in your choices.

Ms Ffion Bowles

Assistant Principal

# Learning Vision

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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 to be 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

# Support

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## 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 the following page 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 personalised learning pathways
- 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:

| | |
|---|---|
| Assistant Principal (Curriculum & Pedagogy): | Ms Ffion Bowles |
| Director of VCE & Pathways: | Ms Jessica Ball |
| Director of Curriculum & Pedagogy: | Mr Angus Clark |
| Careers Advisor: | Ms Clarissa Jacques |
| Course Confirmation Coordinator: | Ms Kyleigh Wilson |
| Assistant Principal (Wellbeing & Student Agency): | Ms Fiona De Zylva |
| Director of Digital Development & Innovation: | Mr Stuart Fankhauser |
| Principal: | Ms Tracey Mackin |
| VSL Coordinator: | Mr Rohan Bramley |

### 2025 Domain Leaders

| | |
|---|---|
| English: | Dr Briony Schroor |
| Maths: | Mr Jaron Gould |
| Science: | Ms Tamara Green |
| Humanities: | Ms Lainey Nieva |
| Arts & Technology: | Ms Leslie Cilia |
| Health & Physical Education: | Mr Cameron Christiansen |
| Language: | Ms Sumiyo Kamimura |

### 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 Nossalonians and the above personnel, as well as referring to the VCAA website www.vcaa.vic.edu.au and the VTAC website www.vtac.edu.au
- review their Morrisby Report to assist with decision making and discussions.

# Publications for Assistance

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## Key Agencies for Information About the VCE

**Victorian Curriculum and Assessment Authority (VCAA)**
**www.vcaa.vic.edu.au**

The VCAA are resposible for writing the Study Designs and assessment guidelines for each VCE subject. This information contains essential references and amendments which should be consulted regularly. The VCAA is the body responsible for administering the VCE including calculating Study Scores.

**Victorian Tertiary Admission Centre (VTAC)**
**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**

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

**Youth Central**
**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 aged between 12 and 25 years.

**Victorian Skills Gateway**
**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**

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**

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.

**Morrisby Report**
**app.morrisby.com/login**

Refer to individual reports to reflect on strengths and possible future pathways.

# Guidelines for Academic Progression

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As Nossal High is a selective entry school, our students tend to work at a very high level in all academic subjects. All our students can access an individual learning pathway and choose subjects suited to their own strengths and interests. For many students this may include accelerating in one or two 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 this level will review their course options 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 Units 1 & 2 subject in Year 10 and then continuing on to study a Units 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 Units 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.

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 2026 these are:

| Number of Subjects | Current Year Level |
|---|---|
| 7 | Year 9 |
| 5 | Year 10 |

# Guidelines for Academic Progression continued

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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.

**Note on studying VCE subjects outside Nossal:**

Some Nossal students study VCE subjects (particularly languages) through external institutions such as the Victorian School of Languages or other providers. These subjects need to be considered when deciding on an acceleration pathway suitable for each student.

In planning their courses, students studying these external subjects need to take note of the following:

- If a student has qualified for **single acceleration** and will be studying a **Unit 3/4 subject** externally in Year 10, then that subject will be counted as their single acceleration subject and they will be required to enrol only in Year 10 subjects at Nossal.
- If a student has qualified for **single acceleration** and will be studying a **Unit 1/2 subject** externally in Year 10, then we encourage the student to count that as their single acceleration subject and to enrol only in Year 10 subjects at Nossal.
- If a student has qualified for **double acceleration** and will be studying a **Unit 1/2 or Unit 3/4 subject** externally in Year 10, then that subject will be counted as one of their two acceleration subjects.
- Acceleration in three VCE subjects is not permitted due to the impact this has on student performance and wellbeing.

## 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 Centre for Higher Education Studies (CHES) offers a wide range of Higher Education Studies (HES) to government school students across the state. Applications to CHES, or any other university, must be completed in consultation with the Director of VCE & Pathways. Students must first express an interest with the Director of VCE & Pathways, complete an application form, then the school will approve eligible students to continue with their application.

Extension studies should only be considered if students have demonstrated high performance in all subjects. Universities are only looking for high performing students and may request student results or teacher supporting statements as a part of the application process.

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.

# Frequently Asked Questions

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## How many subjects do students select during Course Confirmation?

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

**Students entering Year 10:**
Select one English elective (2 units), Mathematics (2 units), Humanities (2 units), and at least one unit each of Arts/Tech, Health & PE and Science plus other units to a total of 12 units. A VCE subject or Language will account for two of these units.

Use the guidelines for the Year 10 Academic Program to ensure you fulfil the selection requirements.

**Students entering Year 11:**
Select an English plus five other subjects.

**Students entering Year 12:**
Dependent on the number of Units 3 and 4 subjects successfully completed in the previous year, Year 12 students select an English plus three or four other subjects. More information can be found in the Course Selection Principles section.

## How many subjects do Year 12 students select?

If you have completed TWO Units 3&4 subjects in Year 11, you enrol in FOUR subjects.
If you have completed ONE Units 3&4 subjects in Year 11, you enrol in FIVE subjects.
Any variation on these guidelines, needs to be discussed with the Director of VCE & 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 Units 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 Units 3 & 4 language outside of school through a community 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 the Victorian School of Languages (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 with documentation provided to the Senior School Administrator (located in the VCE Office).

# Frequently Asked Questions continued

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## What happens if the subject I would like to do is not offered at Nossal?

In the VCE, there are a wide range of subjects available to study, not all of which are offered at Nossal High School. Students are often still able to study these subjects, usually through Virtual School Victoria (VSV) or the Centre for Higher Education Studies (CHES).

VSV offers a significant range of Unit 1-4 subjects and more information can be found via their website www.vsv.vic.edu.au.

CHES specialises in two VCE subjects – Units 3 & 4 Algorithmics and Units 3 & 4 Extended Investigation. More information can be found via their website www.ches.vic.edu.au.

Applications for both VSV and CHES VCE subjects must be made through the Director of VCE & Pathways. As enrolment for these external studies occurs after course selection, students will still need to select a Nossal subject and apply for a load reduction once their enrolment in the external subject is confirmed.

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

All Year 11 students are expected to complete six (6) subjects. This includes students who have already completed a Units 3 & 4 language in Year 10. In Year 11 students are encouraged to study a breadth of subjects to make an informed choice for the Units 3 & 4 subjects which they may select 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 when students are permitted to request changes to their subject lists. Changes outside of these periods will only be made if there are extenuating circumstances. Changes can be requested during set periods of time including:

- at the start of Semester 1
- prior to Commencement week
- immediately following Commencement week
- prior to the start of Semester 2

These time periods will be publicised via Teams.

Forms for requesting subject changes are available from the 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.

# Individual Learning Pathways

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Selective entry network schools are excepted from the provision expectation for some pathway options offered in public schools, due to the inclination of academically high achieving students to engage in the Victorian Certificate of Education (VCE). Despite this exception, Nossal High School is committed to ensuring that students have the opportunity to participate in individualised pathways dependent on their personal skills, interests and aspirations.

Students who are seeking alternative courses and pathways including those discussed below are encouraged to connect with the following staff who are familiar with these pathway options:

| | |
|---|---|
| Careers Advisor: | Ms Clarissa Jacques |
| Director of VCE & Pathways: | Ms Jessica Ball |
| Director of Curriculum & Pedagogy: | Mr Angus Clark |
| Assistant Principal – Curriculum & Pedagogy: | Ms Ffion Bowles |

## Higher Education Studies

HES are first year university subjects and are designed to extend high-achieving students in Year 12. Students will be able to remain enrolled at Nossal High School and undertake one HES through CHES, as part of their VCE program. These programs are delivered using a hybrid and flexible approach, with opportunities to study online, on-site at CHES, and to visit and explore universities. Students accepted into a HES can enjoy a wide range of benefits including academic challenge from an extension subject, to be considered for credit towards a university qualification, a potential university entry pathway, contribution towards completion of the VCE as a Units 3 & 4 sequence, and a subsequent contribution towards the calculation of the ATAR via an increment for a fifth or sixth study.

Students who successfully complete a HES will have the title of the study, the year of enrolment, and the university name reported on their VCE Statement of Results.

For more information about courses that are available, and the eligibility requirements go to www.ches.vic.edu.au. It is important to note that students who are interested in studying a HES must first speak to the Director of VCE & Pathways.

## Virtual School Victoria (VSV)

In rare circumstances students may elect to study a subject that is not offered at Nossal High School or that is creating a timetable clash. For these students they must seek approval from the Director of VCE & Pathways before enrolling at Virtual School Victoria (VSV). For more information on subject offerings go to www.vsv.vic.edu.au

## Head Start

Head Start complements secondary school-based education with an apprenticeship or traineeship, building skills and confidence. More information is available at www.vic.gov.au/head-start-apprenticeships-and-traineeships

## Vocational Education and Training (VET)

VET aims to develop practical skills in an industry that interest the student, improving their employability in that industry and providing a nationally recognised qualification (or credit toward one). VET courses can be studied simultaneously with VCE studies, through a TAFE or other registered provider. For more information go to www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx

It is recommended that students wanting to enrol in a VET subject commence their course in Year 10 for completion in Year 11. This will reduce the impact that the Structured Workplace Learning component will have on their VCE studies.

**Note:** Starting a VET course in Year 10 will be counted as an acceleration subject.

# Year 10 Academic Program

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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 Year 10:

1. **English** - Students must study one English elective for the year.
2. **Maths** - Students must study one Maths subject for the year.
   Note: A student undertaking Units 1 & 2 Maths Methods (by invitation only) 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 Units 1 & 2 Science subject
   c. A Units 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 study 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 Year 10 is made up of Modern History, Civics and Citizenship, and Geography.

   A student undertaking VCE Units 1 & 2 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 undertaking VCE Units 1 & 2 Accounting or Business Management in Year 10 are required 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 1 and 2. It is not compulsory to study a language in Year 10.

# Year 10 Subjects

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# Year 10 Subjects

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## English - Elective Structure

**All students must select one Year 10 English elective which they will study for the entire year.**

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 |

Students have the opportunity to develop their skills in a year-long English elective. While the four 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 placed in the elective Truth and Lies by their Year 9 English teacher. 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

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## English Domain

### 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 around the world, and from the literary canon. You will also study representations of children and childhood in the work of Louisa May Alcott and grapple with the universal complexities of the human condition by exploring the ideas and practices of diverse societies through close study of texts from five different continents, in the form of film, plays and poetry. "That's the thing about books. They let you travel without moving your feet." - Jhumpa Lahiri

Texts for study: *Queen of Katwe* (film), *The Longest Memory*, *Little Women*, selected poetry in *Fire Front*, "Interpreter of Maladies" and *Medea*.

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

### 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: *Akata Witch, The Strange Case of Dr Jekyll and Mr Hyde, 'Sorrowful Beasts' from Strange Beasts of China, The Yellow Wallpaper, Myth This, The Tempest*

**Teachers to see for advice regarding this subject:** Ms Guruparan, Ms Webster, Mr Ninis, Dr Schroor or your Year 9 English teacher

### Deceptions, Dreamtimes and Devastations

The stories of indigenous Australia are the compelling focus on this subject which considers the experiences of First Nation peoples both in an Australian context and more broadly. Exploring contemporary social issues associated with marginalised communities and minority groups Deceptions, Dreamtimes and Devastations reflects on 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:** Mr Bird, Ms Gonzales or your Year 9 English teacher

### Truth and Lies

Are you interested in the grey area between truth and lies? Are you curious about the nuances of experience? If so, then Truth and Lies is for you. In this subject there is a focus on improving your proficiency in English, honing your ability to make the most of the feedback provided by your teachers and developing your confidence through an instructional approach that emphasizes support for increased competence. Truth and Lies offers students the opportunity to consolidate their skills prior to VCE.

Texts for study: *Akata Witch, Growing Up Asian in Australia, Growing Up Aboriginal in Australia, The Strange Case of Dr Jekyll and Mr Hyde and The Tell-Tale Heart*

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

# Year 10 Subjects

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**All students must select at least one unit from the Arts & Technology Domain. Each Year 10 unit will run for one semester.**

## Art and Photography

In this semester length course where there is a term of photography and a term of art-based projects. Students will have the opportunity to experiment with a range of drawing, painting, collage, or print making 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, and trick photography. They will use computer software programs to edit, manipulate and improve their photographs and learn about the ethics associated with photography, digital manipulation, and the correct use of the internet, as a source of inspiration for their own artwork.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Art & Photography | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design |
| Option 2 | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design | |

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

# Year 10 Subjects

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**Arts & Technology Domain**

## Visual Communication Design

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

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

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

The students will:

- Learn about the double diamond design process, where they gather insights, synthesize, brainstorm imaginative ideas and evaluate and resolve their final presentations.
- Develop their freehand, instrumental and computer-generated drawing skills using a vector-based software program.

Student Projects:

- Use the design process to gather insights, synthesise ideas, evaluate and design a poster that will address an environmental, social, ethical or cultural issue, in some small way. i.e. Using the recycle bins correctly.
- Developing their computer-generated drawing skills using a pixel and vector-based software program.
- Research, develop and design a sustainable tiny house, producing architectural drafting plans and elevations. Manually producing coloured 3D perspective or planometric drawings or construct a three-dimensional cardboard model of their building.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Visual Communication Design | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design |
| Option 2 | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design | |

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

# Year 10 Subjects

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Arts & Technology Domain

## 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, Bharatanatyam 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 interpersonal 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 may 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 or Virtual School Victoria (VSV).

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Dance | Units 1 & 2 Dance (via external dance school or VSV) | Units 3 & 4 Dance (via external dance school or VSV) |
| Option 2 | Units 1 & 2 Dance (via external dance school or VSV) | Units 3 & 4 Dance (via external dance school or VSV) | |

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

# Year 10 Subjects

NOSSAL
High School

Arts & Technology Domain

## 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 Applied Computing.

**Possible Pathways**

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

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

# Year 10 Subjects

NOSSAL High School

Arts & Technology Domain

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

No prior knowledge is required for this course.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Electronics | | |

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

# Year 10 Subjects

NOSSAL
High School

Arts & Technology Domain

## 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 students interested in 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 | Units 1 & 2 Food Studies | Units 3 & 4 Food Studies |
| Option 2 | Units 1 & 2 Food Studies | Units 3 & 4 Food Studies | |
| Option 3 | | Units 3 & 4 Food Studies | |
| Option 4 | | | Units 3 & 4 Food Studies |

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

# Year 10 Subjects

NOSSAL High School

Arts & Technology Domain

## Music

*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 Music Performance and VCE Music Inquiry.

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Music | Units 1 & 2 Music | Units 3 & 4 Music Performance: Repertoire or Contemporary |
| Option 2 | Units 1 & 2 Music (Authorisation required) | Units 3 & 4 Music Performance: Repertoire or Contemporary | Units 3 & 4 Music Inquiry or Units 3 & 4 Music Composition (via Virtual School Victoria) |

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

NOSSAL
High School

Arts & Technology Domain

## Theatre Studies

### *(The Play, the Players and the Performance)*

*"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:** *Euripides' Women of Troy, Sophocles' Ajax*

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 PPP | Units 1 & 2 Theatre Studies | Units 3 & 4 Theatre Studies |
| Option 2 | Units 1 & 2 Theatre Studies | Units 3 & 4 Theatre Studies | |

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

# Year 10 Subjects

NOSSAL High School

**Health and Physical Education Domain**

**This unit is compulsory for all students unless they are undertaking Units 1 & 2 Physical Education and will run for one semester.**

## 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 participate in, coach and facilitate a variety of sports, leisure and recreation activities, which promotes leadership, teamwork and collaboration 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 | Units 1 & 2 Physical Education **and/or** Units 1 & 2 Health and Human Development | Units 3 & 4 Physical Education **and/or** Units 3 & 4 Health and Human Development |
| Option 2 | Units 1 & 2 Physical Education | Units 3 & 4 Physical Education | |
| Option 3 | Year 10 Health and Physical Education **and** Units 1 & 2 Physical Education | Units 3 & 4 Physical Education | |

**Teachers to see for advice regarding this subject:** Mr Christiansen, Ms Villiers or Ms Clarkson

# Year 10 Subjects

NOSSAL
*High School*

**Health and Physical Education Domain**

## 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 practical in nature with three active lessons per week. Students in Team Sports will elect and participate in a range of team sports to understand skill acquisition and develop the required sporting skills, whilst building their skills and knowledge in coaching, umpiring, team management, timekeeping and scoring.

Team Sports provides an opportunity for students to further develop practical and interpersonal skills in strategy, decision making, leadership, collaboration, organisation and sportsmanship. Each student will be encouraged to take on different roles throughout the unit, including the role of the captain, and be responsible for planning warm-ups and training drills, and organising team positions and rotations.

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.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Recommended Option | Year 10 Health and Physical Education **and** Year 10 Team Sports | Units 1 & 2 Physical Education | Units 3 & 4 Physical Education |

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

Health and Physical Education Domain

## Strength and Conditioning

This semester-long elective provides students with a practical and engaging opportunity to enhance their physical performance through targeted fitness training. Delivered as part of the Health and Physical Education curriculum, the program focuses on developing foundational and advanced techniques in strength and conditioning.

Students will participate in resistance training, functional movement patterns, and conditioning drills aimed at improving muscular strength, endurance, power, and overall athletic capacity. Classes take place in the school's fitness centre and other suitable training environments, ensuring students gain hands-on experience in structured and safe settings. The course caters to all ability levels, though it is particularly suited to students with a keen interest in sport, fitness, or physical performance.

Beyond the physical aspects, students will explore the theory behind training principles & methods, programming and recovery strategies. They will also be introduced to key areas such as injury prevention, sports nutrition, and the use of fitness assessments to track progress and inform goal setting.

Students will gain valuable insight into how to construct, monitor and refine personalised training plans that align with their fitness aspirations, preparing them for lifelong engagement in health and physical development.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Recommended Option | Year 10 Health and Physical Education **and** Year 10 Team Strength and Conditioning | Units 1 & 2 Physical Education | Units 3 & 4 Physical Education |

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

# Year 10 Subjects

NOSSAL
High School



**All students must study Year 10 Humanities, and/or an approved alternative VCE subject, for a full year.**

## Humanities

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

- Term 1 – Civics and Citizenship
- Term 2 – WWII in Europe, Human Wellbeing
- Term 3 – WWII in the Pacific and Year 10 Guided Inquiry
- Term 4 – Civil Rights Movement

These units build on the Australian Politics, History, Business, and Economics topics introduced in Year 9, giving students a strong foundation in the core Humanities disciplines and the essential skills these subjects develop.

Students will explore themes of culture, conflict, and change through key historical events such as the Interwar Years, World War II, the US Civil Rights Movement, and the Aboriginal Civil Rights Movement. They will also examine how Australia's federal government operates by investigating a range of current political issues.

The Nossal Humanities program aims to prepare students for their future roles as active citizens in a democratic society, while also improving the literacy skills that support success in English. Year 10 Humanities provides a solid starting point for students planning to pursue VCE Humanities subjects at Nossal.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 Politics, History, Legal Studies, Economics, Philosophy, Accounting and/or Business Management | Units 3 & 4 Politics, History, Legal Studies, Economics, Philosophy, Accounting and/or Business Management |
| Option 2 | Units 1 & 2 Politics, History, Legal Studies, Economics, Philosophy | Units 3 & 4 Politics, History, Legal Studies, Economics, Philosophy | Higher Education Studies |
| Option 3 | Year 10 Humanities and Units 1 & 2 Accounting and/ or Business Management | Units 1 & 2 Politics, History, Legal Studies, Economics, Philosophy and Units 3 & 4 Accounting and/or Business Management | Units 3 & 4 Politics, History, Legal Studies, Economics, Philosophy |

**Teachers to see for advice regarding this subject:** Mr Clark, Mr Sacco, Ms Nieva, Mr Armistead, Mr Tommasini, Mr Baxter, Ms Wilson, Ms Kim or Ms Winton.

***If students elect to enrol in VCE Units 1 & 2 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

NOSSAL
High School



**Language is a full year course but is not compulsory.**

## Languages at Nossal

There are two languages available to study 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 Japanese or French 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 Baccalaureate 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 VCE Baccalaureate at the back of this booklet for further information).

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.

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

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 Units 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. During the Course Confirmation Interview, students will need to inform the Nossal staff of their intentions to study a language through VSL or any other VCE or VET Language provider. A form will be provided to students in late 2025 to allow enrolment in these subjects.

# Year 10 Subjects

NOSSAL
High School

**Languages Domain**

## 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.

**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
Nossal internal examination

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 French | Units 1 & 2<br>French | Units 3 & 4<br>French |
| Option 2<br>With permission<br><br>**Accelerated Language Course Requirements** (students need **one** of the following)<br>• Home background in the language<br>• **Or** completed or currently enrolled in a Year 10 French–equivalent course<br>• **Or** knowledge of the full Year 10 program<br><br>**Note:** Students' oral, aural, and written skills will be assessed by French staff for VCE entry. | Units 1 & 2<br>French | Units 3 & 4<br>French | Extension program at Melbourne University (optional) |

**Teachers to see for advice regarding this subject:** Ms Hau and Ms Saward

# Year 10 Subjects

NOSSAL High School

Languages Domain

## 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.

**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 levels 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 | Units 1 & 2 Japanese | Units 3 & 4 Japanese |
| Option 2<br>With permission<br>**Accelerated Language Course Requirements** (students need **one** of the following)<br>• Home background in the language<br>• **Or** completed or currently enrolled in a Year 10 Japanese–equivalent course<br>• **Or** knowledge of the full Year 10 program<br>**Note:** Students' oral, aural, and written skills will be assessed by Japanese staff for VCE entry. | Units 1 & 2 Japanese | Units 3 & 4 Japanese | Extension program at Melbourne University (optional) |

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

# Year 10 Subjects

NOSSAL High School



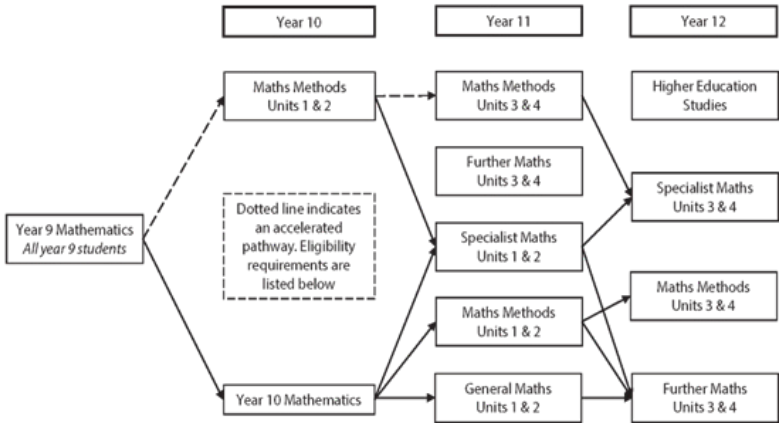
## Maths

**All students will select one Maths subject for a full year. Most students will complete Year 10 Maths.**

### Possible Pathways

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

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 a level of Very Good or above, for Knowledge, Skills, Study Habits and receive a teacher recommendation, can choose to do General 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)

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

# Year 10 Subjects

NOSSAL
High School



## Science

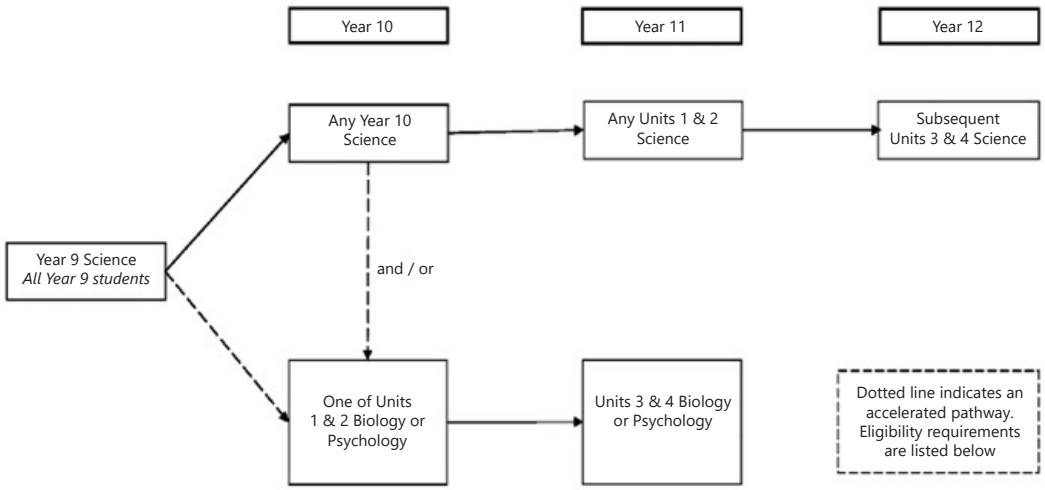
**All students must select one, and no more than three, units from the Science Domain. Year 10 Science units run for one semester.**

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.

### Possible Pathways

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

**Nossal High School Science Pathways**




### Acceleration

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

- Biology Units 1 & 2
- Psychology Units 1 & 2

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

# Year 10 Subjects

NOSSAL
High School

Science Domain

## Design, Build, Deploy

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. Students will complete an ongoing project which will require them to apply their understanding of physics concepts as part of the design process to build a Rube Goldberg machine.

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

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

## Energy and Taste

The subject of 'Energy and Taste' engages students in the work of "being a scientist". They engage in practical activities to explore the chemistry and psychology underlying our creation and appreciation of food. They will learn about the nutrients in the food we eat, the energy content of different foods and explore why food tastes the way it does, both from a chemical and a psychological perspective. They will also investigate how scientists communicate their findings and practice different forms of this communication. Students will perform experiments across the semester, which is presented as a final scientific poster.

This subject will involve practical experiments.

**Assessment** Ongoing coursework, including practical work
Practical reports
Scientific poster

**Teachers to see for advice regarding this subject:** Ms Young, Ms Ball or Year 9 Science teachers

# Year 10 Subjects

NOSSAL
*High School*

**Science Domain**

## Introduction to Astronomy and Astrophysics

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, black holes, 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 life cycles of different types of stars.

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

**Assessment** Research Task
Presentation Task
Topic Tests

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

## Combating the Climate Crisis

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 and environmental issues. Students will have the opportunity to develop their laboratory skills and to enhance their understanding of the Scientific Method.

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

**Teachers to see for advice regarding this subject:** Ms Ball or Year 9 Science teachers

# Notes

NOSSAL
*High School*

# VCE Subjects

NOSSAL
High School

## Index - VCE Subjects

# VCE Subjects

NOSSAL
High School

## Each VCE unit runs for one Semester

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 asatisfactory (S) at the end of each unit.

Specific assessment includes:

**Units 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 internally by the teacher.

**Units 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 Units 3 & 4. SACs & SATs are written and assessed internally at the school level.

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.

# VCE Subjects

NOSSAL
High School

**English Domain**

**English is the only compulsory VCE Subject and will always be counted in the ATAR calculation. Year 10 English teachers will recommend a VCE English pathway for all students. Students are encouraged to follow this advice as it will ensure they experience success in their VCE English subject.**

## English Units 1 & 2

**Unit 1**
In this unit, students engage in reading and viewing texts with a focus on forging personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Students also develop their skills in creating written, spoken and multimodal texts.

**Unit 2**
In this unit students develop analytical writing about a text, which provides them with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays. Students also analyse arguments presented and the use of persuasive language in texts and create their own written and oral texts intended to position audiences.

**Texts for study:** *Macbeth, Left Hand of Darkness* and a further series of short texts to be confirmed.

**Assessment:** Ongoing coursework
Oral Presentation
Nossal Internal Examination
Formative Tasks
Various Assessment Tasks

**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.

### 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 to speak with their Year 10 English teacher, then seek approval from Mr Mahalingam.

**Possible Pathways**

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

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

English Domain

# English Units 3 & 4

**Unit 3**
On completion of this unit students should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Further, students should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

**Unit 4**
On completion of this unit students should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. Students should also be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

**Assessment**: Ongoing coursework
Formative Tasks
2-3 School Assessed Course (SAC) work tasks per unit, including an oral presentation
VCAA Examination

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.

## 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 2023 as VCAA authorise enrolment in this subject.

**Advice to students:** It is recommended that if you have completed English Units 1 & 2 then you should continue into Units 3 & 4. Students who have completed Units 1&2 Literature are eligible to pick up Units 3&4 English as an additional subject.

**Possible Pathways**

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

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

English Domain

# English Language Units 1 & 2

VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change and enables students to consider their understanding and application of English.

**Unit 1**
Students explore the nature of language and the various functions of language in a range of contexts, as well as the developmental stages of language acquisition, both first and additional language learning. A key focus is analysing a range of spoken and written texts to explore and use the subsystems of language: phonology, morphology, lexicology, syntax, semantics, discourse and pragmatics to analyse language use, utilising appropriate metalanguage.

**Unit 2**
Students examine the changes that have occurred in English over time, exploring in-depth how social and cultural change impacts language and leads to language change. Unit 2 also focuses on exploring factors that contributed to the global spread of English and the development of various Englishes.

English Language is a specialist subject that requires exploration and wider reading in order to develop confidence in applying a variety of linguistic terms and concepts.

**Assessment** Ongoing coursework
Formative Tasks
Oral Presentation
Various Assessment Tasks
Nossal Internal Examination

**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 achieving very good results in English.

**Possible Pathways**

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

**Teacher to see for advice regarding this subject:** Mr Mahalingam, Mr Bird, Mrs Ward, Ms Gonzales and Ms Nieva

English Domain

# English Language Units 3 & 4

VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change and enables students to consider their understanding and application of English.

**Unit 3**
Students examine the differences between formal and informal language and explore how language choices are always influenced by function, register, tenor and the situational and cultural contexts in which they occur.

**Unit 4**
Students focus on the role of language in establishing and challenging different identities and exploring language variation, including variations within Australian society and how this variation can be used to construct identity.

English Language is a specialist subject that requires exploration and wider reading in order to develop competence in the application of a variety of linguistic terms and concepts.

**Assessment** Ongoing coursework
Formative Tasks
2-3 School Assessed Course (SAC) work tasks per unit
VCAA Examination

**Advice to students:** Students wishing to study Units 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 | Units 1 & 2 English Language | Units 3 & 4 English Language |
| Option 2 | Any English elective | Units 1 & 2 English Language and Units 1 & 2 Literature | Units 3 & 4 English Language and Units 3 & 4 Literature |
| Option 3 | Any English elective | Units 1 & 2 English Language and Units 1 & 2 English | Units 3 & 4 English Language and Units 3 & 4 English |

**Teachers to see for advice regarding this subject:** Mr Mahalingam, Mr Bird, Ms Ward, Ms Gonzales and Ms Nieva

English Domain

# 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.

**Unit 1:**
*Reading Practice*
On completion of this unit the student should be able to respond to a range of texts through close analysis.

*Exploration of literary movements and genres*
On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

**Unit 2:**
*Voices of Country*
On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

*The text in its context*
On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

**Assessment** Ongoing coursework
Formative Tasks
2-3 Assessment Tasks per Unit, including an oral presentation
Nossal Internal Examination

**Texts for study:** *The Visitors, Pride and Prejudice, Dark Roots, Bride and Prejudice* (film), selected poetry of John Keats, and one other text TBC

**Advice to students:** It is recommended that students intending to study Units 3 & 4 Literature have studied 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 | Units 1 & 2 Literature | Units 3 & 4 Literature |
| Option 2 | Any English elective | Units 1 & 2 Literature and Units 1 & 2 English | Units 3 & 4 Literature and Units 3 & 4 English |
| Option 3 | Any English elective | Units 1 & 2 Literature and Units 1 & 2 English Language | Units 3 & 4 Literature and Units 3 & 4 English Language |

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

English Domain

# Literature Units 3 & 4

Units 3 & 4 extend student engagement with 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 on the social, historical and cultural context of literary works. Students respond critically and creatively to texts and they consider context as well as analysing literary style features.

**Unit 3:**
*Adaptations and Transformations*
On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

*Developing Interpretations*
On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

**Unit 4:**
*Creative Responses to Texts*
On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

*Close Analysis of texts*
On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

**Assessment** Ongoing coursework
Formative Tasks
2-3 School Assessed Course (SAC) work tasks per Unit, including an oral presentation
VCAA Examination

**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 | Units 1 & 2 Literature | Units 3 & 4 Literature |
| Option 2 | Any English elective | Units 1 & 2 Literature and Units 1 & 2 English | Units 3 & 4 Literature and Units 3 & 4 English |
| Option 3 | Any English elective | Units 1 & 2 Literature and Units 1 & 2 English Language | Units 3 & 4 Literature and Units 3 & 4 English Language |

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

Arts Domain

# Music Performance Units 1 & 2

At Nossal, students may undertake Music Performance Units 1 and 2, and Music Repertoire Performance Units 3 and 4.

**Unit 1: Organisation of music**
In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

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

They become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

**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 Ms Budd.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Music | Units 1 & 2 Music Performance | Units 3 & 4 Music Repertoire Performance |
| Option 2 | Units 1 & 2 Music Performance (Authorisation required) | Units 3 & 4 Music Repertoire Performance | Units 3 & 4 Music Inquiry or Units 3 & 4 Music Composition (Virtual School Victoria) |

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

Arts Domain

# Music Repertoire Performance Units 3 & 4

This subject is for students passionate about performing notated music, both as soloists and ensemble members. Students prepare a 20-minute recital that demonstrates advanced technical skill and musical interpretation. Students explore a variety of musical styles and develop critical listening, performance analysis, and music theory skills.

**Unit 3:**
In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

**Unit 4:**
In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

**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 Ms Budd.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Music | Units 1 & 2 Music Performance | Units 3 & 4 Music Repertoire Performance |
| Option 2 | Units 1 & 2 Music Performance (Authorisation required) | Units 3 & 4 Music Performance: Repertoire or Contemporary | Units 3 & 4 Music Inquiry or Units 3 & 4 Music Composition (Virtual School Victoria) |

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

Arts Domain

# 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, play script 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 the practical application of their passion in either Design or Acting.

In Theatre Studies Units 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:** Exploring theatre styles, conventions, and movements (pre-1945 and modern)
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 play script and determine how history, politics and social conventions are interpreted by playwrights to construct meaning.

**Area of Study 2:** Interpreting scripts
Through various stage crafts, students will determine creative possibilities of plays considering the context of the work.

**Area of Study 3:** Analysing a theatre production in performance
Students will watch a pre-modern and modern performance to analyse the ways directors interpret a play script 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 Units 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 The Play, the Players and the Performance | Units 1 & 2 Theatre Studies | Units 3 & 4 Theatre Studies |
| Option 2 | Units 1 & 2 Theatre Studies | Units 3 & 4 Theatre Studies | |

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

Arts Domain

# Theatre Studies Units 3 & 4

In Theatre Studies Units 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. 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 the practical application of their passion in either Design or Acting.

**Unit 3: Producing theatre**
**Area of Study 1:** Staging Theatre

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:** Interpreting a script
In this area of study students explore how stagecraft can be applied across the stages of the production to interpret the theatrical possibilities of excerpts from a play script.

**Area of Study 3:** Analysing and evaluating theatre
Students analyse and evaluate the relationship between the written play script and its interpretation on stage. In doing so, students study ways the interpretation on stage draws on and changes the context in the play script.

**Unit 4: Presenting an Interpretation**
**Area of Study 1:** Dramaturgical research and presenting theatrical possibilities
In this area of study students develop a theatrical treatment that outlines an interpretation of a monologue and a prescribed scene. Students outline a detailed interpretation of the scene through dramaturgical research.

**Area of Study 2:** Interpreting a monologue
This area of study focuses on the interpretation of a monologue from a play script 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 play script from which the scene is derived.

**Area of Study 3:** Analysing and evaluating a performance
Students attend a production selected from the Unit 4 Playlist. They analyse and evaluate how actor/s interpret the play script 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 The Play, the Players and the Performance | Units 1 & 2 Theatre Studies | Units 3 & 4 Theatre Studies |
| Option 2 | Units 1 & 2 Theatre Studies | Units 3 & 4 Theatre Studies | |

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

Arts Domain

# Visual Communication Design Units 1 & 2

**Unit 1: Introduction to visual communication design**
In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices, considering how design decisions are shaped by economic, technological, cultural, environmental and social factors.

**Unit 2: Design contexts and connections**
In Unit 2 students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Students look to historical movements and cultural design traditions as sources of inspiration, and consider how design from other times and places influence future design. Connections between design, time and place are central to the study of culturally appropriate design practices, including protocols for the creation and commercial use of Indigenous knowledge in design.

**Assessment** Unit 1: 3 assessment tasks
Unit 2: 3 assessment tasks
Nossal Internal Examination

**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 interested in studying Units 3 & 4 VCD accelerate from Year 9 into Units 1 & 2 VCD, rather than from the end of Year 10 directly into Units 3 & 4 VCD. This gives students the building blocks of core knowledge and allows them to develop advanced freehand and computer-based drawing techniques, which will enhance their final skills and preparation for Units 1-4.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Visual Communication Design | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design |
| Option 2 | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design | |

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

Arts Domain

# Visual Communication Design Units 3 & 4

**Unit 3: Visual communication in design practice**
In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Students gain insights into the processes used to design messages, objects, environments and/or interactive experiences, while developing their own practical skills in relevant visual communication practices. Students interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. Students prepare a single brief for a real or fictional client that defines two distinct communication needs. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

**Unit 4: Delivering design solutions**
In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

**Assessment** Unit 3: 3 School Assessed Tasks SATs & SACs
Unit 4: 2 School Assessed Tasks (SATs)
VCAA Examination

**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 | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design |
| Option 2 | Units 1 & 2 Visual Communication Design | Units 3 & 4 Visual Communication Design | |

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

Health and Physical Education Domain

# Health and Human Development Units 1 & 2

**Unit 1:** In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organisation's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

**Unit 2:** In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

**Assessment** Ongoing coursework and hurdle requirements
Topic Tests
Assessment tasks, including individual and group work
Nossal Internal Examination

**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.

This study is recommended for students intending on completing further studies in the medical field as it broadens their understanding of health and the healthcare system.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Health and Physical Education **and** Units 1 & 2 Health and Human Development | Units 3 & 4 Health and Human Development | |
| Option 2 | Year 10 Health and Physical Education | Units 1 & 2 Health and Human Development | Units 3 & 4 Health and Human Development |
| Option 3 | Year 10 Health and Physical Education | Units 3 & 4 Health and Human Development | |
| Option 4 | Year 10 Health and Physical Education | | Units 3 & 4 Health and Human Development |

**Teachers to see for advice regarding this subject:** Ms Clarkson and Mr Haverfield

Health and Physical Education Domain

# Health and Human Development Units 3 & 4

**Unit 3:** In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts, They explore health and wellbeing and consider the benefits of optimal health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

**Unit 4:** In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

**Assessment** Ongoing coursework and hurdle requirements
Topic tests
School Assessed coursework (SAC) tasks
VCAA Examination

**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.

This study is recommended for students intending on completing further studies in the medical field as it broadens their understanding of health and the healthcare system.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Health and Physical Education **and** Units 1 & 2 Health and Human Development | Units 3 & 4 Health and Human Development | |
| Option 2 | Year 10 Health and Physical Education | Units 1 & 2 Health and Human Development | Units 3 & 4 Health and Human Development |
| Option 3 | Year 10 Health and Physical Education | Units 3 & 4 Health and Human Development | |
| Option 4 | Year 10 Health and Physical Education | | Units 3 & 4 Health and Human Development |

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

Health and Physical Education Domain

# Physical Education Units 1 & 2

**Unit 1:** In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimize and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

**Unit 2:** This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activities and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual and settings based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimize adherence to physical activity and sedentary behaviour guidelines.

**Assessment** Ongoing coursework and hurdle requirements
Assessment tasks, including individual and group work
Nossal Internal Examination

**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.

This study is recommended for students intending on completing further studies in the medical field as it deepens their understanding of the human body and its systems (skeletal, muscular, cardiovascular etc.).

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Health and Physical Education | Units 1 & 2 Physical Education | Units 3 & 4 Health and Human Development |
| Option 2 | Year 10 Health and Physical Education **and** Units 1 & 2 Physical Education | Units 3 & 4 Physical Education | |
| Option 3 | Year 10 Health and Physical Education | | Units 3 & 4 Physical Education |
| Option 4 | Year 10 Health and Physical Education | Units 1 & 2 Physical Education | Units 3 & 4 Health and Human Development |

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

# Physical Education Units 3 & 4

**Unit 3:** This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the three energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

**Unit 4:** In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

**Assessment** Ongoing coursework and hurdle requirements
School Assessed Coursework (SAC) tasks
VCAA Examination

**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.

This study is recommended for students intending on completing further studies in the medical field as it deepens their understanding of the human body and its systems (skeletal, muscular, cardiovascular etc.).

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Health and Physical Education | Units 1 & 2 Physical Education | Units 3 & 4 Health and Human Development |
| Option 2 | Year 10 Health and Physical Education and Units 1 & 2 Physical Education | Units 3 & 4 Physical Education | |
| Option 3 | Year 10 Health and Physical Education | | Units 3 & 4 Physical Education |
| Option 4 | Year 10 Health and Physical Education | Units 1 & 2 Physical Education | Units 3 & 4 Health and Human Development |

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

Humanities Domain

# Accounting Units 1 & 2

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

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the IASB's Conceptual Framework and financial indicators to measure business performance. They should also take into account the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

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

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

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

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and the ethical considerations faced by business owners, including financial, social and environmental considerations, when making business decisions.

**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
Nossal Internal Examination

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 Accounting | Units 3 & 4 Accounting |
| Option 2 | Year 10 Humanities & Units 1 & 2 Accounting | Units 3 & 4 Accounting | |

**Teachers to see for advice regarding this subject:** Ms Wen and Mr Baxter

Humanities Domain

# 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 effects 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, including financial, social and environmental considerations, faced by business owners when making business decisions.

**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 processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the 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. Using this evaluation, students suggest strategies to business owners to improve business performance.

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

**Assessment** Ongoing coursework
ICT Practical case study
Topic tests
3 x School Assessed Coursework (SAC) tasks per unit
VCAA Examination

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 Accounting | Units 3 & 4 Accounting |
| Option 2 | Year 10 Humanities & Units 1 & 2 Accounting | Units 3 & 4 Accounting | |

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

Humanities Domain

# Business Management Units 1 & 2

**Unit 1: Planning a business**
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

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

**Assessment** Ongoing coursework
Topic tests
Case Studies
Hurdle Tasks
Business research reports
Business simulation exercise
Business Plan (for Market Day)
Nossal Internal 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 accelerating into Units 1 & 2 Business Management in Year 10 but also must complete Year 10 Humanities.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 Business Management | Units 3 & 4 Business Management |
| Option 2 | Year 10 Humanities & Units 1 & 2 Business Management | Units 3 & 4 Business Management | |

**Teachers to see for advice regarding this subject:** Mr Sacco and Mr Armistead

Humanities Domain

# Business Management Units 3 & 4

**Unit 3: Managing a Business**

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice using contemporary Australian and Global business case studies from the past four years.

**Unit 4: Transforming a Business**

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

**Assessment** Ongoing coursework
5 x School Assessed Coursework (SAC)
VCAA Examination

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2<br>Business Management | Units 3 & 4<br>Business Management |
| Option 2 | Year 10 Humanities<br>& Units 1 & 2 Business<br>Management | Units 3 & 4<br>Business Management | |

**Teachers to see for advice regarding this subject:** Mr Sacco, Ms Wilson, Mr Tommasini and Mr. Armistead

Humanities Domain

# Economics Units 1 & 2

**Unit 1: Economic Decision-making**
Students explore various fundamental microeconomic concepts and examine some of the motivations behind consumer, business and government behaviour.

Students then use demand and supply graphs to explain changes in markets. Through examining various markets, they gain insight into the broad set of factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students also consider how insights of behavioural economics impact the decision-making of economic agents.

**Unit 2: Economic Issues and Living Standards**
Students analyse macroeconomic activity and the importance of economic growth in raising Australia's material and non-material living standards. In doing this, they evaluate the wider benefits and costs of continued economic growth and the effect this has on employment, inflation, and environmental degradation.

Students then undertake an applied analysis of two contemporary economic issues from a local, national and international perspective. They research and evaluate these to deliver an interpretation of their significance.

**Assessment** Ongoing coursework
Structured questions
Case study analysis
Oral presentation
Nossal internal examination

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 | Units 1 & 2 Economics | Units 3 & 4 Economics |
| Option 2 | Units 1 & 2 Economics | Units 3 & 4 Economics | University Extension studies in Economics |
| Option 3 | Units 1 & 2 Economics | Units 3 & 4 Economics | Units 3 & 4 Business Management |

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

Humanities Domain

# Economics Units 3 & 4

**Unit 3: Australia's Living Standards**
Students investigate the role of markets in allocating resources and examine the factors that influence changes in markets. They then develop an understanding of efficiency and consider the need for government intervention in markets that fail to maximise living standards.

Students then develop an understanding of the macroeconomy, investigating the factors affecting the level of aggregate demand and aggregate supply within it. They explain how these factors affect the achievement of the key domestic macroeconomic goals and living standards. Based on this, students also explore the importance of international economic relationships and how these impact Australia's international competitiveness and the achievement of Australian living standards.

**Unit 4: Managing the Economy**
Students develop an understanding of how the Australian Government uses the Budget to manage aggregate demand and influence the achievement of Australia's macroeconomic goals and living standards. They also look at how the RBA's manipulation of monetary policy can influence the achievement of these goals and living standards. Students then consider how the Australian Government utilises various aggregate supply policies to complement economic growth and ensure low inflation and strong employment opportunities can be achieved now and into the future.

**Assessment** Ongoing coursework
Structured questions
Case study analysis
VCAA external examination

**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 | Units 1 & 2 Economics | Units 3 & 4 Economics |
| Option 2 | Units 1 & 2 Economics | Units 3 & 4 Economics | University Extension studies in Economics |
| Option 3 | Units 1 & 2 Economics | Units 3 & 4 Economics | Units 3 & 4 Business Management |

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

Humanities Domain

# Politics Units 1 & 2

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.

Politics is a subject built around applying theory to contemporary case studies or 'current affairs'. 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: Politics, power and political actors**
In this unit, students are introduced to the discipline of politics by asking questions about power and conflict and what makes an issue political. Students consider the concept of power by examining why and how political power is used, with special attention to the way political actors, such as states, exercise power.

**Unit 2: Democracy: stability and change**
In this unit, students investigate the key principles of democracy, and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

**Assessment** Ongoing coursework
Assessment tasks
Nossal Internal Examination

**Advice to students:** There are no prerequisites for entry into Units 1 & 2 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 | Units 1 & 2 Politics | Units 3 & 4 Politics |
| Option 2 | Units 1 & 2 Politics | Units 3 & 4 Politics | |

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

Humanities Domain

# Politics Units 3 & 4

**Unit 3: Global cooperation and conflict**
In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development of weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

**Unit 4: Power in the Indo-Pacific**
In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change.

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)
VCAA Examination

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

**Possible Pathways**

Students in Year 11 who wish to attempt a Units 3 & 4 subject may find Politics an attractive option, while students in Year 12 who have already completed some Units 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 | Units 1 & 2 Politics | Units 3 & 4 Politics |
| Option 2 | Units 1 & 2 Politics | Units 3 & 4 Politics | |

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

Humanities Domain

# History Units 1 & 2 – Modern History

**Unit 1: Change and Conflict**
In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. In the late 19th and early 20th century Empires continued to exert their powers as they competed for new territories, resources and labour across the globe, contributing to the outbreak of World War One. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability throughout the world.

**Unit 2: The Changing World Order**
In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. However, despite internationalist moves, the second half of the twentieth century was dominated by competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq.

Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

**Assessment** Ongoing coursework
2 x Assessment Tasks per unit
Nossal Internal Examination

**Advice to students:** There are no prerequisites for entry into Units 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 | Units 1 & 2 History – Modern History | Units 3 & 4 History – Revolutions |
| Option 2 | Units 1 & 2 History – Modern History | Units 3 & 4 History – Revolutions | Higher Education Studies in History |

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

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 1917 (Unit 4).

**Area of study 1: Causes 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 of the time.

**Area of study 2: Consequences of revolution**
In this area of study students focus on the consequences of revolution and evaluate the extent to which the consequences maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

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

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 History – Modern History | Units 3 & 4 History – Revolutions |
| Option 2 | Units 1 & 2 History – Modern History | Units 3 & 4 History – Revolutions | Higher Education Studies in History |

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

Humanities Domain

# Legal Studies Units 1 & 2

**Unit 1: The Presumption of Innocence**

Students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

**Unit 2: Rights and Wrongs**

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

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

- a folio of exercises
- an oral or digital presentation, such as podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 Legal Studies | Units 3 & 4 Legal Studies |
| Option 2 | Units 1 & 2 Legal Studies | Units 3 & 4 Legal Studies | |

**Teachers to see for advice regarding this subject:** Ms Wilson, Mr Baxter and Ms Kim

Humanities Domain

# Legal Studies Units 3 & 4

**Unit 3: Rights and Justice**

In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

**Unit 4: The people, the law and reform**

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

**Assessment** Ongoing coursework

School Assessed Coursework (SAC) tasks which can take the form of:

- case studies
- structured questions
- extended response
- folio of exercises
- VCAA Examination

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Humanities | Units 1 & 2 Legal Studies | Units 3 & 4 Legal Studies |
| Option 2 | Units 1 & 2 Legal Studies | Units 3 & 4 Legal Studies | |

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

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: Philosophy, existence and knowledge**

This unit focuses on three branches of Philosophy: Metaphysics, Epistemology and Logic. The course covers such topics as Philosophy of Mind, the nature of personal identity, the limits of knowledge and the possibility of objective truth.

**Unit 2: Question of Value**

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
Nossal Internal Examination

**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 | Units 1 & 2 Philosophy | Units 3 & 4 Philosophy |
| Option 2 | Units 1 & 2 Philosophy | Units 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: The Good Life**

In this unit, students are invited to examine what it means to live well through exploring themes such as happiness, pleasure, self-discipline, friendship, and love. This unit goes further to analyse our roles and responsibilities beyond individual concerns, looking at how we interact with broader communities, non-human animals, and the environment. Students will engage with philosophical texts to shape their own understanding of the good life on both personal and societal levels.

**Unit 4: On Believing**

This unit delves into the impact of modern information and communication technologies on belief sharing and knowledge justification. Students are challenged to critically evaluate the nature of expertise and the reliability of sources amidst the barrage of information available today. The unit highlights the importance of responsible belief formation and its effects on both personal and communal life. This unit prompts students to analyse and defend their views on how beliefs are formed and justified and then apply these insights to real-world scenarios like the influence of social media on elections. This can help students navigate complex issues such as misinformation and echo chambers and fosters a deeper understanding of the links between well-grounded beliefs and ethical living.

**Assessment** Ongoing coursework
School Assessed Coursework
VCAA Examination

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

**Possible Pathways**

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

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

Languages Domain

# 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
Nossal Internal Examination (A written and an oral exam at the end of the year)

**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 | Units 1 & 2 French | Units 3 & 4 French |
| Option 2<br>With permission:<br>**Accelerated Language Course Requirements** (students need **one** of the following)<br>• Home background in the language<br>• **Or** completed or currently enrolled in a Year 10 French–equivalent course<br>• **Or** knowledge of the full Year 10 program<br>Note: Students' oral, aural, and written skills will be assessed by French staff for VCE entry. | Units 1 & 2 French | Units 3 & 4 French | Extension program at Melbourne University (optional) |

**Teachers to see for advice regarding this subject:** Ms Hau and Ms Saward

Languages Domain

# 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 role play 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

VCAA Examination (written)

VCAA Examination (oral)

**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 | Units 1 & 2 French | Units 3 & 4 French |
| Option 2<br>With permission:<br>**Accelerated Language Course Requirements** (students need **one** of the following)<br>• Home background in the language<br>• **Or** completed or currently enrolled in a Year 10 French–equivalent course<br>• **Or** knowledge of the full Year 10 program<br>Note: Students' oral, aural, and written | Units 1 & 2 French | Units 3 & 4 French | Extension program at Melbourne University (optional) |

**Teachers to see for advice regarding this subject:** Ms Hau and Ms Saward

Languages Domain

# Japanese Units 1 & 2

In Units 1 & 2 Japanese, students are introduced to increasingly complex authentic Japanese written, spoken and visual texts though 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
Nossal Internal Examination (A written and an oral exam at the end of the year)

**Advice to students:** It is recommended that students studying VCE Units 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 | Units 1 & 2 Japanese | Units 3 & 4 Japanese |
| Option 2<br>With permission:<br>**Accelerated Language Course Requirements** (students need **one** of the following)<br>• Home background in the language<br>• **Or** completed or currently enrolled in a Year 10 Japanese–equivalent course<br>• **Or** knowledge of the full Year 10 program<br>Note: Students' oral, aural, and written skills will be assessed by Japanese staff for VCE entry. | Units 1 & 2 Japanese | Units 3 & 4 Japanese | Extension program at Melbourne University (optional) |

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

Languages Domain

# 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 role play to resolve a personal issue
- SAC 2: responses to specific questions using information extracted from written, spoken and viewed texts
- SAC3: 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

VCAA Examination (written)

VCAA Examination (oral)

*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 | Units 1 & 2 Japanese | Units 3 & 4 Japanese |
| Option 2<br>With permission:<br>**Accelerated Language Course Requirements** (students need **one** of the following)<br>• Home background in the language<br>• **Or** completed or currently enrolled in a Year 10 Japanese–equivalent course<br>• **Or** knowledge of the full Year 10 program<br>Note: Students' oral, aural, and written skills will be assessed by Japanese staff for VCE entry. | Units 1 & 2 Japanese | Units 3 & 4 Japanese | Extension program at Melbourne University (optional) |

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

**Maths Domain**

**A maximum of 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 Mathematics Units 1 & 2

General Maths introduces students to the key skills required in Units 3 & 4 General 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 linearequations
- *Matrices and Applications*
- *Networks and decision mathematics* - the representation of different kinds of undirected and directed
- *Graphs*, and the use of networks to solve problems
- *Financial Arithmetic* – Simple and compound interest, investments and loans, comparison of purchase options

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

**Assessment** Ongoing coursework
Topic Tests
Nossal Internal Examination

**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 | Units 1 & 2 General Maths | Units 3 & 4 General Maths |

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

Maths Domain

# General Mathematics Units 3 & 4

General Maths consists of 4 key subject areas:

- *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.
- *Matrices* covers matrix algebra and applications, including Transition Matrices.
- *Networks and decision mathematics* involves the representation of different kinds of undirected and directed graphs, and the use of networks to solve problems.

## Technology

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

**Assessment** School Assessed Coursework (SAC):

- Statistical Application Task
- Three Analysis Tasks

VCAA Examinations:

- VCAA Exam 1: multiple choice questions (calculator and bound reference permitted)
- VCAA Exam 2: extended response questions (calculator and bound reference permitted)

**Advice to students:** It is recommended that students studying General Mathematics 3 & 4 have studied either General Maths 1 & 2 or who have completed Year 10 Maths at a level of Very Good or above, for Knowledge, Skills, Study Habits and receive a teacher recommendation for acceleration.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Maths | Units 1 & 2 General Maths | Units 3 & 4 General Maths |
| Option 2 | Year 10 Maths | Units 1 & 2 Maths Methods and Units 1 & 2 General Maths | Units 3 & 4 General Maths |
| Option 3 | Year 10 Maths | Units 1 & 2 Maths Methods | Units 3 & 4 General 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
Nossal Internal Examinations (technology free and technology able)

**Advice to stud000ents:** 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 some 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 | Units 1 & 2 Maths Methods | Units 3 & 4 Maths Methods |
| Option 2 | Units 1 & 2 Maths Methods | Units 3 & 4 Maths Methods | Higher Education 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. ***Note to accelerate from Year 9 Maths to Maths Methods Units 1 & 2, students should be achieving an outstanding level in Year 9 Maths and will require a teacher recommendation.***

Maths Domain

# Mathematical 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** School Assessed Coursework (SAC)
Two analysis tasks
One application task
VCAA Examinations:
- VCAA Exam 1: 1 hour short answer and extended response (technology free)
- VCAA Exam 2: 2 hour multiple choice and extended response (technology permitted)

**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 skills developed in Units 1 & 2.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Year 10 Maths | Units 1 & 2 Maths Methods | Units 3 & 4 Maths Methods |
| Option 2 | Units 1 & 2 Maths Methods | Units 3 & 4 Maths Methods | Higher Education 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.

***Note to accelerate from Year 9 Maths to Maths Methods Units 1 & 2, students should be achieving an outstanding level in Year 9 Maths and will require a teacher recommendation.***

Maths Domain

# 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 Proof and Number, Logic, Vectors, Matrices, Combinatorics and Graph Theory. 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
Nossal Internal Examinations (techchnology 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 Units 3 & 4 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 | Units 1 & 2 Maths Methods and Units 1 & 2 Specialist Maths | Units 3 & 4 Maths Methods and Units 3 & 4 Specialist Maths |
| Option 2 | Units 1 & 2 Maths Methods | Units 3 & 4 Math Methods and Units 1 & 2 Specialist Maths | Units 3 & 4 Specialist Maths and Higher Education Studies in Maths |

**Teachers to see for advice regarding this subject:** Ms Selex or Ms Ooi.

Maths Domain

# Specialist Mathematics Units 3 & 4

Specialist Maths consists of: Algebra, Logic and Proof, Calculus, Vectors, 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.

Logic and Proof covers the areas of conjecture and proof techniques, including proof by mathematical induction.

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
VCAA Examinations:

- VCAA Exam 1: 1 hour short answer and extended response (technology free)
- VCAA Exam 2: 2 hour multiple choice and extended response (technology permitted)

**Advice to students:** Students studying Specialist Maths must also complete Maths Methods Units 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 | Units 1 & 2 Maths Methods | Units 3 & 4 Maths Methods and Units 1 & 2 Specialist Maths | Units 3 & 4 Specialist Maths and University Enhancement studies |
| Option 2 | Units 1 & 2 Maths Methods | Units 3 & 4 Maths Methods and Units 1 & 2 Specialist Maths | Units 3 & 4 Specialist Maths |
| Option 3 | Year 10 Maths | Units 1 & 2 Maths Methods and Units 1 & 2 Specialist Maths | Units 3 & 4 Maths Methods and Units 3 & 4 Specialist Maths |

**Teachers to see for advice regarding this subject:** Ms Selex or Ms Ooi

Science Domain

# Biology Units 1 & 2

The study of VCE Biology explores the dynamic and interconnected systems that sustain life. Students investigate how living things regulate their internal environments, grow and reproduce, and how genetic information is inherited and expressed. Across both units, they apply biological knowledge and scientific skills to understand adaptations, interdependencies and the diversity of life on Earth.

**Unit 1:** Students explore the cell as the basic unit of life and investigate how cells grow, divide and specialise. They examine how cell systems function in plants and animals and consider how homeostasis maintains stable internal conditions. Students apply their knowledge through practical investigations of cellular processes.

**Unit 2:** Students explore how genetic information is inherited and expressed. They examine patterns of inheritance, the impact of the environment and epigenetics on phenotypes, and the advantages of different reproductive strategies. Students investigate adaptations that support survival, and the relationships between organisms in ecosystems, including First Nations perspectives. Ethical issues in genetics are explored through student research.

**Assessment** 3 x Assessment Tasks per semester including:

Topic tests
Practical investigations
Fieldwork
Research tasks
Nossal Internal Examination

**Advice to students**

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Any Year 10 Science subject | Units 1 & 2 Biology | Units 3 & 4 Biology |
| Option 2 | Units 1 & 2 Biology | Units 3 & 4 Biology | |

**Teachers to see for advice regarding this subject:** Ms Ball, Ms Green or Mr LaBrooy

Science Domain

# Biology Units 3 & 4

The study of VCE Biology explores the complex and dynamic nature of living systems and how they sustain life. Students examine the molecular and cellular processes that support life, how organisms interact with their environments, and how living things change over time. The study also considers how biological knowledge and biotechnology are applied in medical, agricultural and environmental contexts, including the ethical implications of these applications.

**Unit 3:** Students examine how cells function by investigating gene structure and expression, the roles of nucleic acids and proteins, and the use of biotechnologies to manipulate DNA. They explore photosynthesis and cellular respiration as biochemical pathways and consider how these processes can be optimised in agriculture using gene editing technology. Students apply their understanding through data analysis and explore ethical issues in biotechnology.

**Unit 4:** Students investigate how living things respond to disease and change over time. They explore the immune system and how biological knowledge is applied to prevent and treat disease. Students analyse evidence for evolution and relationships between species, including trends in human evolution. They examine changes in populations over time and evaluate scientific and ethical issues using case studies and data analysis.

**Assessment** Topic Tests
School Assessed Coursework:
- Unit 3: 20%
- Unit 4: 30%
VCAA Examination

**Advice to students**
It is highly recommended that students intending to study Units 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 | Units 1 & 2 Biology | Units 3 & 4 Biology |
| Option 2 | Units 1 & 2 Biology | Units 3 & 4 Biology | |

**Teachers to see for advice regarding this subject:** Ms Ball, Ms Green or Mr LaBrooy

Science Domain

# Chemistry Units 1 & 2

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

**Unit 1:** In Unit 1 students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy.

**Unit 2:** In Unit 2 students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

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

**Assessment** Topic tests
Research investigation
Laboratory investigation
Nossal Internal Examination

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

**Possible Pathways**

| Year 10 | Year 11 | Year 12 |
|---|---|---|
| Any Year 10 or Units 1 & 2 Science subject | Units 1 & 2 Chemistry | Units 3 & 4 Chemistry |

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

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:** Unit 3 Chemistry involves a comparison and evaluation of different energy resources, including the design and operation of galvanic, rechargeable, fuel and electrolytic cells regarding their suitability for supplying society's needs for energy and materials. 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:** In Unit 4 students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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

**Assessment** School Assessed Coursework:

- Unit 3: 20%
- Unit 4: 30%

VCAA Examination

**Advice to students**

Units 3 & 4 Chemistry draws **heavily** upon the content covered in Units 1 & 2 Chemistry. 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 or Units 1 & 2 Science subject | Units 1 & 2 Chemistry | Units 3 & 4 Chemistry |

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

Science Domain

# Physics Units 1 & 2

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

**Unit 1:** Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

**Unit 2:** Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students 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. In the second area of study in Unit 2, students will complete an investigation on a chosen topic from a wide range of options related to Physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. The students complete Unit 2 with a student-adapted or student-designed experiment. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

**Assessment** Ongoing coursework, including:
Practical work
Research investigations
Topic tests
An assignment
Data analysis tasks
Nossal Internal Examination

**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 | Units 1 & 2 Physics | Units 3 & 4 Physics |

**Teachers to see for advice regarding this subject:** Mr Fankhauser, Mr Harnath, Mr Hu or Mr Ratnayake

Science Domain

# Physics Units 3 & 4

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

**Unit 4:** Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

**Assessment** School Assessed Coursework
- Unit 3: 30%
- Unit 4: 20%

VCAA Examination

**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 or Units 1 & 2 Science subject | Units 1 & 2 Physics | Units 3 & 4 Physics |

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

Science Domain

# 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 bio-psychosocial 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 mental processes and behaviour.
- 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, emotions and behaviours.

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

A person's thoughts, emotions 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, an annotated folio of practical activities and a Nossal Internal Examination.

**Advice to students:** It is strongly recommended that students who study Units 3 & 4 Psychology have studied at least Unit 2 Psychology. They should also seek advice from the Psychology teacher about essential material covered in Unit 1 that they will need to catch up on for the best chance of success in Units 3 & 4.

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Units 1 & 2 Psychology | Units 3 & 4 Psychology | |
| Option 2 | Any Year 10 Science subject | Units 1 & 2 Psychology | Units 3 & 4 Psychology |

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

Science Domain

# 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 thoughts, emotions and behaviours.

**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 a person's psychological functioning
- investigate how mechanisms of memory and learning lead to the acquisition of knowledge and the development of new and changed behaviours
- consider models to explain learning and memory as well as the inter-connectedness of brain regions involved in memory.

**Unit 4: How is mental wellbeing supported 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:

- illustrate the application of statistical procedures in the development of models and theories of psychology
- explore the demand for sleep and the influences of sleep on mental wellbeing
- study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep
- explore the concept of mental wellbeing as a continuum and apply a bio-psychosocial approach, as a scientific model, to understand specific phobias.

**Assessment:** School assessed coursework
- Unit 3: 20% + Unit 4: 30%
VCAA Examination

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

**Possible Pathways**

| | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Option 1 | Units 1 & 2 Psychology | Units 3 & 4 Psychology | |
| Option 2 | Any Year 10 Science subject | Units 1 & 2 Psychology | Units 3 & 4 Psychology |

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

Technology Domain

# Applied Computing Units 1 & 2

VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security. Through a structured approach to problem-solving, incorporating the disciplines and critical and creative thinking strategies, students develop a robust awareness of the technical, social and economic impacts of the digital solutions being developed and used around the world, now and in the future.

**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
Nossal Internal Examination

**Possible Pathways**

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

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

Technology Domain

# Software Development Units 3 & 4

VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security. Through a structured approach to problem-solving, incorporating the disciplines and critical and creative thinking strategies, students develop a robust awareness of the technical, social and economic impacts of the digital solutions being developed and used around the world, now and in the future.

**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%)
VCAA Examination

**Possible Pathways**

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

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

Technology Domain

# Food Studies Units 1 & 2

**Unit 1:** Students will analyse major factors in the development of a globalised food supply and investigate the history and culture of food in Australia. They will look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. They will also look at developments in food production, processing and manufacturing and how Australian food producers and consumers have been influenced by immigration and other cultural factors.

**Unit 2:** Students will focus on commercial food production in Australia, examining components of primary production, processing and packaging, distribution, consumption and waste management. They will investigate the characteristics of food industries and analyse current and future challenges. They will also explore food production on a domestic and small scale and compare similar food products prepared in different settings. They will learn and apply food science terminology.

**Assessment** Ongoing coursework
Topic tests
Assessment tasks
Nossal Internal Examination

**Advice to students:** Nossal High School, in conjunction with Monash University and former Vice Chancellor Leon Piterman, 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 | Units 1 & 2 Food Studies | Units 3 & 4 Food Studies |
| Option 2 | Units 1 & 2 Food Studies | Units 3 & 4 Food Studies | |
| Option 3 | | Units 3 & 4 Food Studies | |
| Option 4 | | | Units 3 & 4 Food Studies |

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

Technology Domain

# Food Studies Units 3 & 4

**Unit 3:** Students learn to explain the processes of eating and digesting food and the utilisation of macro nutrients. They will also investigate the patterns of eating in Australia and the influences on the food we eat. They will examine the relationships between social factors and food access and choices as well as the role of politics and media in the formation of food habits and beliefs.

**Unit 4:** Students will be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet and claims on food packaging and advertisements. They will also be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty.

**Assessment** Ongoing coursework
Topic tests
School Assessed Coursework (60%)
VCAA Examination

**Advice to students:** Nossal High School, in conjunction with Monash University and former Vice Chancellor Leon Piterman, 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 | Units 1 & 2 Food Studies | Units 3 & 4 Food Studies |
| Option 2 | Units 1 & 2 Food Studies | Units 3 & 4 Food Studies | |
| Option 3 | | Units 3 & 4 Food Studies | |
| Option 4 | | | Units 3 & 4 Food Studies |

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

# Notes

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# VCE (Baccalaureate)

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

# Course Selection Principles

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

**Students entering Year 10:** Select one English elective (2 units), Mathematics (2 units) and Humanities (2 units), at least one semester of Science, Health and Physical Education and Arts/Technology 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 Program 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:** Dependent on the number of Units 3 and 4 subjects successfully completed in the previous year, Year 12 students select an English plus three or four other subjects.

***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:**

- Years 9 and 10 students are required to make an appointment for you and a parent/guardian to attend a Course Confirmation Interview. Year 11 students are welcome to, but not required to, attend an interview. The appointment will be held online. Information will be sent out with Term 2 reports.
- Read this booklet carefully and have discussions at home, with others and relevant teachers about your course and career 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.
- Years 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 where Nossal staff will enter your selections into the online program.
- Be prepared and 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.
- If you wish to make a change to your selection after Course Confirmation Day, contact Kyleigh Wilson to make an appointment, no later than **Wednesday 13 August 2025**.
- 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.

# Course Confirmation Passport

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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 (online) submission of student courses on **Wednesday 13 August**.

# Course Confirmation Passport

| 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

Planning tool for 2026 and beyond. Use this table to help you plan your course.

If you are in Years 10 or 11 forward map you courses into Year 11 and 12. This will help you ensure you meet the pre-requisite requirements of your post-secondary pathway and 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? |
| | | | |
| | | | |
| | | | What are the prerequisites for this? |
| | | | |
| | | | |

# Notes

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# Course Selection Timeline

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| Event | Expected Timeline |
|---|---|
| Careers and Pathways Expo | Thursday 31 July 2025, 4.30pm to 8.00pm |
| Senior Course Confirmation<br>Year 9, 10 and 11 | Wednesday 6 August 2025, 8.00am – 8.00pm by appointment on Compass (no classes this day).<br>All Year 9 and 10 course confirmation should be completed on this day. |
| Senior Course Confirmation Catch-ups | Friday 8 August 2025<br>Students will come out of classes for course confirmation. |
| **Online course selection completed by midnight Wednesday 13 August**<br>No communication about courses will be entered into after this point until the week of Monday 1 September, when only students with course difficulties will be contacted. | Thursday 14 August (9:00am) – **All printed forms placed Year Level trays outside the Humanities staffroom.** |
| Students with course problems notified and counselled to reselect. | Monday 1 - Friday 5 September. |
| Subject changes for 2026 Courses | Monday 20 October – Monday 27 October<br>**No communication about courses will be entered into after this point until Monday 10 November.** |
| Students notified of 2026 courses | Week beginning Monday 10 November |
| Commencement of 2026 courses | Wednesday 26 November - Friday 28 November |
| Unit 3 & 4 VCE results released | Thursday 11 December |
| Final adjustments to 2026 courses by written application | Week beginning Wednesday 26 November – Monday 1 December |