

Subject Descriptions  
VCE, VET & VCAL offering for

2022





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## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

### HOW IS VCE STRUCTURED?

Heathdale offers a wide range of VCE subjects that students can choose from. Each subject consists of four Units which are each a Semester long. While Heathdale offers some accelerated subjects, students will typically study Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

It is possible to change subjects during Year 11 as students may study Units 1 or 2 as stand-alone units. However, students must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year in order to receive a study score.

A typical Heathdale student studies 22 Units during their VCE, which translates into six Year 11 subjects and five Year 12 subjects. Any variation to this needs to be approved by either the Head of the Year 10-12 Learning Module, or the Principal of Secondary.

You should talk to your teachers or careers counsellor about how to structure your VCE program to best meet your needs.

### WHAT STUDIES CAN I CHOOSE?

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

Some good questions to ask are:

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

Remember that you're not expected to decide on your subjects alone. Talk to your parents and teachers and seek the Lord's insight into the best direction forward.

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

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

The 16 Units that must be satisfactorily completed include:

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

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



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

Each teacher determines if you have satisfactorily completed a unit based on the work you produce and submit and your adherence to VCAA and school rules.

#### HOW DO I ACHIEVE MARKS IN THE VCE?

Units 1 and 2 are marked internally, according to the assessment tasks outlined in each subject's Study Design and our internal examinations. The assessment tasks must be completed in accordance with VCAA's rules and guidelines (which can be found on their website) and by the College's internally set deadlines. Extensions can only be granted by the VCE Coordinator.

In Units 1 and 2 you will receive either S (Satisfactory), or N (Non-Satisfactory). While Heathdale provides a grade from A+ to E, UG (Ungraded), or NA (Not Assessed) and feedback for each assessment task, only the S counts towards your VCE.

In Units 3 and 4 you will receive feedback and grades calculated from A+ to E, UG (Ungraded), or NA (Not Assessed) for your assessment tasks, as well as an S or N. The subject descriptions in this handbook list the different assessment tasks that you will need to complete in that subject.

**School-based assessments** are set by each teacher and include School-assessed Coursework (SAC) that is completed at school, and School-assessed Tasks (SAT) that are completed at school and home. These are marked internally and the VCAA checks the marks to make sure that all schools in Victoria are marking to the same standard.

**External assessments** are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – whether written, oral, performance or in an electronic format. VCE examinations are held each year in October and November and are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to make sure that marking is fair.



## VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

### INTRODUCTION

VCAL is an alternative pathway through Year 11 & 12. It is a hands-on, dynamic and student-centred style of learning for students who are not considering direct entry into a Bachelor level course when they finish Year 12. While you might do a few VCE subjects of interest, you will most likely end up heading out on work placement rather than sitting examinations.

### WHY CHOOSE VCAL?

The VCE is a good option for students who would like to go on to complete a Bachelor level degree at university. However, you might feel that this is not the right option for you. Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as 'applied learning'. If you choose to do the VCAL, you will gain practical experience and 'employability' skills, as well as the skills needed if you were to go on to further training in the workplace or at a TAFE.

### WHAT DO I GET IF I DO VCAL?

If you successfully complete your learning program you will receive a VCAL Certificate for either Intermediate or Senior level, depending on the VCAL level you chose to attempt. You will also get a Statement of Results, listing all VCE (if VCE units were successfully completed as part of your VCAL course) and VCAL units, and a Statement of Attainment for VET or Further Education courses. These will list all units and modules you have successfully completed as part of your VCAL program.

*Over the page is a visual representation of the pathways available to Year 11 and 12 students at Heathdale Christian College.*

### FURTHER RESOURCES

For **more information** please go to:

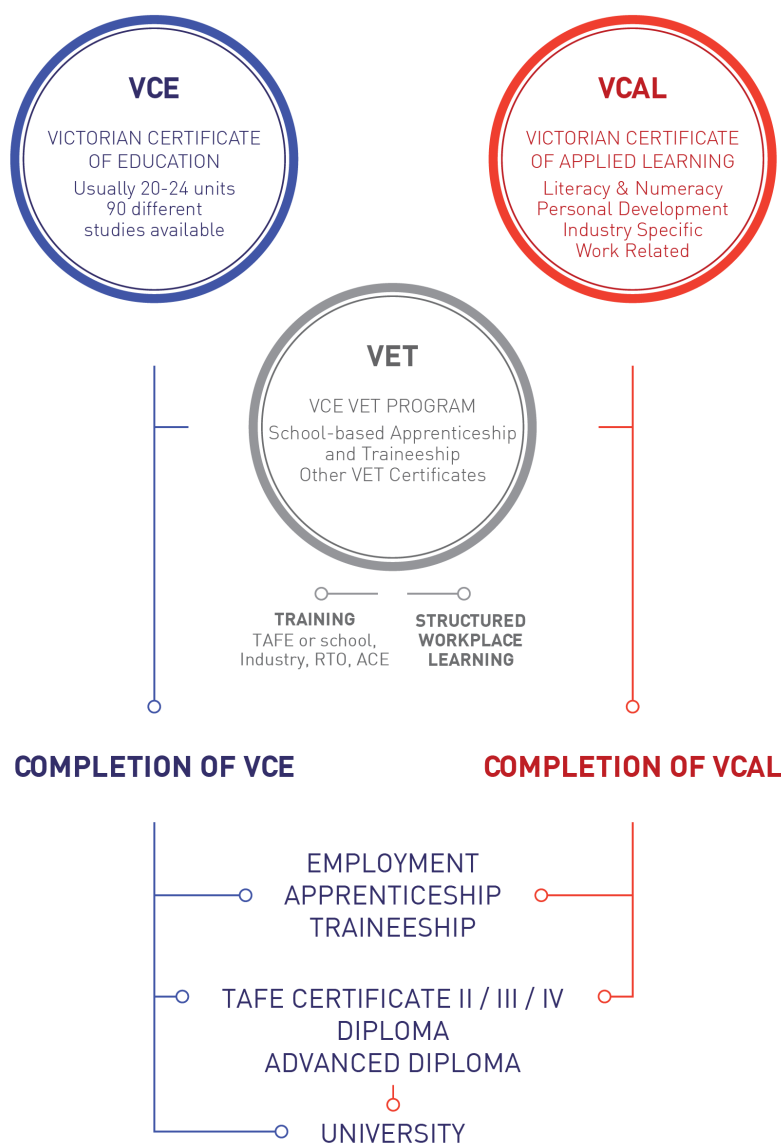
<http://www.vcaa.vic.edu.au/Pages/vcal/students/studentfaq.aspx>

If you would like lots of detailed and quality information, case studies, course overviews, links to professional organisations and more then you can download this guide called **VCAL First** from the Victorian Applied Learning Association from <http://vala.asn.au/vcal-first-2/>





## LEARNING PATHWAYS



*Train up a child in the way he should go; even when he is old he will not depart from it.*  
- Proverbs 22:6





## VET GENERAL INFORMATION

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

### WHAT IS A VET SUBJECT?

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

### WHAT IS THE COMMITMENT?

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

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

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

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

### HOW DO VET FEES WORK?

An indicative VET Fee will be charged for the full year to your account in March. This indicative figure is calculated by offsetting the cost of the course

provided from the RTO, against the estimated Government subsidy amount received. The subsidised amount can vary depending of the funding received from the Government. As we are not a State Government School our funding may be less than other local Government Schools. The amount of the subsidy is not known to the College until September. Once this is received, the College will then calculate a balancing adjustment, which will either be charged or credited back to your account, depending on how accurate the estimate was at the beginning of the year.

**Please note that these charges will be debited to parents' accounts early in Term 1 as there are costs associated with running each of these programs. This charge is only an estimate. Once we receive our government funding later in the year, we will then compare this to our estimate and charge or credit families the difference.** Please budget for this charge if your child is thinking about completing a VET subject. No refund of VET fees paid can occur if a student withdraws from VET post census date (usually 4 weeks after commencing a VET course). Refund of costs such as the purchasing of text books associated with the VET course will not be applied.

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

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

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



## VET FEE STRUCTURE

Certificate Type	Indicative Fee	Other Fee Requirements
<b>Certificate II in Hospitality Kitchen Operation Unit 1 and 2</b>	\$2,350 per student	Equipment and Uniform
<b>Certificate II in Hospitality Kitchen Operation Unit 3 and 4</b>	\$2,080 per student	Equipment and Uniform
<b>Certificate III in Sport and Recreation Year 10</b>	\$360 per student	Unit 1 and 2 extra for First Aid Course.
<b>Certificate III in Sport and Recreation Year 11</b>	\$360 per student	
<b>Certificate III in Screen and Media</b>	\$775 per student depending on enrolment numbers.	NIL
<b>Certificate II in Applied Languages (Chinese)</b>	\$110 per student	NIL
<b>Certificate III in Applied Languages (Chinese)</b>	\$157 per student	NIL
<b>Certificate II in Furniture Making</b>	\$500 per student depending on enrolment numbers.	NIL
<b>Certificate III in Music Industry (Performance)</b>	\$200 per student depending on enrolment numbers.	NIL

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



## VCAL COMPULSORY UNITS

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

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

Students will operate the VCAL cafe 1 day per week as a small business. In order to achieve this they will need to create a Business Plan, conduct an OHS assessment and learn the operations of a cafe.

##### *Skills*

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

##### *Types of Assessment*

Competency Based Assessments

##### *Lifelong Skills*

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



## WORK RELATED SKILLS/PROFESSIONAL DEVELOPMENT SKILLS - SENIOR

## BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity

## SUBJECT OVERVIEW

*Content*

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

*Skills*

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

*Types of Assessment*

Competency Based Assessment

*Lifelong Skills*

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



## VET SUBJECTS

### VET/VCE FURNITURE MAKING PATHWAYS UNITS 1-4

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

In this Certificate II in Furniture Making, students learn the correct care and use of hand tools and machines, and how to identify and use the most appropriate timber joint. They also learn to identify safe work practices, while participating in environmentally sustainable work practices. The practical aspect of this course is reinforced through a comprehensive theory folio which assists in the consolidation of students' knowledge of furniture making. The students learn the processes of how to go from planning to construction, then on to the application of finishes and finally the completion of the project.

##### *Skills*

Students learn how to sharpen, use and correctly set-up and care for furniture making hand and power tools. They also make simple timber joints and create several projects that develop their practical skills. They also learn how to select and apply hardware and to prepare and apply finishes to their projects. This program prepares students for further training in a range of furnishing industries, such as cabinet making, wood machining, polishing, upholstery and picture framing.

##### *Types of Assessment*

- Design projects
- Folios

##### *Lifelong Skills*

- Work-place skills
- Design skills
- Fine construction and joinery skills

##### *Course Provider*



Ranges TEC  
Phone: (03) 9738 7100  
RTO number: 22559





## VET-VCE KITCHEN OPERATIONS

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

### SUBJECT OVERVIEW

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#### *Content and Skills*

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

(Source: Wyndham VETiS Cluster Handbook, 2021)

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## VET APPLIED LANGUAGES (CHINESE)

### BIBLICAL PERSPECTIVE

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- Developing God-given creativity
- Developing critical thinking skills

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



**VET/VCE MUSIC PERFORMANCE - UNITS 1-4****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



## VET/VCE CREATIVE DIGITAL MEDIA – UNITS 1-4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



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

BIBLICAL PERSPECTIVE

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

SUBJECT OVERVIEW

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*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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





## THE ARTS

### DRAMA UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

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

##### *Skills*

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

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

##### *Types of Assessment*

- Performances and analysis questions.

##### *Lifelong Skills*

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



**DRAMA UNITS 3 AND 4****BIBLICAL PERSPECTIVE**

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- Developing God-given creativity

**SUBJECT OVERVIEW**

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*Content*

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

*Skills*

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

*Types of Assessment*

- Performances and Analysis questions

*Lifelong Skills*

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



## MUSIC PERFORMANCE – UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## MUSIC PERFORMANCE – UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

Unit 4 focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

#### *Skills*

Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## STUDIO ARTS – UNITS 1-4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

The aim for Studio Arts is to introduce students to the role and practice of artists in society. Students will develop an understanding of the way artists work in a range of cultures and periods of time, the artist's perception, beliefs and actions and how their artwork provokes relationship with the viewer. They will use the research of these structures to influence and inspire their own studio practice.

#### *Skills*

Successful completion will be the demonstration of how a student expresses themselves creatively through research, art analysis, and critical thinking. With a supported and sustained art practice that focuses on artists of influence and their historical and cultural contexts, students must produce a folio of work. Students are expected to explore a variety of materials and techniques from both analogue and digital media to visualise their themes. They will also undertake study of the role of the artist in the presentation of their artwork in a range of different galleries and different audiences, as well as art conservation.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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





## VISUAL COMMUNICATION DESIGN – UNITS 1 AND 2

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



## VISUAL COMMUNICATION DESIGN - UNIT 3 AND 4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



## COMMERCE

### ACCOUNTING - UNITS 1-4

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and ICT.

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. Students will learn how to take into account financial as well as ethical considerations in business decision making.

Unit 1: Service Businesses

Unit 2: Trading Businesses

Unit 3: Financial accounting for a trading business.

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

##### *Skills*

Accounting is a discipline that teaches you some core employability skills that employers look for when

appointing staff in the business world, including: communication - writing to the needs of the audience and sharing information; planning and organising; collecting, analysing and organising information; problem solving - testing assumptions, taking the context of data and circumstances into account; technology - having a range of basic IT skills, using IT to organise data and being willing to learn new IT skills; initiative and enterprise - adapting to new situations.

##### *Types of Assessment*

- Tests

##### *Lifelong Skills*

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



## ECONOMICS - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Research tasks
- Tests
- Problem-solving tasks

#### *Lifelong Skills*

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



## ECONOMICS - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

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

#### Unit 4: Managing the economy

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

#### *Skills*

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

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

Students discuss, analyse and evaluate the setting, and the strengths and weaknesses of aggregate

demand policies in achieving the Australian Government's domestic macroeconomic goals.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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





## LEGAL STUDIES - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Research tasks
- Tests
- Problem-solving tasks

#### *Lifelong Skills*

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



## LEGAL STUDIES - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Analytical essays
- Research tasks
- Oral presentations
- Tests

#### *Lifelong Skills*

- Analytical thinking
- Writing and communication skills
- Logical reasoning



## ENGLISH

### ENGLISH - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

The study of VCE English involves analysing and comparing literary texts to explore how authors communicate meaning through their work. Students also analyse the development of argument and the use of persuasive language, as well as creating their own persuasive texts.

##### *Skills*

Students develop their analytical writing skills and their abilities to respond creatively to texts. They also develop their abilities to construct logical and persuasive arguments and to examine the use of persuasion in media texts.

##### *Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Comparative essays

##### *Lifelong Skills*

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



**ENGLISH - UNITS 3 AND 4****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

In VCE English Units 3 and 4, students study four texts and complete three assessment tasks in response to them: a creative, an analytical and a comparative essay. Students also study how language is used to persuade in the media, as well as developing and presenting a point of view in an oral presentation.

*Skills*

Students will further develop their skills in textual and media analysis, comparison, creative response and persuasion. In terms of higher order thinking Skills, students' analysis, synthesis and evaluation skills are significantly developed in Unit 3 and 4 English.

*Types of Assessment*

- Analytical essays
- Creative writing
- Oral presentations
- Comparative Essay

*Lifelong Skills*

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



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

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



## LITERATURE – UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## LITERATURE - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Engaging thoughtfully with culture

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Analytical essays
- Oral presentations
- Creative writing

#### *Lifelong Skills*

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



**ENGLISH LANGUAGE - UNITS 1 & 2****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

In Unit 1, the two areas of study are: 1) the nature and functions of language, and 2) language acquisition. Language and communication, comprises the organisation of language and the impact that context has on language choices. This unit also includes the study of first language acquisition in children.

In Unit 2, changes in English over time and the effect on the subsystems of language are studied. Also, students examine the global spread of English, its impact on societies and the development of geographical and ethnic varieties. In addition, Australia's linguistic heritage and possibilities for the future of English are considered.

*Skills*

Students develop the ability to identify the changing nature of the English Language. They use key concepts and appropriate linguistic language to analyse language change through a variety of texts and additionally apply their knowledge of the evolution of English to consider possible future trends.

*Types of Assessment*

- Analytical essays
- Research tasks
- Persuasive writing
- Transcribing and annotating

*Lifelong Skills*

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





## ENGLISH LANGUAGE- UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



## INTERMEDIATE AND SENIOR VCAL LITERACY

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

VCAL Literacy is designed to develop student knowledge, skills and attributes relevant to reading and writing, and their practical application in the contexts of everyday life, family, employment, further learning and community. Assessment in the VCAL is designed to assess a student's achievement of a learning outcome by collecting evidence about their performance, and making a judgment about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

#### *Skills*

Literacy skills corresponding with these social contexts include reading and writing for: self-expression, practical purposes, knowledge and public debate. A range of evidence can be used to demonstrate that a student has achieved the learning outcomes. This includes, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

#### *Types of Assessment*

- Practical reports
- Research tasks
- Folios
- Creative writing
- Oral presentations
- Persuasive writing
- Problem-solving tasks

#### *Lifelong Skills*

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



## HEALTH AND PHYSICAL EDUCATION

### HEALTH AND HUMAN DEVELOPMENT - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing are to themselves and to families. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The subject provides opportunities for students to view health and wellbeing's development across the lifespan. Students examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.

##### *Skills*

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

##### *Types of Assessment*

- Research tasks
- Tests
- Oral presentations

##### *Lifelong Skills*

- Group work
- Writing and communication skills



## HEALTH AND HUMAN DEVELOPMENT - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Unit 4 examines health and wellbeing and human development in a global context. Students use data to investigate health status and the burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## PHYSICAL EDUCATION - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

The study of VCE Physical Education looks at how the musculoskeletal system (muscles and bones) works together to produce movement as well as how the cardiorespiratory system (heart and lungs) functions during exercise and at rest. Students will analyse the relationships between being physically active and health. They will also research contemporary issues associated with physical activity and sport.

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



**PHYSICAL EDUCATION - UNITS 3 AND 4****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

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

*Skills*

Students develop their abilities to critically evaluate performance metrics such as heart rate, VO2max, average speed and peak power to better understand their own acute bodily responses during exercise. Using this skill, they develop the ability to construct tailored training programs to enhance their own athletic performance.

*Types of Assessment*

- Tests
- Practical reports
- Field reports
- Data analysis

*Lifelong Skills*

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



## HUMANITIES

### HISTORY - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story

#### SUBJECT OVERVIEW

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##### *Content*

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

##### *Skills*

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

##### *Types of Assessment*

- Analytical essays
- Research tasks
- Source analysis tasks

##### *Lifelong Skills*

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



## HISTORY - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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





## GEOGRAPHY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Field reports
- Research tasks

#### *Lifelong Skills*

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



## GEOGRAPHY - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Field reports
- Research tasks
- Tests

#### *Lifelong Skills*

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



## TEXTS AND TRADITIONS - UNIT 1 AND 2

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

In Texts and Traditions Unit 1, students learn about the meta-narrative of Scripture and learn to recognise and explain some of the different literary forms found in the Bible. Students will explore the various understandings and interpretations of selected passages. In Unit 2, students explore the teaching of the Bible in relation to a number of themes such as justice, the environment and ethnicity. The Biblical text is examined in its context, as well as exploring the relevance of the text for today's society. A comparison between the teaching of the Bible and other sacred texts on justice is also made.

*Skills*

Investigation, description, analysis, communication and interpretation.

*Types of Assessment*

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

*Lifelong Skills*

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



## TEXTS AND TRADITIONS - UNIT 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

#### *Content*

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

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

#### *Skills*

Investigation, description, analysis, communication and interpretation.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## VCE LANGUAGES

### FRENCH - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

In Units 1 and 2 French, students develop an understanding of the language and cultures of French-speaking communities through the study of three or more subtopics. Students consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. 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.

##### *Skills*

Students extend their five core language skills, reading, writing, listening, speaking and viewing. They also revise and learn the best ways to expand their repertoire of French vocabulary and grammatical structures. They learn to write in the five different writing styles: personal, evaluative, persuasive, imaginative and informative. These writing styles are adapted to different text types which include diary entry, e-mail, personal letter, professional letter, speech and report. Cross-study specifications which are learnt include communicating and understanding languages and cultures, interpersonal, interpretive and presentational communication, understanding languages and cultures, communities, and making connections and comparisons.

##### *Types of Assessment*

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

##### *Lifelong Skills*

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



## FRENCH - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

In Units 3 and 4, French students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French. Subtopics include personal identity and lifestyles, relationships, aspirations, education and careers, the francophone world, historical perspectives, French cultural perspectives, global and contemporary society, communication and media and technology and science.

Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

#### *Skills*

Students extend their five core language skills, reading, writing, listening, speaking and viewing. They also revise and learn the best ways to expand

their repertoire of French vocabulary and grammatical structures. They learn to write in the five different writing styles, personal, evaluative, persuasive, imaginative and informative. These writing styles are adapted to different text types which include diary entry, e-mail, personal letter, professional letter, speech and report. Cross-study specifications which are learnt include communicating and understanding languages and cultures, interpersonal, interpretive and presentational communication, understanding languages and cultures, communities, and making connections and comparisons.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## LATIN - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

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

#### *Types of Assessment*

- Translation and comprehension questions on prepared and unseen texts

#### *Lifelong Skills*

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



## LATIN - UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

In Unit 3, students read Cicero's 'Pro Caelio', a courtroom speech in which Cicero blames the folly of a young man on his ex-girlfriend. We explore the social and historical contexts of this speech, as well as the expressive power of Cicero's Latin writing style.

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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





## MATHEMATICS

### FOUNDATION MATHS - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

The study of Year 11 Foundation Mathematics equips students with key life skills and prepares them for popular vocational areas, such as building and construction, hospitality, sport sciences, travel and tourism, and health sciences. Course content includes topics such as balancing your budget, managing your saving and spending, understanding your bills, buying and running a car, and calculating your tax., which encourage students to apply mathematical skills to real-life situations. Students learn to use mathematics to solve real-life problems and make an impact in the world.

##### *Skills*

Foundation Mathematics offers students skills in everyday, practical mathematics required to run a home, a trade or a business. It is a practical course that helps them with everyday living.

##### *Types of Assessment*

- Practical reports
- Field reports
- Research tasks
- Problem-solving tasks
- Tests
- Design projects

##### *Lifelong Skills*

- Analytical thinking
- Group work
- Initiative
- Work-place skills
- Leadership
- Logical reasoning
- Design skills
- Reflective skills



## VCAL SENIOR NUMERACY

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

VCAL Numeracy is designed to develop student knowledge and skills in identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community. Furthermore, this course enables students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in the industry area linked to the VET units in their VCAL program or employment.

#### *Skills*

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields. Assessment in the VCAL is designed to assess a student's achievement of a learning outcome by collecting evidence about their performance, and making a judgment about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## GENERAL MATHEMATICS - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Tests
- Problem-solving tasks

#### *Lifelong Skills*

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



## FURTHER MATHEMATICS - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Unit 3 comprises two areas of study. The first is Data Analysis and the second is Recursion and Financial Modelling. Unit 4 comprises a further two Areas of Study, selected from four possible modules: Matrices, Networks and Decision Mathematics, Geometry and Measurement, and Graphs and Relations.

#### *Skills*

The areas of study are designed to enable students to develop mathematical knowledge and skills and to learn how to apply them to practical contexts and problem solving situations.

#### *Types of Assessment*

- Problem-solving tasks

#### *Lifelong Skills*

- Analytical thinking
- Logical reasoning
- Critical and creative thinking



## MATHEMATICAL METHODS - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

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

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

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

#### *Types of Assessment*

- Tests
- Problem-solving tasks
- Research tasks
- Modelling tasks

#### *Lifelong Skills*

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



**MATHEMATICAL METHODS - UNITS 3 AND 4****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

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

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

*Skills*

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

*Types of Assessment*

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

*Lifelong Skills*

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



## SPECIALIST MATHEMATICS - UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Understanding God's story

### SUBJECT OVERVIEW

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#### *Content*

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

#### *Skills*

In Specialist Mathematics, students will be expected to work with the complex number plane and apply this to understanding the geometry of different functions. They will recognise, sketch, and transform a variety of functions, including trigonometric functions. Vectors are applied in a more mathematical interpretation of Physics, but students will solve kinematic equations in the same as they do in Physics. Likewise, they also draw on similar knowledge to Physics in the areas of dynamics and the result of applied forces to an object.

#### *Types of Assessment*

- Tests
- Problem-solving tasks

#### *Lifelong Skills*

- Analytical thinking
- Logical reasoning



## SPECIALIST MATHEMATICS - UNIT 3&amp;4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

*Skills*

In Specialist Mathematics, students will be expected to

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

*Types of Assessment*

- Tests
- Problem-solving tasks

*Lifelong Skills*

- Analytical thinking
- Logical reasoning





## SCIENCE

### BIOLOGY - UNITS 1 AND 2

#### BIBLICAL PERSPECTIVE

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

#### SUBJECT OVERVIEW

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##### *Content*

Unit 1 Biology focuses on the structure and function of cells and the roles organelles play in cellular growth, replacement and death. Students also study the internal systems of plants and animals and how they are able to maintain homeostasis by employing a variety of strategies for survival. In Unit 2 Biology, students examine inheritance and the impact on diversity. Students will explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

##### *Skills*

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

##### *Types of Assessment*

- Field reports
- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Examination, PowerPoint presentations, Scientific posters

##### *Lifelong Skills*

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



**BIOLOGY - UNITS 3 AND 4****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

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

*Skills*

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

*Types of Assessment*

- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Design practical investigations, Scientific posters, Examination

*Lifelong Skills*

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



## CHEMISTRY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

VCE Unit 1 and 2 Chemistry explores the notion of diversity through various concepts such as chemical formations, structures and properties. It also focuses on the quantification of molecules, and the use of specific chemical units to balance and analyse chemical reactions. Students investigate the chemistry behind water through analysing bonding energies, intermolecular forces, and stoichiometry. It covers the importance of water, its chemical uses and application to today's world.

#### *Skills*

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

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## CHEMISTRY - UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

Unit 3: How can chemical processes be designed to optimise efficiency?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Unit 4: How are organic compounds categorised, analysed and used?

In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

*Skills*

- Develop aims and questions, make predictions
- Plan and undertake investigations
- Comply with safety and ethical guidelines
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

*Types of Assessment*

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

*Lifelong Skills*

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



**PHYSICS - UNIT 1 AND 2****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

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

*Skills*

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

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

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

*Types of Assessment*

- Practical reports
- Tests
- Problem-solving tasks

*Lifelong Skills*

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



**PHYSICS - UNIT 3 AND 4****BIBLICAL PERSPECTIVE**

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- Appreciating God's creation through science

**SUBJECT OVERVIEW**

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*Content*

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

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

*Skills*

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

*Types of Assessment*

- Practical reports
- Tests

*Lifelong Skills*

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



## PSYCHOLOGY - UNITS 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Psychology explores the functions and adaptability of the brain and nervous systems throughout the life span. The connections between the brain and behavior are analysed by focusing on relationships between genetics, environment, individual differences and experience, as well as sensory and gustatory perceptions. Furthermore, the study explores how people think, feel and behave using the biopsychosocial approach and the risks and treatments of mental health disorders. They will evaluate research on obedience, conformity and power, and factors that influence behavior. Students will evaluate research as well as conduct their own research and produce a formal psychological research report.

#### *Skills*

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

#### *Types of Assessment*

- Folios
- Tests
- Research tasks
- Practical reports
- Problem-solving tasks

#### *Lifelong Skills*

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



**PSYCHOLOGY - UNIT 3 AND 4****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

In Unit 3, students examine how experience affects behaviour and mental processes. They explore how the nervous system enables a person to interact with the world around them. They consider stress and its causes and management. Students investigate learning and memory, and the limitations and fallibility of memory and how memory can be improved. In Unit 4, students examine how wellbeing is developed and maintained. They explore consciousness and how it can affect mental processes and behaviour. They consider the role of sleep and the impact of sleep disturbances. Students explore the concept of a mental health continuum and analyse mental health and disorders, including phobias.

*Skills*

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

*Types of Assessment*

- Practical reports
- Research tasks
- Folios
- Tests

*Lifelong Skills*

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





## TECHNOLOGY

### APPLIED COMPUTING UNIT 1 AND 2

#### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

#### SUBJECT OVERVIEW

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##### *Content*

Students will learn to use information and communications technology skills to create digital solutions to real world applications. They will learn how to program, build critical thinking, problem solve and develop their ability to design digital solutions. Through this course, they will become equipped and prepared to undergo pathways into business analysis, computer science, cyber security, game development, networks, robotics, software development and telecommunications.

##### *Skills*

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

##### *Types of Assessment*

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

##### *Lifelong Skills*

- Logical reasoning
- Analytical thinking
- Group work



## SOFTWARE DEVELOPMENT UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

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

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

*Skills*

- interpret solution requirements and designs to develop working modules
- use a range of data types and data structures
- use and justify appropriate processing features of a programming language to develop working modules
- develop and apply suitable validation, testing and debugging techniques using appropriate test data

- document the functioning of modules and the use of processing features through internal documentation.
- monitor, modify and annotate project plans as necessary
- propose and implement procedures for managing data and files
- develop a software solution and write internal documentation
- select and apply data validation and testing techniques, making any necessary modifications

*Types of Assessment*

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

*Lifelong Skills*

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



**FOOD STUDIES UNITS 1 AND 2****BIBLICAL PERSPECTIVE**

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

**SUBJECT OVERVIEW**

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*Content*

In this subject, students explore the origins and cultural roles of food from early civilizations, through to today's globalised world. This includes the study of the early agricultural practices and systems utilized by various civilisations (including indigenous Australians) as well as the development of different cuisines. Students will also examine all aspects of the modern food industry, from new food product development in a commercial context, to home-based food businesses. Students will gain insight into the significance that food industries contribute to the Australian economy and investigate the capacity of the industry to provide safe, high-quality food that meets the needs of consumers.

*Skills*

The skills students will develop through this subject include: being able to describe Australia's leading industries in primary food production, processing and manufacturing; analysing the influence of consumers on food industries; explaining and applying the process of developing new food products using design briefs; explaining the reasons for Australia's governance and regulation of food standards and food safety. They will also be able to use equipment and techniques appropriately in the preparation of food in a domestic or small-scale setting, understand and apply principles and practices in the sensory evaluation of food products, and apply principles of safe and hygienic food-handling practices.

*Types of Assessment*

- Practical reports
- Research tasks
- Oral presentations
- Problem-solving tasks

*Lifelong Skills*

- Initiative
- Work-place skills
- Logical reasoning



## FOOD STUDIES UNITS 3 AND 4

## BIBLICAL PERSPECTIVE

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

## SUBJECT OVERVIEW

*Content*

Students will learn about the different ingredients used in recipes and why they are used. They will consider issues relating to food choices, health and well-being, and its application relating to the preparation, cooking and presentation of healthy food. Further, they will look at the historical aspects of food and its origins around the world, studying Australian cuisine, as well as examining environmental and ethical issues relating to food selection and production. They will also investigate the science of food and the psychology of eating.

*Skills*

Students will be able to understand global food security, ethical and environmental issues and the ability to select dietary options to provide for a healthy lifestyle for families as well as themselves. They will also develop the ability to explain links between food, identify and explain diverse points of view in a range of food systems debates, examine an array of issues and identify opportunities for further research and apply research principles to clarify, analyse and draw conclusions on a selected topic

Also, they will develop in applying a range of practical food skills to demonstrate understanding of sustainable and ethical food choice and preparation, as well as showing appropriate use of correct equipment and techniques.

*Types of Assessment*

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

*Lifelong Skills*

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



## SYSTEMS ENGINEERING UNIT 1 AND 2

### BIBLICAL PERSPECTIVE

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

### SUBJECT OVERVIEW

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#### *Content*

Systems Engineering involves the development of mechanical, electrical and electronic integrated systems, including machinery and devices that improve society's work and living. Students will learn how to analyse, build and improve these systems using the engineering design cycle and develop their ability to think and evaluate. Throughout the year, students will be expected to demonstrate their knowledge of mechanical and electrical systems through tests, as well as their practical ability through developing solutions for a project.

#### *Skills*

Through this subject, students will learn the foundations of the engineering design cycle and begin to develop their skills in using this cycle for a project. This includes assessing problems, identifying the context, researching and selecting designs, planning the building process, developing risk assessments, and trialing and evaluating their solutions. These skills are demonstrated practically in the physical building of projects, as well as through a written report documenting the thinking process.

#### *Types of Assessment*

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

#### *Lifelong Skills*

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



## SYSTEMS ENGINEERING - UNITS 3 AND 4

### BIBLICAL PERSPECTIVE

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- Developing critical thinking skills
- Developing God-given creativity

### SUBJECT OVERVIEW

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#### *Content*

VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

#### *Skills*

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electro-technology engineered systems.

#### Types of Assessment

- Design projects
- Folios

#### Lifelong Skills

- Design skills
- Problem-solving skills

