Eltham High School

2024 Curriculum Guide

For Year 10 students entering Year 11

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Senior School Curriculum.

Amanda Saliba: Senior School Leader

As students commence their final two years of learning and development, Eltham High School provides the ideal setting. At this level, students choose whether to pursue a VCE, VCE with VET, VCE-VM program of study, or approved Higher Education Studies. Under the guidance of a committed and supportive VCE teaching team, students engage in more rigorous academic study and devote more time to topics that correlate with their interests and career goals.

Academic studies are balanced with a series of skill building and personal development seminars and workshops within the Tutorial Program, and students have the opportunity to explore a variety of future pathways through career-focused events that enable them to build connections within their desired industry.

To complete the VCE and prepare for life beyond Eltham High School, students must devote themselves and develop their capacity for deeper learning and critical thinking. The Senior School Coordination team encourages every student to achieve their full potential while maintaining a sense of balance. We accomplish this by continuing our strong partnerships with students and their families to ensure that each student experiences the positive effects of a team surrounding them throughout their educational journey and to build their confidence as they transition from VCE to future endeavours.

2024 Curriculum Structure Information.

Loren Clarke: Curriculum, Data, Assessment and Reporting Leader

From the start of 2024 Eltham High School will implement a number of curriculum and timetabling changes in response to our continued focus on creating the best possible environment to support student learning, and in response to the Victorian Government Schools Agreement.

The below changes are designed to improve engagement and learning for all students, and to create greater opportunities to connect learning and student wellbeing.

From 2024 the school will move to a 5 period structure, and retain our 10 day timetable cycle. Each period will run for 59 minutes. The school day will be organised as outlined in the table below. In light of the new 5 period structure all subjects across Years 7-12 will either run as 4 period or 8 period subjects. The start/finish times and exact times for each period will be published prior to the start of 2024 however these times will not be substantially different to what is currently in place in order to support students who rely on public transport to travel to and from school.

School Day Structure
Involve/Tutorial: 8:52-9:04
Period 1: 9:06-10:05
Period 2: 10:07-11:06
Recess: 11:06-11:26
Period 3: 11:26-12:25
Period 4: 12:27-1:26
Lunch: 1:26-2:11
Period 5: 2:11-3:10

All students in Years 7-10 will also undertake a 12 minute morning Involve or Tutorial session prior to the start of Period 1 on Tuesday to Friday each week. They will also undertake one 59 minute period of Involve or Tutorial across the fortnight. This time is designed to enhance connections between students, provide essential information regarding the school day, and to engage students in learning regarding wellbeing, study habits, and cross curricular skills.

Year 11 and 12 students will continue to have a Tutorial session once a fortnight. In addition their timetable will also continue to include assessment and seminar sessions.

VCE Study Programs at EHS.

Students at Eltham High School typically begin their VCE studies in Year 11 and choose a program based on their unique requirements, skills, and interests. To guarantee that the program meets their academic readiness and future aspirations, teachers and staff offer guidance and assistance during the subject selection process. It is common however, for Eltham High School students to already be participating in VCE or VET studies as a result of the enhancement program available to students at the Year 10 level.

There are a range of study programs available to students, within the VCE at Eltham High School. These are outlined on the following pages.

VCE

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment. To graduate with the VCE, students must satisfactorily complete a minimum of 16 units. Within these units, students must also complete a minimum of three units from the English group in order to graduate, including:

- English (Units 1 to 4)
- English Language (Units 1 to 4)
- Literature (Units 1 to 4)

At least one of the English units must be a Unit 3 or 4. Students must also satisfactorily complete at least three other Unit 3 and 4 sequences other than English.

At Year 11 students select six Unit 1 & 2 subjects or five Unit 1 & 2 subjects in conjunction with a Unit 3 & 4 subject.

At Year 12 students must select five Unit 3 & 4 subjects.
Please note it is a school requirement that all Year 12 students undertake five Unit 3 & 4 subjects regardless of the number of enhancements completed in previous years.

VCE Baccalaureate

The VCE (Baccalaureate) is awarded **within** the VCE. It provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE Baccalaureate the student must satisfactorily complete the VCE and receive a study score for each prescribed study component. To qualify for the VCE Baccalaureate a student's VCE program of study must include:

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

VCE Study Programs at EHS.

VCE with VET

Vocational Education and Training (VET) courses taken as part of school coursework are referred to as VET in Schools. VCE with VET is a combination of senior high school academics with certified vocational education and training. It allows students to complete a nationally recognised vocational certification, for example, a Certificate II in Hospitality, as well as a senior school certificate (VCE) at the same time. VET programmes increase students' employability and industry specific skills by allowing them to pathway straight into employment or gain credit towards future vocational training. Students at Eltham High School have access to a variety of VET programmes from the Northern Melbourne Cluster (NMV), some of which have a study score that contributes to the student's overall ATAR. For more information visit the VCAA information page at here: VET.

Students at Eltham High School can apply for a Certificate II in Cookery, which they can do on-site in our fully approved and newly designed hospitality kitchen.

VCE Study Programs at EHS.

VCE-VM

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

To graduate with a VCE-VM certificate students must satisfactorily complete a minimum of 16 units. Within this they must complete:

- •Three Literacy or VCE English units (including a 3 and 4 sequence).
- •Four Numeracy or Mathematics units.
- •Four Work Related Skills (WRS) units;
- •Four Personal Development Skills (PDS) units.
- •Three Unit 3 and 4 sequences in total.
- •180 nominal hours of VET at Certificate II level or above.
- •Structured Workplace Learning placements.

Centre for Higher Education Studies.

Lee McQueen: High-Ability Learners Learning Specialist

The Centre for Higher Education Studies (CHES) offers opportunities to further improve educational outcomes for high-achieving and high-ability senior secondary school students across Victoria. CHES is the state-wide provider of Higher Education Studies – first-year university subjects. They also specialise in highly-regarded VCE studies of great appeal to high-ability students.

- Students accepted into a VCE subject at CHES will also have access to their Student Enrichment Series providing masterclasses, seminars and mentoring opportunities.
- In reviewing students' applications for their HES and VCE programs, CHES will consider a range of information, including current results and statements provided by the school.

Students interested in completing a subject through CHES should see Lee McQueen in order to undertake the application process: https://ches.vic.edu.au/apply-now/application/. All applications must be approved the Eltham High School Principal, Mr Vincent Sicari.

HES: University Courses.

Higher Education Studies (HES) are first-year university subjects that are taken as part of a student's VCE program. The HES constitute about 20% of a fulltime first-year university course and are an advance on a VCE Unit 3 & 4 subject. Each HES is equivalent in duration and workload of a VCE Unit 3 & 4 sequence.

Students accepted into a HES can enjoy a wide range of benefits including academic challenge from an extension subject, to be considered for credit towards a university qualification, a potential university entry pathway, contribution towards completion of the VCE as a Unit 3-4 sequence, and a subsequent contribution towards the calculation of the ATAR via an increment for a fifth or sixth study. Students who successfully complete a HES will have the title of the study, the year of enrolment, and the university name reported on their VCE Statement of Results.

HES can be used as a fifth or sixth subject in the calculation of the ATAR. Depending on a student's results, completion of the HES can contribute 3 to 5 points to the ATAR aggregate.

Link to Subjects and Prerequisites:

https://ches.vic.edu.au/programs/higher-education-studies/

Centre for Higher Education Studies.

Lee McQueen: High-Ability Learners Learning Specialist

VCE Units 3 & 4 Algorithmics.

Algorithmics provides a structured framework for solving real-world, practical problems with computational methods. It is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of our information society. Further, it provides a methodical way to approach complex problem-solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from analytical problem-solving and formal reasoning. Computing is central to our society and economy and drives innovation across many fields of human endeavour.

VCE Algorithmics examines how information about the world can be systematically represented and how the processes can be made precise enough to be implemented in a computer program. The focus is not on coding but on 'algorithmic thinking'. Algorithmics covers systematic methods for analysing real-world problems and identifying the key aspects that need to be modelled to find a solution.

Algorithmics also covers deeper topics in computer science such as artificial intelligence, statistical methods of computation, and ethical issues related to these topics. This investigation of theoretical topics is complemented by the development of skills in a high-level programming language.

Link to Study Design Algorithmics

Areas of Study:

Unit 3 AOS 2: Data modelling with abstract data types

Unit 3 AOS 2: Algorithm design

Unit 3 AOS 3: Applied algorithms

Unit 4 AOS 1: Formal algorithm analysis

Unit 4 AOS 2: Advanced algorithm design

Unit 4 AOS 3: Computer science: past and present

Prerequisites: Completion of Unit 1 & 2 Mathematical Methods to a high-standard.

Tutorial.

Nadia Devlin: Student Agency and Growth Leader

All students in Years 11 and 12 participate in the Tutorial program on a fortnightly basis. The curriculum is designed to provide students with the skills, strategies, and supports they need to move successfully through Senior School and beyond into further study and the workforce.

The program focuses on developing students' intrapersonal skills, interpersonal skills, and readiness for life beyond the school setting. Students participate in a series of seminars and workshops focused on study skills, exam success, and supporting their general health and wellbeing. The program also seeks to promote and encourage respectful behaviours in young adults, through workshops and seminars focusing on party-safe behaviour, road safety, and community connections and issues.

At Years 11 and 12, the Tutorial teacher is an important point of contact for students, supporting and encouraging them to pursue excellence in the individual pathways they have chosen.

Subjects.

Subjects.

Arts.

The Arts provides an opportunity for students to hone their skills in creativity, critical thinking, communication, collaboration and problem solving through a range of VCE subjects.

At Eltham High School, the Arts faculty offer unique learning opportunities that foster highly desirable skills for the 21st century. Research identifies creativity as a key skill for more than 80% of future jobs. Alongside creativity, critical thinking, problem solving, collaboration and communication have been identified as preferred skills for young people to acquire for future employment- skills which are developed and refined through the Arts Study.

By engaging in the Arts students critically reflect on the world around them, using personal and cultural lenses to consider differing viewpoints. They interpret and communicate their ideas through visual and performance-based responses. Furthermore, the Arts provides skills for life-long learning promoting growth, wellbeing, innovation and adaptability in its students.

The Arts KLA offers seven different VCE Unit 1 & 2 subjects across the Performing and Visual Arts.

Students can choose from Music and Theatre Studies in the Performing Arts, while Art Creative Practice, Art Making & Exhibiting –Art or Art Making & Exhibiting- Photography, Media, and Visual Communication Design are the Visual Arts options.

When selecting VCE subjects it is important that students choose the subjects that they are interested in and enjoy. Subject teachers are happy to provide advice if students need more information about a particular subject.

Each of the Unit 1 & 2 VCE studies continue onto Units 3 & 4 studies and pathway to further courses at tertiary level. Institutions offering courses include RMIT, Melbourne University- Victorian College of the Arts, Monash University and Swinburne University of Technology.

There are a vast range of future career paths in Arts related fields. Some of these are highlighted in individual subject descriptions but the possibilities are expansive. For more advice around career pathways ask for one of our brochures, chat to your subject teacher or speak to the careers advisor.

Eltham High School students are unique in their ability to critically reflect on the world around them and respond creatively. They convey their distinct ideas and perspectives through visual and performative responses. It is because of this that the school has established a highly regarded reputation in the Arts.

The school resides in a vibrant artistic community with a strong history of involvement in the Arts and has a clear value in artistic endeavours.

The Arts teachers at EH are passionate about creativity, many are practicing artists and performers.

It is because of these factors that our students demonstrate excellence in the Arts and are well represented in the Season of Excellence- the annual exhibitions showcasing the work of high performing students across the state. And a significant percentage of our students go on to complete further studies in the Arts at tertiary level.

The aum of art is to represent not the outward appearance of things, but their inward significance.

– Aristotle

Units 1 & 2 Art Creative Practice.

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies. It values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally.

In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes.

Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues.

VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Artists, Artworks and Audiences

Unit 1 AOS 2: The Creative Practice

Unit 1 AOS3 : Documenting and Reflecting on the Creative Practice

Unit 2 AOS 1: The Artist, Society and Culture

Unit 2 AOS 2: The Collaborative Creative Practice

Unit 2 AOS 3: Documentation of Collaboration using the Creative Practice

Assessment:

Unit 1 Outcome 1: Researching the practice of three artists

Unit 1 Outcome 2: Art Creative Practice exploring three art forms

Unit 1 Outcome 3: Documentation of the Creative Practice

Unit 2 Outcome 1: Researching artists from different cultural contexts

Unit 2 Outcome 2: Art Creative Practice using collaborative approaches

Unit 2 Outcome 3: Document and evaluate the collaborative Creative Practice

Pathways:

Studies in this area could lead to:

- VCE Unit 3 & 4 Art Creative Practice
- Tertiary Studies at institutions including: Melbourne University - Victorian College of the Arts, RMIT, Monash University, Swinburne University of Technology.
- Future careers including a range of visual art, design and creativity focused jobs including visual artist, set design, curator, art historian, interior design, fashion design, game design, printmaker, gallerist, architecture, advertising, communication design, teacher, photographer.

Subject Specific Information:

A subject levy to cover all materials and equipment needed for the making and presenting of artworks applies to this subject.

Units 3 & 4 Art Creative Practice.

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies. It values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally.

In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues.

VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Research and Exploration

Unit 3 AOS 2: Resolution, presentation and critique.

Unit 3 AOS 3: Personal Investigation using the Creative Practice

Unit 4 AOS 1: Documentation and critique of the Creative Practice

Unit 3 AOS 2: Resolution and presentation of a Body of Work

Unit 4 AOS 3: Comparison of artists, their practice and their artworks

Assessment:

Unit 3 Outcome 1: Research and response to an artist's practice

Unit 3 Outcome 2: Body of work using the Creative Practice

Unit 4 Outcome 1: Critique and a documented Body of Work

Unit 4 Outcome 2: A Body of Work and Finished Artwork/s

Pathways:

Studies in this area could lead to:

- Tertiary Studies at institutions including: Melbourne University - Victorian College of the Arts, RMIT, Monash University, Swinburne University of Technology.
- Future careers including a range of visual art, design and creativity focused jobs including visual artist, set design, curator, art historian, interior design, fashion design, game design, printmaker, gallerist, architecture, advertising, communication design, teacher, photographer,

Subject Specific Information:

A subject levy to cover all materials and equipment needed for the making and presenting of artworks applies to this subject.

Units 1 & 2 Art Making and Exhibiting - Art.

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies. It values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally.

In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes.

Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues.

VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Subject Length:

1 year

Link to Study Design

Areas of Study

Unit 1 AOS 1: Explore, expand and investigate

Unit 1 AOS 2: Expand, make, present and reflect

Unit 21AOS 3: Investigate, research and present

Unit 2 AOS 1: Understand ideas, artworks and exhibition

Unit 2 AOS 2: Develop theme, aesthetic qualities and style

Unit 2 AOS 3: Resolve ideas, subject matter and style

Assessment:

Unit 1 Outcome 1: Explore the use of materials and techniques

Unit 1 Outcome 2: Expand and make artworks and reflect on style

Unit 1 Outcome 3: Investigate artworks of established artists

Unit 2 Outcome 1: Design and curate a thematic exhibition of six artworks

Unit 2 Outcome 2: Explore aesthetic qualities and the use of materials

Unit 2 Outcome 3: Present finished artworks with accompanying documentation

Pathways:

- VCE Unit 3 & 4 Art Making and Exhibiting.
- Tertiary Studies at institutions including: Melbourne University - Victorian College of the Arts, RMIT, Monash University, Swinburne University of Technology.
- Future careers including a range of visual art, design and creativity focused jobs.

Subject Specific Information:

A subject levy to cover all materials and equipment needed for the making and presenting of artworks applies to this subject.

Units 3 & 4 Art Making and Exhibiting - Art.

In Unit 3 students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.

They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

In Unit 4 students make connections to the artworks they made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms.

The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Subject Length:

1 year

Link to Study Design

Areas of Study

Unit 3 AOS 1: Collect inspirations, influences and images

Unit 3 AOS 2: Extend make, critique and reflect

Unit 3 AOS 3: Connect, curate, design and propose

Unit 4 AOS 1: Consolidate, refine and resolve

Unit 4 AOS 2: Present, plan and critique

Unit 4 AOS 3: Conserve, present and care

Assessment:

Unit 3 Outcome 1: Explore and evaluate the characteristics of chosen artforms

Unit 3 Outcome 2: Make artworks in specific artforms, prepare and present a critique

Unit 3 Outcome 3: Investigate how curators plan an exhibition

Unit 4 Outcome 1: Refine and resolve an artwork, documenting processes and materials

Unit 4 Outcome 2: Students plan and present at least one finished artwork and a critique

Unit 4 Outcome 3: Understand conservation and care of artworks

Prerequisites:

There are no prerequisites for studying Unit 3 and 4 Art Making and Exhibiting, however completing Year Unit 1 and 2 Art Making and Exhibiting is highly recommended.

Pathways:

Studies in this area could lead to:

- Tertiary studies in multiple art disciplines at institutions including: Melbourne University - Victorian College of the Arts, RMIT, Monash University. and Swinburne University of Technology.
- This will lead to future careers in a range of visual art, design and creativity focused jobs.

Subject Specific Information:

A subject levy to cover all materials and equipment needed for the making and presenting of artworks applies to this subject.

Units 1 & 2 Art Making and Exhibiting - Photography.

Art Making Exhibiting-Art and Art Making Exhibiting- Photography are the same subject but with a focus on different art forms, materials and techniques.

In Unit 1 students explore materials, techniques and processes using a range of photographic forms and expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.

Students also explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. They plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

The planning and development of at least one finished artwork is documented in their Visual Arts journal.

Subject Length:

1 year

Link to Study Design

Areas of Study

Unit 1 AOS 1: Explore, expand and investigate

Unit 1 AOS 2: Expand, make, present and reflect

Unit 21AOS 3: Investigate, research and present

Unit 2 AOS 1: Understand ideas, artworks and exhibition

Unit 2 AOS 2: Develop theme, aesthetic qualities and style

Unit 2 AOS 3: Resolve ideas, subject matter and style

Assessment:

Unit 1 Outcome 1: Explore the use of materials and techniques

Unit 1 Outcome 2: Expand and make artworks and reflect on style

Unit 1 Outcome 3: Investigate artworks of established artists

Unit 2 Outcome 1: Design and curate a thematic exhibition of six artworks

Unit 2 Outcome 2: Explore aesthetic qualities and the use of materials

Unit 2 Outcome 3: Present finished artworks with accompanying documentation

Pathways:

Studies in this area could lead to:

- VCE Unit 3 & 4 - Art Making and Exhibiting.
- Tertiary Studies at institutions including: Melbourne University - Victorian College of the Arts. RMIT, Monash University, Swinburne University of Technology.
- Future careers including a range of visual art, design and creativity focused jobs.

Subject Specific Information:

All camera equipment is supplied by the Photography department, although personal equipment can be utilised.

A subject levy to cover all materials and equipment needed for the making and presenting of artworks applies to this subject.

Units 3 & 4 Art Making and Exhibiting - Photography.

Art Making Exhibiting-Art and Art Making Exhibiting- Photography are the same subject but with a focus on different art forms, materials and techniques.

In Unit 3 students are actively engaged in art making using photographic materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.

They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of photography that students work with are fundamental to the artworks they make.

In Unit 4 students make connections to the artworks they made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms.

The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Subject Length:

1 year

Link to Study Design

Areas of Study

Unit 3 AOS 1: Collect inspirations, influences and images

Unit 3 AOS 2: Extend make, critique and reflect

Unit 3 AOS 3: Connect, curate, design and propose

Unit 4 AOS 1: Consolidate, refine and resolve

Unit 4 AOS 2: Present, plan and critique

Unit 4 AOS 3: Conserve, present and care

Assessment:

Unit 3 Outcome 1: Explore and evaluate the characteristics of chosen artforms

Unit 3 Outcome 2: Make artworks in specific artforms, prepare and present a critique

Unit 3 Outcome 3: Investigate how curators plan an exhibition

Unit 4 Outcome 1: Refine and resolve an artwork, documenting processes and materials

Unit 4 Outcome 2: Students plan and present at least one finished artwork and a critique

Unit 4 Outcome 3: Understand conservation and care of artworks

Prerequisites:

There are no prerequisites for studying Unit 3 and 4 Art Making and Exhibiting, however completing Year Unit 1 and 2 Art Making and Exhibiting is highly recommended.

Pathways:

Studies in this area could lead to:

- Tertiary studies in multiple art disciplines at institutions including: Melbourne University - Victorian College of the Arts, RMIT, Monash University, and Swinburne University of Technology.
- This will lead to future careers in a range of visual art, design and creativity focused jobs

Subject Specific Information:

All camera equipment is supplied by the Photography department, although personal equipment can be utilised.

A subject levy to cover all materials and equipment needed for the making and presenting of artworks applies to this subject.

Units 1 & 2 Media.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Media representations

Unit 1 AOS 2: Media forms in production

Unit 1 AOS 3: Australian stories

Unit 2 AOS 1: Narrative, style and genre

Unit 2 AOS 2: Narratives in production

Unit 2 AOS 3: Media and change

Assessment:

Unit 1 Outcome 1: explain how media products are constructed depending on their form and context, including the role of the audience.

Unit 1 Outcome 2: In two or more media forms, design and create media exercises or productions that represent concepts covered in Area of Study 1.

Unit 1 Outcome 3: analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2 Outcome 1: analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.

Unit 2 Outcome 2: apply the media production process to create, develop and construct narratives.

Unit 2 Outcome 3: discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Media
- Career pathways include advertising/marketing, journalist, digital media specialist, animator, film producer, director, production designer, content manager, and content creator.

Units 3 & 4 Media.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Areas of Study:

Unit 1 AOS 1: Media representations

Unit 1 AOS 2: Media forms in production

Unit 1 AOS 3: Australian stories

Unit 2 AOS 1: Narrative, style and genre

Unit 2 AOS 2: Narratives in production

Unit 2 AOS 3: Media and change

Assessment:

Unit 3 Outcome 1: analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

Unit 3 Outcome 2: research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Unit 3 Outcome 3: develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience

Unit 4 Outcome 1: produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

Unit 4 Outcome 2: be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Subject Length:

1 year

Link to Study Design

Pathways:

Studies in this area could lead to:

- Career pathways include advertising/marketing, journalist, digital media specialist, animator, film producer, director, production designer, content manager, content creator.

Units 1 & 2 Music.

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

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

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

In Unit 2 students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Subject Length:

1 year

Link to Study Design

Areas of Study:

- **Unit 1 AOS 1:** Performing
- **Unit 1 AOS 2:** Creating
- **Unit 1 AOS 3:** Analysing and responding
- **Unit 2 AOS 1:** Performing
- **Unit 2 AOS 2:** Creating
- **Unit 2 AOS 3:** Analysing and responding

Assessment:

Unit 1 Outcome 1: Recital & discussion drawn from their investigation of music organisation

Unit 1 Outcome 2: Composition for specific organisational approaches

Unit 1 Outcome 3: Identifying and recreating music language concepts

Unit 2 Outcome 1: Recital & discussion describing how they intend to convey specific musical effect(s)

Unit 2 Outcome 2: Composition for an intended effect

Unit 2 Outcome 3: Identifying and recreating music language concepts

Prerequisites:

Prior to undertaking this subject, it is highly recommended that students have completed Year 10 Music or participate/participated in Eltham's band and ensemble program. Students should also have some instrumental understanding, music experience and consider instrumental tuition either through the school or externally.

Pathways:

Studies in this area could lead to:

- VCE Music Unit 3 & 4
- Tertiary education
- Career pathways include: Musician, Performer, Composer, Music Teacher, Song writer, Record Producer, Music Therapist, Event manager

Subject Specific Information:

Instruments and equipment provided however, students are encouraged to bring their own specialised items.

Units 3 & 4 Music Contemporary Performance.

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. Part of the statement should include information about their reimagined piece and explain how the existing work has been manipulated. This must be accompanied by an authentication document. As part of their preparation, students are able to present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

Subject Length:

1 year

Link to Study Design

Areas of Study:

- **Unit 3 AOS 1:** Performance
- **Unit 3 AOS 2:** Analysing for Performance
- **Unit 3 AOS 3:** Responding
- **Unit 4 AOS 1:** Performance
- **Unit 4 AOS 2:** Analysing for Performance
- **Unit 4 AOS 3:** Responding

Assessment:

Unit 3 Outcome 1: Statement of Intent and Recital

Unit 3 Outcome 2: Performance Strategies Presentation

Unit 3 Outcome 3: Analysis, Aural, Theory and Practical Test

Unit 4 Outcome 1: Recital and External Performance Examination

Unit 4 Outcome 2: Performance Strategies Presentation

Unit 4 Outcome 3: Analysis, Aural, Theory External Examination

Prerequisites:

Prior to undertaking this subject, it is highly recommended that students have completed Year 10, VCE Music 1/2 or have participate/participated in the Eltham band and ensemble program. Students should also have some instrumental understanding, music experience and consider instrumental tuition either through the school or externally.

Pathways:

- Tertiary education
- Career pathways including: Musician, Performer, Composer, Music Teacher, Song writer, Record Producer, Music Therapist, Event manager

Subject Specific Information:

Instruments and equipment provided; however, students are encouraged to bring their own specialised items.

Units 3 & 4 Music Repertoire Performance.

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer.

Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

Subject Length:

1 year

Link to Study Design

- **Unit 3 AOS 1:** Performance
- **Unit 3 AOS 2:** Analysing for Performance
- **Unit 3 AOS 3:** Responding
- **Unit 4 AOS 1:** Performance
- **Unit 4 AOS 2:** Analysing for Performance
- **Unit 4 AOS 3:** Responding

Assessment:

Unit 3 Outcome 1: Statement of Intent and Recital

Unit 3 Outcome 2: Performance Strategies Presentation

Unit 3 Outcome 3: Analysis, Aural, Theory and Practical Test

Unit 4 Outcome 1: Recital and External Performance Examination

Unit 4 Outcome 2: Performance Strategies Presentation

Unit 4 Outcome 3: Analysis, Aural, Theory External Examination

Prerequisites:

Prior to undertaking this subject, it is highly recommended that students have completed Year 10, VCE Music 1/2 or have participate/participated in the Eltham band and ensemble program. Students should also have some instrumental understanding, music experience and consider instrumental tuition either through the school or externally.

Pathways:

- Tertiary education
- Career pathways including: Musician, Performer, Composer, Music Teacher, Song writer, Record Producer, Music Therapist, Event manager

Subject Specific Information:

Instruments and equipment provided; however, students are encouraged to bring their own specialised items.

Units 1 & 2 Theatre Studies.

This subject focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era to the modern era.

Students creatively and imaginatively work in production roles with scripts, focusing on three distinct theatre styles and their conventions per unit. They study innovations in theatre production and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Exploring Pre-modern Theatre Styles and Conventions

Unit 1 AOS 2: Interpreting scripts

Unit 1 AOS 3: Analysing a play in performance

Unit 2 AOS 1: Exploring Modern Theatre Styles and Conventions

Unit 2 AOS 2: Interpreting Scripts

Unit 2 AOS 3: Analysing and evaluating a play in performance

Assessment:

Unit 1 Outcome 1: Theatre History File

Unit 1 Outcome 2: Interpretation of 3 Pre-modern/Modern Playscripts

Unit 1 Outcome 3: Analysis of Professional Theatre Production

Unit 2 Outcome 1: Modern Theatre File

Unit 2 Outcome 2: Interpretation of 3 Pre-modern/Modern Playscripts

Unit 2 Outcome 3: Analysis of Professional Theatre Production

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Theatre Studies

Units 3 & 4 Theatre Studies.

In Unit 3 students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. They specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied.

Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

As part of Unit 3, students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

In Unit 4, students study a scene and an associated monologue. They develop an interpretation of the prescribed scene. Students then develop a creative and imaginative interpretation of the monologue.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Exploring Pre-modern Theatre Styles and Conventions

Unit 1 AOS 2: Interpreting scripts

Unit 1 AOS 3: Analysing a play in performance

Unit 2 AOS 1: Exploring Modern Theatre Styles and Conventions

Unit 2 AOS 2: Interpreting Scripts

Unit 2 AOS 3: Analysing and evaluating a play in performance

Assessment:

Unit 3 Outcome 1: Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Unit 3 Outcome 2: Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production

Unit 3 Outcome 3: Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

Unit 4 Outcome 1: Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Unit 4 Outcome 2: Present an interpretation of a monologue with oral justification.

Unit 4 Outcome 3: Analyse and evaluate acting, direction and design in a production.

Prerequisites:

Prior to undertaking this subject Units 1 & 2 Theatre Studies is recommended.

Pathways:

Studies in this area could lead to further education in performing arts and production.

Units 1 & 2 Visual Communication Design.

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours.

Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles.

In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Reframing design problems

Unit 1 AOS 2: Solving communication design problems

Unit 1 AOS 3: Design's influence and influences on design

Unit 2 AOS 1: Design, place and time

Unit 2 AOS 2: Cultural ownership and design

Unit 2 AOS 3: Designing interactive experiences

Assessment:

Unit 1 Outcome 1: Preparing a brief

Unit 1 Outcome 2: Communication design folio

Unit 1 Outcome 3: Sustainable product design folio

Unit 2 Outcome 1: Environmental design folio

Unit 2 Outcome 2: Written investigation of Culturally appropriate design

Unit 2 Outcome 3: Digital product design folio

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Visual Communication Design.
- Career pathways include graphic designer, web/app designer, architecture, product designer, creative director, illustrator, UX design.

Subject Specific Information:

A subject levy to cover all materials and equipment needed for making and presenting artworks applies to this subject.

Units 3 & 4 Visual Communication Design.

In Unit 3 students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas.

In Unit 4 students explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Manual and digital methods, media and materials are explored together with design elements and principles. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present the final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Professional design practice

Unit 3 AOS 2: Design analysis

Unit 3 AOS 3: Design process: defining problems and developing ideas

Unit 4 AOS 1: Design process: refining and resolving design concepts

Unit 4 AOS 2: Presenting design solutions

Assessment:

Unit 3 Outcome 1: Professional design practice

Unit 3 Outcome 2: Design analysis

Unit 3 Outcome 3: Design process

Unit 4 Outcome 1: Design process

Unit 4 Outcome 2: Presenting design solutions

Prerequisites:

No prior studies are required however, Units 1 & 2 Visual Communication Design studies are highly recommended.

Pathways:

Studies in this area could lead to:

- Tertiary studies in multiple design fields.

Subject Specific Information:

A subject levy to cover all materials and equipment needed for the making and presenting of design products applies to this subject.

Critical Inquiry.

At VCE the Critical Inquiry provides an opportunity for students to pursue a research project of their choice through VCE Extended Investigation. Students are able to select any area they wish and are provided with the opportunity to develop, refine, and extend their knowledge and skills in independent research. In order to do this, students carry out an extended investigation that focuses on a rigorous research question.

Critical Inquiry at this level emphasises the teaching of skills required in all VCE subjects, and in later academic study, particularly at the university level. It is highly beneficial for any students considering a university pathway. It specifically focuses on developing students' capacity for:

- Critical thinking
- Academic writing
- Time management
- Project management
- Independent learning
- Reading and note taking
- Interpretation and analysis of data

Studies in this area specifically support students to:

- Develop and construct a rigorous research question.
- Understand and apply research methods.
- Explore a chosen area of investigation in depth.
- Develop as independent, critical and reflective learners.
- Develop research project management knowledge and skills.
- Analyse and evaluate findings and results.
- Develop skills in written and oral presentation of research findings.

Across the year students work on an extended investigation which may be an extension of an area of their existing curriculum or completely independent of any subject being undertaken. Throughout this subject students develop their capacity to set out, explore, justify, and defend their research to a general audience in both oral and written forms. Extended Investigation supports students to investigate what constitutes a good research question and how to maintain an ethical, disciplined, and rational approach to interpreting and evaluating research.

It is the mark of an educated mind to be able to entertain a thought without accepting it.

- Aristotle

Units 3 & 4 Extended Investigation.

In Unit 3 students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills.

In Unit 4 results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The Extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

Areas of Study:

Unit 3 AOS 1: Designing a research question

Unit 3 AOS 2: Planning and commencing the investigation

Unit 3 AOS 3: Critical Thinking

Unit 4 AOS 1: Presenting the final research report

Unit 4 AOS 2: Defending the research findings

Assessment:

Unit 3 Outcome 1 – Design and justify a research question

Unit 3 Outcome 2 – Write a research plan, begin research and present oral report

Unit 3 Outcome 3 – Develop and apply skills of critical thinking

Unit 4 Outcome 1 - complete a written report that presents and evaluates the results of the investigation

Unit 4 Outcome 2 - explain the investigation, critically evaluate their research process, and defend research findings

Pathways:

Studies in this area could lead to:

- Academic writing and research in all University areas.

Subject Length:

1 year

Link to Study Design

English.

The study of English empowers students to read, write, speak, and listen in different contexts. English at Eltham High School prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

I love studying English Language because it allows you to change your perspective on language by focusing on the structure, social context and features of language in various texts rather thaN focusing on themes. My teachers are enthusiastic about the subject which has made it all the more enjoyable to study.

Emily Matthews

Year 11, English Language Student

Units 1 & 2 English.

The focus of Unit 1 is on students reading texts with a focus on personal connections with the story. They discuss ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Students also apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of context, purpose and audience. They read and engage imaginatively and critically with mentor texts that model effective writing.

The focus of Unit 2 is on students engaging with the ideas, concerns and tensions within texts, and recognising ways meaning is created. Developing analytical writing, they explore representations and examine the ways readers understand a text, considering its historical context, and social and cultural values. Students also consider the way arguments are developed and delivered in many forms of media, by reading, viewing and listening to a range of texts that attempt to position an intended audience, as well as creating their own point of view text.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Reading and Exploring Texts

Unit 1 AOS 2: Crafting Texts

Unit 2 AOS 1: Reading and Exploring Texts

Unit 2 AOS 2: Exploring Argument

Assessment:

Unit 1 Outcome 1: Students will make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

Unit 1 Outcome 2: Students will demonstrate an understanding of effective and cohesive writing crafting their own texts designed for a specific context and audience to achieve a stated purpose; and explain authorial choices through written commentary.

Unit 2 Outcome 1: Students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Unit 2, Outcome 2: Students will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Pathways:

Studies in Unit 1 & 2 English will continue to support students as they develop their reading, writing and speaking skills, preparing them to complete their Unit 3&4 English studies.

Units 3 & 4 English.

The focus of Unit 3 is on students applying reading and viewing strategies to critically engage with a text. Through formal essays, they analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students also read and engage imaginatively and critically with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation, individual creation, and reflect on their process.

The focus of Unit 4 is on students consolidating their capacity to critically analyse a text, engaging with its dynamics and exploring the ideas presented in it. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these are presented. Students also analyse the use of argument, language, and visuals in texts that debate a contemporary issue and seek to influence an audience. Students apply their understanding of this to create a point of view text.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Reading and Responding to Texts

Unit 3 AOS 2: Crafting Texts

Unit 4 AOS 1: Reading and Responding to Texts

Unit 4 AOS 2: Analysing Argument

Assessment:

Unit 3 Outcome 1: Students will analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Unit 3 Outcome 2: Students will produce their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4 Outcome 1: Students should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Unit 4 Outcome 2: Students analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Prerequisites:

Prior to undertaking this subject students will have a satisfactory completion of Units 1 & 2 in either English, Literature, or English Language.

Pathways:

Studies in this area could lead to further studies in any tertiary-run academic institution in Australia, apprenticeship studies or employment upon immediate completion of their VCE.

Units 1 & 2 English Language.

The focus of Unit 1 is on students exploring the nature of language and the various functions that language performs in a range of contexts. They consider the properties that distinguish human communication as unique, the differences between the modes of spoken and written language, and the relationship between meaning and conventions that govern language use. Students also focus on the developmental stages of language acquisition, exploring how, in addition to words and their meanings, people learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these in different contexts.

The focus of Unit 2 is students examining the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from contact with other languages, from social and technological transformation, and from within the language itself. Students also consider the effects of the global spread of English by learning about both the development and decline of languages. Students explore the many ways English is used as an expression of identity and culture in written and spoken texts.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: The Nature and Functions of Language

Unit 1 AOS 2: Language Acquisition

Unit 2 AOS 1: English Across Time

Unit 2 AOS 2: Englishes in Contact

Assessment:

Unit 1 Outcome 1: Students will identify and describe primary aspects of the nature and functions of human language.

Unit 1 Outcome 2: Students will identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

Unit 2 Outcome 1: Students will identify and describe language change and its effects on the English

Unit 2 Outcome 2: Students will identify and explain the effects of the global spread of English through spoken and written texts.

Prerequisites:

Students may have completed a semester of English Language studies at Year 10, but this is not required.

Pathways:

Studies in Unit 1 & 2 English Language will continue to support students as they develop their reading, writing and speaking skills, preparing them to complete their Unit 3 & 4 English Language studies.

Units 3 & 4 English Language.

The focus of Unit 3 is on students considering the way speakers and writers choose from a repertoire of language to vary the style of their language to suit particular purposes. They identify the function and analyse the features of informal language in written, spoken and electronic interactions, understanding that the contexts of an exchange influence the language used. Students also consider how the situational and cultural contexts determine whether people use formal language and in which language mode they choose to communicate.

The focus of Unit 4 is on students examining the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity. They study contemporary texts in both written and spoken modes both challenge and construct notions of what it means to be Australian and what might be meant by 'national identity'. Students also focus on the role of language in reflecting, imposing, negotiating and conveying individual and group identities. They examine how language users are able to construct their identities through subconscious and conscious language variation, considering social variables including age, gender, sexuality, occupation, interests, aspiration and education.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Informality

Unit 3 AOS 2: Formality

Unit 4 AOS 1: Language Variation in Australian Society

Unit 4 AOS 2: Individual and Group Identities

Assessment:

Unit 3 Outcome 1: Students identify, describe and analyse distinctive features of informal language in written and spoken texts.

Unit 3 Outcome 2: Students will identify, describe and analyse distinctive features of formal language in written and spoken texts.

Unit 4 Outcome 1: Students will identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.

Unit 4 Outcome 2: Students will identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

Prerequisites:

Studies in Unit 1 & 2 English Language will support students as they develop their understanding of English Language as a subject further equipping students as they complete their English Language studies at the Unit 3 & 4 level.

Pathways:

Studies in this area could lead to further studies in editing and publishing, linguistics, media and communications, speech pathology, and advertising.

Units 1 & 2 Literature.

The focus of Unit 1 is on students considering how language, structure and stylistic choices are used both print and non-print texts, reflecting on the contribution of form and style to meaning. Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. They engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and through the development of their own creative pieces, experiment with the assumptions and representations embedded in them.

The focus of Unit 2 is on students exploring the interconnectedness of place, culture and identity through the texts of Aboriginal and Torres Strait Islander peoples. Students examine the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students also explore texts alongside a consideration of its historical, social and cultural context to understand the its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Reading Practices

Unit 1 AOS 2: Exploration of Literary Movement and Genres

Unit 2 AOS 1: Voices of Country

Unit 2 AOS 2: The Text in its Context

Assessment:

Unit 1 Outcome 1: Students will respond to a range of texts through close analysis.

Unit 1 Outcome 2: Students will explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations of a text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2 Outcome 1: Students will explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Unit 2 Outcome 2: Students will analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Prerequisites:

Students may have completed a semester of Literature studies at Year 10, but this is not required.

Pathways:

Studies in Unit 1 & 2 Literature will continue to support students as they develop their reading, writing and speaking skills, preparing them to complete their Unit 3&4 Literature studies.

Units 3 & 4 Literature.

The focus of Unit 3 is on students exploring how the form of a text contributes to its meaning By then exploring an adaptation, they reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students also explore the different ways we can read and understand a text by developing and comparing interpretations of a set text. They analyse how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

The focus of Unit 4 is on students studying the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students also undertake detailed scrutiny of the language, style, concerns and construction of texts. They attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Adaptions and Transformations

Unit 3 AOS 2: Developing Interpretations

Unit 4 AOS 1: Creative Responses to Texts

Unit 4 AOS 2: Close analysis of texts

Assessment:

Unit 3 Outcome 1: Students will analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Unit 3 Outcome 2: Students will develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4 Outcome 1: Students will respond creatively to a text and comment critically on both the original text and the creative response.

Unit 4 Outcome 2: Students write expressively to develop a close analysis, using detailed references to the text.

Prerequisites:

Prior to undertaking this subject, students should have satisfactory completion of Literature Units 1 & 2.

Pathways:

Studies in this area could lead to further studies in creative and academic writing, history, media studies, and theatre studies.

Health and Physical Education.

Upon reaching VCE, students have the opportunity to continue their pathway from electives offered in Year 9 and Year 10 in the areas of Health Education, Physical Education, and Outdoor Education. These subjects provide excellent prerequisites and key knowledge and skills required for students to be able to enter and undertake a range of specific tertiary studies following their secondary schooling and to be able to enter the workforce relevant to these subject areas.

In Year 11, Outdoor Education is only offered as an enhancement subject with students undertaking Units 3 & 4 Outdoor and Environmental Studies in Year 11 following Units 1 & 2 being offered in Year 10. This structure is primarily designed to support students to engage in all their studies within VCE and to minimise the impact of the camps and excursion requirements of Outdoor Education.

There are three VCE subjects for students to choose from in the domain of Health and Physical Education. These include: VCE Health and Human Development, Physical Education, and Outdoor and Environmental Studies (Units 3 & 4 Enhancement only)

Units 1 & 2 Health and Human Development.

In Unit 1 students explore diverse influences on health and wellbeing including personal perspectives, factors influencing health attitudes, and examine Aboriginal and Torres Strait Islander influences. They explore dimensions of health, influences, and indicators, with a youth focus. They develop health literacy through data interpretation, food exploration, and in-depth study of a youth health area.

In Unit 2 students will learn about all stages of the human lifespan, focusing on prenatal development and the transitions from youth to adulthood, focusing on developing health literacy and navigating increased independence, responsibility, relationships, parenthood considerations, and managing health milestones. Students examine the Australian healthcare system, improve health literacy, explore digital media and health technologies, and address issues of health data and access to quality healthcare.

Subject Length:

1 year

Link to Study Design

Area of Study:

Unit 1 AOS 1: Health perspectives and influences

Unit 1 AOS 2: Health and nutrition

Unit 1 AOS 3: Youth health and wellbeing

Unit 2 AOS 1: Developmental transitions

Unit 2 AOS 2: Healthcare in Australia

Assessment:

Unit 1 Outcome 1: Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Unit 1 Outcome 2: Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Unit 1 Outcome 3: Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2 Outcome 1: Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Unit 2 Outcome 2: Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Prerequisites:

Prior to undertaking this subject it is recommended but not required that students have undertaken the Year 10 elective Global Health and Wellbeing.

Pathways:

Studies in this area could lead to:

- Units 3 & 4 Health and Human Development.

Units 3 & 4 Health and Human Development.

In Unit 3, Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement to analyse the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. The Australian healthcare system and the progression of change in public health approaches should be seen within a global context.

In Unit 4 students will examine health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

Subject Length:

1 year

Link to Study Design

Area of Study:

Unit 3 AOS 1: Understanding Health and Wellbeing
Unit 3 AOS 2: Promoting Health and Wellbeing
Unit 4 AOS 1: Health and Wellbeing in Global Context
Unit 4 AOS 2: Health and Sustainable Development Goals

Assessment:

Unit 3 Outcome 1: Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

Unit 3 Outcome 2: Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4 Outcome 1: Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Unit 4 Outcome 2: Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Units 1 & 2 Health and Human Development. This however is not a prerequisite.

Pathways:

Studies in this area could lead to, but are not limited to, further studies in areas such as becoming a dentist, massage therapist, occupational therapist, a range of allied health services such as becoming a medical practitioner, dietician, registered nurse, paramedic, and many more career pathway options.

Units 3 & 4 Outdoor and Environmental Studies.

THIS SUBJECT IS ONLY OFFERED AS AN ENHANCEMENT SUBJECT AT YEAR 11.

In Unit 3 students explore the ecological, historical, and social contexts of human relationships with outdoor environments in Australia. It examines case studies of impacts on outdoor environments and considers various factors that influence these relationships. The unit also emphasies the dynamic nature of these relationships. Students engage in practical experiences in outdoor environments, reflecting on and comparing them while developing theoretical knowledge and skills. In Units 3 and 4, students conduct an independent investigation on the changing relationships and sustainability of two different outdoor environments, assessed in Unit 4, Outcome 3.

In Unit 4 students explore sustainable use and management of outdoor environments. They assess the health of these environments and consider their importance for the future of Australia and its population. Students examine the need to balance human needs with the needs of outdoor environments, studying acts, conventions, and management strategies for achieving sustainability. They engage in practical experiences and ongoing investigations, applying practical skills and knowledge to sustain healthy outdoor environments. Students also reflect on outdoor environments and compare them using theoretical knowledge. They investigate individual and community actions promoting sustainability and propose solutions to environmental threats. Students conduct an independent investigation on the changing relationships and sustainability of at least two visited outdoor environments, assessed in Unit 4, Outcome 3.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Changing human relationships with outdoor environments.

Unit 3 AOS 2: Relationships with Australian environments in the last decade.
Unit 4 AOS 1: The importance of healthy outdoor environments
Unit 4 AOS 2: The future of outdoor environments
Unit 4 AOS 3: Investigating outdoor environments

Assessment:

Unit 3 Outcome 1: Analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.

Unit 3 Outcome 2: analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

Unit 4 Outcome 1: To describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.

Unit 4 Outcome 2: Evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Units 1 & 2 Outdoor and Environmental Studies. This however is not a prerequisite.

Pathways:

Studies in this area could lead to, but are not limited to, further studies in areas such as becoming a park ranger, group facilitator on outdoor programs, recreation officer, environmental scientist, forestry management, marine biologist, and many more career pathway options

Subject Specific Information::

"Costs for this subject are managed by individual events over the course of the school year. The approximate costs for the year are $950, split between two day-trips and two to three overnight camps. Camps are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2024.

This subject involves a range of outdoor experiences including camps and excursions. These activities will incur a fee. It is expected that all students participate in the outdoor experiences if selecting this subject as assessment tasks will relate directly to the outdoor experiences.

Units 1 & 2 Physical Education.

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity. students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

In Unit 3 develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

Areas of Study:

Unit 1 AOS 1: How does the musculoskeletal system work to produce movement?

Unit 1 AOS 2: How does the cardiorespiratory system function at rest and during physical activity?

Unit 1 AOS 1: What are the relationships between physical activity, sport, health and society?

Unit 1 AOS 2: What are the contemporary issues associated with physical activity and sport?

Assessment:

Unit 1 Outcome 1: Explain how the musculoskeletal system functions and its limiting conditions and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Unit 1 Outcome 2: Explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2 Outcome 1: Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Unit 2 Outcome 2: Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Year 10 PE Pathways. This however is not a prerequisite.

Pathways:

- Unit 3 & 4 Physical Education

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Physical Education.

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4 students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse a range of sports to determine their physiological requirements. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training principles, training methods and training programs.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: How are movement skills improved?

Unit 3 AOS 2: How does the body produce energy?

Unit 4 AOS 1: What are the foundations of an effective training program?

Unit 4 AOS 2: How is training implemented effectively to improve fitness?

Assessment:

Unit 1 Outcome 1: Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

Unit 1 Outcome 2: Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 1 Outcome 1: Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

Unit 2 Outcome 2: Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Prerequisites:

Prior to undertaking this subject, it is recommended students have undertaken Units 1 & 2 Physical Education. This however is not a prerequisite.

Pathways:

Studies in this area could lead to, but are not limited to, further studies in areas such as becoming a physiotherapist, sport scientist, sport and exercise physiologist, sports journalist, nutritionist, physical education teacher, a sporting coach, and many more career pathway options.

Humanities.

VCE Humanities subjects critically analyse societies and individuals in how they shape the social and physical world in the areas of law, accounting, business management, philosophy, geography, politics, and history. All VCE Humanities subjects develop complex and sophisticated skills in reading and writing on set topics. These subjects provide students with the capacity to exercise critical analysis and engagement with theoretical models that have long-term applications to career pathways and development as a member of society.

Units 1 & 2 Accounting.

In studying VCE Accounting, students apply critical thinking skills to a range of a business situations to model alternative outcomes and to provide accounting advice to business owners.

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: The role of accounting

Unit 1 AOS 2: Recording financial data and reporting accounting information for a service business

Unit 2 AOS 1: Accounting for inventory

Unit 2 AOS 2: Accounting for and managing accounts

Unit 2 AOS 3: Accounting for and managing non-current assets

Assessment:

Unit 1 Outcome 1: The student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Unit 1 Outcome 2: The student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2 Outcome 1: The student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcomes of business decisions.

Unit 2 Outcome 2: The student should be able to record and report transactions relation to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas.

Unit 2 Outcome 3: The student should be able to develop an understanding of the accounting process for non-current assets and the issues that can arise when determining a valuation for a non-current asset.

Pathways:

Studies in this area could lead to:

- Year 12 Accounting

Unit 3 & 4 Accounting.

In Unit 3, students focus on financial accounting for a trading business owned by a sole proprietor, and the role of accounting as an information system.

In Unit 4, students investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations of data to evaluate the performance of a business.

Areas of Study:

Unit 3 AOS 1: Recording and analysing financial data

Unit 3 AOS 2: Preparing and interpreting accounting reports

Unit 4 AOS 1: Extension of recording and reporting

Unit 4 AOS 2: Budgeting and decision-making

Assessment:

Unit 3 Outcome 1: The students should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting systems, including ethical considerations.

Unit 3 Outcome 2: The students should be able to demonstrate their understanding of the accounting processes and complete those processes that are applicated to the end of a reporting period for a trading business.

Unit 4 Outcome 1: The student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Unit 4 Outcome 2: The student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model analyse and discuss the effect of alternative strategies on the performance of a business.

Pathways:

Studies in this area could lead to career pathways including: Accountant, Finance Manager, Auditor, and Actuary

Subject Length:

1 year

Link to Study Design

Humanities: VCE Subject.

Units 1 & 2 Business Management.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

In Unit 2, students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: The business idea

Unit 1 AOS 2: Internal business environment and planning

Unit 1 AOS 3: External business environment and planning

Unit 2 AOS 1: Legal requirements and financial considerations

Unit 2 AOS 2 : Marketing a business

Unit 2 AOS 3: Staffing a business

Assessment:

Unit 1 Outcome 1: The student should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Unit 1 Outcome 2: The student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 1 Outcome 3: The student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2 Outcome 1: The student should be able to outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.

Unit 2 Outcome 2: The student should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Unit 2 Outcome 3: The student should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Pathways:

- Units 3 & 4 Business Management

Units 3 & 4 Business Management.

In Unit 3 students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students compare and evaluate different types of business and management styles. Students examine different motivation strategies and ways to measure and improve performance. The Operations systems is also critically discussed with reference to the various strategies to improve efficiency and effectiveness.

In Unit 4 students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Student finish the unit by examining how a business implements change successfully.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Business Foundations

Unit 3 AOS 2: Human Resources Management

Unit 3 AOS 3: Operations Management

Unit 4 AOS 1: Reviewing Performance – the need for change

Unit 4 AOS 2: Implementing Change

Assessment:

Unit 3 Outcome 1: Business Foundations - Students will gain an understanding of the fundamentals of a business including business types, different management styles and management skills. Assessment: Short Answer Questions.

Unit 3 Outcome 2: Human Resource Management – Students learn about different means by which employees are motivated through different motivation theories and strategies. Students learn about how to monitor and improve performance. Finally, students analyse the participants of the workplace in relation to disputes. Assessment: Structured Questions and Media Analysis

Unit 3 Outcome 3: Operations – Students analyse a variety of strategies on how to improve the efficiency and effectiveness of an operations system. Students also look at how to improve corporate social responsibility and how to access global options for a business. Assessment: Case Study

Unit 4 Outcome 1: Reviewing Performance – Students analyse the means by which managers decide upon change. Such factors include examining Key Performance Indicators (KPIs), measuring driving and restraining forces and considering Porter's generic strategies. Assessment: Short Answer Questions

Unit 4 Outcome 2: Implementing Change – Students study the effectiveness of change management by examining leadership, the steps involved in implementing change. Students also look at ways to evaluate change. Assessment: Case Study

Pathways:

Studies in this area could lead to careers in human resources, management, corporate leadership and to the running of a business.

Units 1 & 2 Geography.

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources.

In Unit 1 students investigate how people have responded to specific types of hazards and disasters. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

In Unit 2 students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Subject Length: 1 year

Link to Study Design

Areas of Study:

Unit 1: AOS1: Characteristics of Hazards

Unit 1: ASO2: Response to Hazards and Disasters

Unit 2: ASO1: Characteristics of Tourism

Unit 2: AS02: Impact of Tourism: Issues and Challenges

Assessment:

Unit 1 Outcome 1: On completion of this unit the student should be able to analyse the nature of hazards and the impacts of hazard events at a range of scales. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1 and the relevant Characteristics of the study

Unit 1 Outcome 2: On completion of this unit the student should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2 and the relevant Characteristics of the study

Unit 2 Outcome 1: On completion of this unit the student should be able to analyse the nature of tourism at a range of scales. To achieve this outcome the student will draw on the key knowledge and key skills outlined in Area of Study 1 and the relevant Characteristics of the study.

Unit 2 Outcome 2: On completion of this unit the student should be able to analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2 and the relevant Characteristics of the study.

Pathways:

- Unit 3 and 4 Geography

Units 3 & 4 Geography.

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world.

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

In Unit 4 students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Subject Length: 1 year

Link to Study Design

Areas of Study:

Unit 3: AOS 1: Land Cover Change

Unit 3: AOS 2: Land Use Change

Unit 4: AOS 1: Characteristics of Tourism

Unit 4: AOS 2: Impact of Tourism: Issues and Challenges

Assessment:

Unit 3 Outcome 1: Students undertake an overview of global land cover and changes that have occurred over time. Students investigate two major processes that are changing land cover: melting glaciers and ice sheets, and deforestation. Students evaluate two different global responses to the impacts of land cover change, one global response for each process.

Unit 3 Outcome 2: Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change.

Unit 4 Outcome 1: Students undertake an overview of global population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics, students investigate growth and decline in fertility and mortality, together with population movements. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.

Unit 4 Outcome 2: Students undertake investigations into two countries with significant population trends in different parts of the world: a growing population of one country and an ageing population of another country. Students evaluate the effectiveness of strategies in response to these issues and challenges. Strategies can be selected from government and/or non-government organisations.

Pathways:

Studies in this area could lead to careers in environmental science, geography, outdoor education, land management consultant and demographer.

Units 1 & 2 Legal Studies.

n this subject, students develop an understanding of both criminal and civil law. Students build knowledge of the foundations within the Australian legal system such as the structure and role of parliament and the courts. Students are able to choose several crimes and civil wrongs to study and investigate contemporary case studies. Further, students examine significant cases in relation to the protection of rights in Australia.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Legal Foundations

Unit 1 AOS 2: Presumption of Innocence

Unit 1 AOS 3: Civil Liability

Unit 2 AOS 1: Sanctions

Unit 2 AOS 2: Remedies

Unit 2 AOS 3: Rights

Assessment:

Unit 1 Outcomes 1: Students undertake test w hich is a combination of short answer questions and case studies. It requires students to describe the main sources of law and classify types of law . Further, it requires students to assess the effectiveness of our law s.

Unit 1 Outcomes 2: As a class, students will choose two offences to study in detail. This assessment requires students to explain the purposes and key concepts w ithin criminal law and apply legal reasoning to argue criminal culpability in tw o scenarios.

Unit 1 Outcomes 3: As a class, students will choose two civil wrongs to study. They will be required to explain the purposes and key concepts within civil law and argue civil liability of a party within tw o scenarios.

Unit 2 Outcome 1: This assessment focuses on the determination of criminal cases. Students must discuss the principles of justice in relation to case studies as well as a variety of different sentencing approaches.

Unit 2 Outcome 2: This area of study focuses on the resolution of a civil disputes. Students learn the various remedies available in a civil dispute and apply legal reasoning to civil scenarios.

Unit 3 Outcome 3: Students evaluate the w ays in which rights are protected in Australia. They also compare the protection of rights to another country and discuss the impact of an Australian case on the legal system.

Pathw ays:

Studies in the law can lead to careers in the public sector, such as police officer or politics. Additionally, it could lead to jobs in the private sector such as human resources or project mangers. Lastly, opportunities in charities and non-government organisations such as legal officer or advocacy.

Units 3 & 4 Legal Studies.

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.

In Unit 3 students examine the appropriateness of these institutions in determining criminal cases and resolving civil disputes. The Magistrates' Court, County Court and Supreme Court of Victoria are studied, in addition to other Victorian legal institutions available to assist with cases. Students explore the rights available to an accused and victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

In Unit 4 students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: The Victorian criminal justice system

Unit 3 AOS 2: The Victorian civil justice system

Unit 4 AOS 1: The people and the Australian Constitution

Unit 4 AOS 2: The people, the Parliament and the courts

Assessment:

Unit 3 Outcome 1: The student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Unit 3 Outcome 2: The student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4 Outcome 1: The student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

Unit 4 Outcome 2: The student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Units 1 & 2 Legal Studies. This however is not a prerequisite.

Pathways:

Studies in the law can lead to jobs as a lawyer, criminologist, the public sector, such as police officer or politics. Additionally, it could lead to jobs in the private sector such as human resources or project mangers. Lastly, opportunities in charities and non-government organisations such as legal officer or advocacy.

Units 1 & 2 Modern History.

In Modern History students investigate the nature of social, political, economic and cultural change throughout the Twentieth Century. In Unit 1 students focus on the events, ideologies, individuals, socio-cultural changes and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. In particular students look at the rise of Adolf Hitler and Nazism in the post-WWI period.

In Unit 2 students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century. Students firstly examine the causes of the Cold War and the consequences upon various societies. Students then critically examine the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century which can encompass decolonisation movements, the rise of terrorist groups, civil rights movements or regional conflicts.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Ideology and Conflict

Unit 1 AOS 2: Social and Cultural Change

Unit 2 AOS 1: Causes, Course and Consequences of the Cold War

Unit 2 AOS 2: Challenge and Change

Assessment:

Unit 1 Outcome 1: The student should be able to explain how significant events (e.g. Rise of Nazism), ideologies and individuals (e.g. Adolf Hitler) contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Unit 1 Outcome 2: The student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2 Outcome 1: The student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Unit 2 Outcome 2: The student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Pathways:

Studies in this area could lead to:

- Units 3 & 4 History: Revolutions

Units 3 & 4 History: Revolutions.

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. For Unit 3 students study the French Revolution where they look at the causes of the revolution including the poor decision-making of King Louis XVI, the revolt of the Notables and the rise of revolutionary ideas from the Enlightenment. Students then look at how the revolution was consolidated and challenged with a special focus on the changes to the new government, internal and external threats and the implementation of the Terror.

In Unit 4 students study the Chinese Revolution examining the causes of the revolution including collapse of the Qing Dynasty, the rise of nationalists, the Japanese occupation and the Communist victory over the nationalists in 1949. Students then examine how the revolution was consolidated through the various phases of the Chinese Revolution including the Hundred Flowers Campaign, the Great Leap Forward and the repression from the Cultural Revolution.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Causes of the revolution: France

Unit 3 AOS 2: Consequences of the revolution: France

Unit 4 AOS 1: Causes of the revolution: China

Unit 4 AOS 2: Consequences of the revolution: China

Assessment:

In Units 3 and 4 History: Revolutions students undertake the same outcomes but for different revolutions.

Unit 3/4 Outcome 1: Students should be able to analyse the long-term causes and short-term triggers of revolution. They will evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Unit 3/4 Outcome 2: Students should be able to demonstrate an understanding of the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students will analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They will evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Assessment: will include:

- Document Analysis: Visual and Written
- Essay
- Research Inquiry Task
- Extended Responses Task

Pathways:

Studies in this area could lead to work as a historian, teaching, archaeology, journalism, historical research and various roles in the government.

Units 1 & 2 Philosophy.

Subject outline:VCE Philosophy contains a broad introduction to Western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic

Subject Length:

1 year

Link to Study Design

Areas of Study::

Unit 1 AOS 1: Metaphysics

Unit 1 AOS 2: Epistemology

Unit 2 AOS 1: Ethics and moral Philosophy

Unit 2 AOS 2: Further problems in value theory

Assessment:

Unit 1 AOS 1: Students study two from a list of five themes covering metaphysics such as the material mind, the existence of God, free will and determinism and time.

Unit 1 AOS2: Students will analyse epistemological (the study of knowledge) problems and evaluate viewpoints and arguments arising from these such as the authority of science, legal evidence or truth in the media.

Unit 2 AOS1: Students analyse problems in ethics and moral theory and related contemporary debates, and evaluate viewpoints and arguments in response to these problems. Students discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

Unit 2 AOS2: Students analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates

Pathways:

Studies in this area could lead to:

- Year 12 Philosophy

Units 3 & 4 Philosophy.

In Unit 3 students consider basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

In Unit 4 students develop and justify responses to debates on technological developments and the Good Life, using readings from ancient Greek philosophers to contemporary philosophers

Subject Length:

1 Semester/1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: The Mind body problem

Unit 3 AOS 2: Personal identity

Unit 4 AOS 1: Conceptions of the good life – Technology

Unit 4 AOS 2: Living the good life in the twenty-first century

Assessment:

Unit 3 Outcome 1: The student should be able to examine concepts relating to the mind and body, analyse, compare and evaluate viewpoints and arguments concerning the relationship between the mind and body found in the set texts, and discuss contemporary debates.

Unit 3 Outcome 2: The student should be able to examine concepts relating to the mind and body, analyse, compare and evaluate viewpoints and arguments concerning the relationship between the mind and body found in the set texts, and discuss contemporary debates.

Unit 4 Outcome 1: The student should be able to discuss concepts related to the good life, and analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Unit 4 Outcome 2: The student should be able to discuss contemporary debates related to technological development and the good life, and examine the interplay between technological development and conceptions of the good life. To achieve this outcome

Pathways:

Studies in this area could lead to work in the private sector in corporate social responsibility departments, ethics officers in scientific research, teaching, writing and work in the tertiary sector.

Units 1 & 2 Politics.

In Unit 1 students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use.

In Unit, 2 students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Global actors

Unit 3 AOS 2: Power in the Asia-Pacific

Unit 4 AOS 1: Ethical issues and debates

Unit 4 AOS 2: Global crises

Assessment:

Unit 1 Outcome 1: Students explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors. Assessment: Short Answer Questions

Unit 1 Outcome 2: Students analyse the power, interests and perspectives of global political actors and evaluate their political significance. Assessment: Research Task

Unit 2 Outcome 1: Students analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld. Assessment: Essay

Unit 2 Outcome 2: Students analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles. Assessment: Short Answer Questions

Pathways:

Studies in this area could lead to:

- Units 3 & 4 VCE Politics

Units 3 & 4 Global Politics.

In Unit 3 students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power.

In Unit 4 students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Global Actors

Unit 3 AOS 2: Power in the Asia-Pacific

Unit 4 AOS 1: Ethical Issues and Debates

Unit 4 AOS 2: Global Crises

Assessment:

Unit 3 Outcome 1: Students learn about the aims, role and power of key global political actors including the state, inter-governmental organisations, transnational corporations, non-governmental organisations and terrorist organisations. Students also critically analyse the challenges to state sovereignty. Assessment: Short Answer Questions

Unit 1 Outcome 2: Students evaluate the effectiveness of China achieving their national interests by critically examining the exercise of power in the South China Sea, Taiwan, Xinjiang, the UN and in trade. Students learn about the many challenges to China as it rises in power. Assessment: Essay

Unit 2 Outcome 1: Students critically examine the different philosophical perspectives in ethical debates in human rights and arms control. These debates are contextualised through the evaluation of international laws and their implementation across the world. Assessment: Short Answer Questions

Unit 2 Outcome 2: Students study and critically assess responses to global crises and conflicts, namely terrorism and war. The role of key organisations like the United Nations is critically evaluated whilst an investigation into the challenges to peaceful resolution of these crises is also explored. Assessment: Short Essay

Pathways:

Studies in this area could lead to careers in: Journalism, Policy Analysis, Risk Analysis, Political Advisory Roles, Diplomacy.

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Languages.

To participate fully in our increasingly multi-cultural and international world, all students are urged to carefully consider the study of a second language.

The VCE units of Languages - French and Indonesian - are designed to enable students to use language to interact with others, to develop an awareness of the structure of language, and to gain insight into and appreciation of another culture. This is achieved through dealing with the functions of language in various activities, roles, and settings. The linguistic elements of language are developed through the study of topics and through different types of texts.

Once a student discontinues the study of a language, it is extremely difficult to resume it later. For this reason Eltham High School encourages students to maintain a language in their course for as long as possible. The study of language is beneficial for not only VCE but also for a range of tertiary pathways and a wide variety of careers.

As part of the VCE Languages program, students are involved in our Native Speaker Program on a weekly basis. Here, students are encouraged to practise their spoken language with native speakers.

Knowledge of languages is the doorway to wisdom
- Roger Bacon

Units 1 & 2 French.

In these units students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic.

Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

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. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Interpersonal Communication

Unit 1 AOS 2: Interpretative Communication

Unit 1 AOS 3: Presentational Communication

Unit 2 AOS 1: Interpersonal Communication

Unit 2 AOS 2: Interpretative Communication

Unit 3 AOS 3: Presentational Communication

Assessment:

Unit 1 Outcome 1: to exchange meaning in a spoken interaction in French.

Unit 1 Outcome 2: interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

Unit 1 Outcome 3: present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose

Unit 2 Outcome 1: respond in writing in French to spoken, written or visual texts presented in French.

Unit 2 Outcome 2: analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Unit 2 Outcome 3: explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Prerequisites:

Prior to undertaking this subject students will have completed Year 10 French or equivalent.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 French

Subject Specific Information:

A $280.00 elective subject charge for the Native Speaker weekly program applies to this subject. This costing may vary according to 2024 price increases.

Units 3 & 4 French.

In these units students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics.

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 consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities.

They 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.

They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study:

Unit 3 AOS 1: Interpersonal Communication

Unit 3 AOS 2: Interpretative Communication

Unit 3 AOS 3: Presentational Communication

Unit 4 AOS 1: Interpersonal Communication

Unit 4 AOS 2: Interpretative Communication

Unit 4 AOS 3: Presentational Communication

Assessment:

Unit 3

Unit 3 Outcome 1: participate in a spoken exchange in French to resolve a personal issue.

Unit 3 Outcome 2: interpret information from texts and write responses in French.

Unit 3 Outcome 3: express ideas in a personal, informative or imaginative piece of writing in French.

Unit 4 Outcome 1: share information, ideas and opinions in a spoken exchange in French.

Unit 4 Outcome 2: analyse information from written, spoken and viewed texts for use in a written response in French.

Unit 4 Outcome 3: present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

Prerequisites:

Prior to undertaking this subject students must have completed Units 1 & 2 French.

Subject Specific Information:

A $280.00 elective subject charge for the Native Speaker weekly program applies to this subject. This costing may vary according to 2024 price increases.

Pathways:

Studies in this area could lead to tertiary studies in interpretation, translation, journalism, diplomacy.

Subject Length:

1 year

Link to Study Design

Languages: VCE Subject.

Units 1 & 2 Indonesian.

In these units students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic.

Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

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 Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of Study:

Unit 1 AOS 1: Interpersonal Communication

Unit 1 AOS 2: Interpretative Communication

Unit 1 AOS 3: Presentational Communication

Unit 2 AOS 1: Interpersonal Communication

Unit 2 AOS 2: Interpretative Communication

Unit 2 AOS 3: Presentational Communication

Assessment:

Unit 1 Outcome 1: to exchange meaning in a spoken interaction in Indonesian

Unit 1 Outcome 2: interpret information from two texts on the same subtopic presented in Indonesian, and respond in writing in Indonesian and in English.

Unit 1Outcome 3: present information, concepts and ideas in writing in Indonesian on the selected subtopic and for a specific audience and purpose

Unit 2 Outcome 1: respond in writing in Indonesian to spoken, written or visual texts presented in Indonesian.

Unit 2 Outcome 2: analyse and use information from written, spoken or visual texts to produce an extended written response in Indonesian.

Unit 2 Outcome 3: explain information, ideas and concepts orally in Indonesian to a specific audience about an aspect of culture within communities where Indonesian is spoken.

Prerequisites:

Prior to undertaking this subject students should have completed Year 10 Indonesian or equivalent.

Subject Specific Information:

A $280.00 elective subject charge for the Native Speaker weekly program applies to this subject. This costing may vary according to 2024 price increases.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Indonesian

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Indonesian.

In these units students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics.

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

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities.

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

They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Subject Length:

1 year

Link to Study Design

Areas of Study

Unit 1 AOS 1: Interpersonal Communication

Unit 1 AOS 2: Interpretative Communication

Unit 1 AOS 3: Presentational Communication

Unit 2 AOS 1: Interpersonal Communication

Unit 2 AOS 2: Interpretative Communication

Unit 3 AOS 3: Presentational Communication

Assessment:

Unit 3 Outcome 1: participate in a spoken exchange in Indonesian to resolve a personal issue

Unit 3 Outcome 2: interpret information from texts and write responses in Indonesian.

Unit 3 Outcome 3: express ideas in a personal, informative or imaginative piece of writing in Indonesian.

Unit 4 Outcome 1: share information, ideas and opinions in a spoken exchange in Indonesian.

Unit 4 Outcome 2: analyse information from written, spoken and viewed texts for use in a written response in Indonesian.

Unit 4 Outcome 3: present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian.

Prerequisites:

Prior to undertaking this subject students should have completed Units 1 & 2 Indonesian.

Subject Specific Information:

A $280.00* elective subject charge for the Native Speaker weekly program applies to this subject. This costing may vary according to 2024 price increases.

Pathways:

Studies in this area could lead to tertiary studies in interpretation, translation, journalism, diplomacy.

Mathematics.

At Eltham High School, our philosophy for Mathematics revolves around fostering mathematical curiosity, building connections between mathematical concepts and real-world applications as well as empowering students to develop mathematical fluency and problem-solving skills.

Our approach focuses on building a solid foundation of mathematical concepts while fostering a growth mindset among our students. We encourage students to ask questions, investigate patterns, and make connections between mathematical concepts and their practical applications. By engaging students' curiosity, we aim to develop their enthusiasm for mathematics and promote lifelong learning.

We believe in providing a supportive and inclusive learning environment that values and celebrates the diversity of our students. We acknowledge that each student brings unique strengths, and we strive to differentiate our instruction to cater to their individual needs. By promoting inclusivity, we create an environment where all students feel empowered to participate, take risks, and achieve their full potential.

Units 1 & 2 Foundation Mathematics.

Foundation Mathematics Units 1 & 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 & 4 and contain assumed knowledge and skills for these units.

In understanding these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have the facility with relevant mental and by-hand approaches to estimation and computation.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Algebra, number & structure

Unit 1 AOS 2: Data analysis, probability & statistics

Unit 1 AOS 3: Discrete mathematics

Unit 1 AOS 4: Space & measurement

Unit 2 AOS 1: Algebra, number & structure

Unit 2 AOS 2: Data analysis, probability & statistics

Unit 2 AOS 3: Discrete mathematics

Unit 2 AOS 4: Space & measurement

Assessment:

Unit 1 Outcome 1: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Unit 1 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 1 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Unit 2 Outcome 1: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Unit 2 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 2 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Prerequisites:

Prior to undertaking this subject it is recommended that students have undertaken either Year 10 Foundation Mathematics or Year 10 Core Mathematics

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Foundation Mathematics

Units 3 & 4 Foundation Mathematics.

Foundation Mathematics Units 3 & 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Assumed knowledge and skills for Foundation Mathematics Units 3 & 4 are contained in Foundation Mathematics Units 1 & 2, and will be drawn upon, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approached to estimation and computation.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Algebra, number & structure

Unit 3 AOS 2: Data analysis, probability & statistics

Unit 3 AOS 3: Discrete mathematics

Unit 3 AOS 4: Space & measurement

Unit 4 AOS 1: Algebra, number & structure

Unit 4 AOS 2: Data analysis, probability & statistics

Unit 4 AOS 3: Discrete mathematics

Unit 4 AOS 4: Space & measurement

Assessment:

Unit 3 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Unit 3 Outcome 2: apply mathematical processes in non-routine practical contexts and analyse and discuss these applications of mathematics.

Unit 3 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Unit 4 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Unit 4 Outcome 2: apply mathematical processes in non-routine practical contexts and analyse and discuss these applications of mathematics.

Unit 4 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Prerequisites:

Prior to undertaking this subject students should have completed any Units 1 & 2 VCE Mathematics subject.

Pathways:

Studies in this area could lead to:

- Vocational studies such as TAFE

Units 1 & 2 General Mathematics.

General Mathematics Units 1 & 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Unit 3 & 4 level and contain assumed knowledge and skills for these units.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Areas of Study:

Unit 1 AOS 1: Algebra, number & structure

Unit 1 AOS 2: Data analysis, probability & statistics

Unit 1 AOS 3: Discrete mathematics

Unit 1 AOS 4: Space & measurement

Unit 2 AOS 1: Algebra, number & structure

Unit 2 AOS 2: Data analysis, probability & statistics

Unit 2 AOS 3: Discrete mathematics

Unit 2 AOS 4: Space & measurement

Assessment:

Unit 1 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures

Unit 1 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics

Unit 1 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology

Unit 2 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures

Unit 2 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics

Unit Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology

Prerequisites:

Prior to undertaking this subject it is recommended that students have undertaken either Year 10 Core Mathematics or Year 10 Extension Mathematics.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 General Mathematics
- Unit 3 & 4 Foundation Mathematics

Subject Length:

1 year

Link to Study Design

Units 3 & 4 General Mathematics.

General Mathematics Units 3 & 4 focus on real-life applications of mathematics. Assumed knowledge and skills for General Mathematics Units 3 & 4 are contained in General Mathematics Units 1 & 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Data analysis, probability and statistics

Unit 3 AOS 2: Discrete mathematics

Unit 4 AOS 1: Data analysis, probability and statistics

Unit 4 AOS 2: Discrete mathematics

Assessment:

Unit 3 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 3 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 3 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Unit 4 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 4 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 4 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Unit 1 & 2 General Mathematics.

Pathways:

Studies in this area could lead to…

- Tertiary/university studies in Arts, Humanities, or Education.

Units 1 & 2 Mathematical Methods.

Mathematical Methods Units 1 & 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. They should have facility with relevant metal and by-hand approaches to estimation and computation.

Areas of Study:

Unit 1 AOS 1: Functions, relations & graphs

Unit 1 AOS 2: Algebra, number & structure

Unit 1 AOS 3: Calculus

Unit 1 AOS 4: Data analysis, probability & statistics

Unit 2 AOS 1: Functions, relations & graphs

Unit 2 AOS 2: Algebra, number & structure

Unit 2 AOS 3: Calculus

Unit 2 AOS 4: Data analysis, probability & statistics

Assessment:

Unit 1 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 1 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 1 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Unit 2 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 2 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 2 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Year 10 Extension Mathematics.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Mathematical Methods
- Units 3 & 4 Specialist Mathematics provided Units 1 & 2 Specialist Mathematics is studied concurrently

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Mathematical Methods.

Mathematical Methods Units 3 & 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 & 4 are contained in Mathematical Methods Units 1 & 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Areas of Study:

Unit 3 AOS 1: Functions, relations & graphs

Unit 3 AOS 2: Algebra, number & structure

Unit 3 AOS 3: Calculus

Unit 3 AOS 4: Data analysis, probability & statistics

Unit 4 AOS 1: Functions, relations & graphs

Unit 4 AOS 2: Algebra, number & structure

Unit 4 AOS 3: Calculus

Unit 4 AOS 4: Data analysis, probability & statistics

Assessment:

Unit 3 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 3 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 3 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Unit 3 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 3 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 3 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Unit 1 & 2 Mathematical Methods.

Pathways:

Studies in this area could lead to:

- University studies in Maths, Science, Engineering, Finance and related disciplines.

Subject Length:

1 year

Link to Study Design

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Units 1 & 2 Specialist Mathematics.

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

In understanding this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Algebra, number & structure

Unit 1 AOS 2: Discrete mathematics

Unit 2 AOS 1: Data analysis, probability & statistics

Unit 2 AOS 2: Space & measurement

Unit 2 AOS 3: Algebra, number & structure

Unit 2 AOS 4: Functions, relations & graphs

Assessment:

- **Unit 1 Outcome 1:** define and explain key concepts and apply a range of related mathematical routines and procedures.
- **Unit 1 Outcome 2:** apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.
- **Unit 1 Outcome 3:** apply computational thinking and use numerical, graphical, symbolic and statistical functions of technology.
- **Unit 2 Outcome 1:** define and explain key concepts and apply a range of related mathematical routines and procedures.
- **Unit 2 Outcome 2:** apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.
- **Unit 2 Outcome 3:** apply computational thinking and use numerical, graphical, symbolic and statistical functions of technology.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken Year 10 Extension Mathematics.

A concurrent study of Unit 1 & 2 Mathematical Methods is also required.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Specialist Mathematics
- Unit 3 & 4 Mathematical Methods

Units 3 & 4 Specialist Mathematics.

Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 & 2; the key knowledge and key skills from Specialist Mathematics Units 1 & 2; and concurrent study or previous completion of Mathematical Methods Units 3 & 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 & 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Areas of Study:

Unit 3 AOS 1: Discrete mathematics

Unit 3 AOS 2: Functions, relations & graphs

Unit 3 AOS 3: Algebra, number & structure

Unit 3 AOS 4: Calculus

Unit 3 AOS 5: Space & measurement

Unit 3 AOS 6: Data analysis, probability & statistics

Unit 4 AOS 1: Discrete mathematics

Unit 4 AOS 2: Functions, relations & graphs

Unit 4 AOS 3: Algebra, number & structure

Unit 4 AOS 4: Calculus

Unit 4 AOS 5: Space & measurement

Unit 4 AOS 6: Data analysis, probability & statistics

Assessment:

Unit 3 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 3 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 3 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functions of technology.

Unit 4 Outcome 1: define and explain key concepts and apply a range of related mathematical routines and procedures.

Unit 4 Outcome 2: apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

Unit 4 Outcome 3: apply computational thinking and use numerical, graphical, symbolic and statistical functions of technology.

Prerequisites:

Prior to undertaking this subject students are recommended to have undertaken both Units 1 & 2 Specialist Mathematics and Units 1 & 2 Mathematical Methods.

A concurrent study of Unit 3 & 4 Mathematical Methods is required.

Pathways:

Studies in this area could lead to:

- University studies in Maths, Engineering, Physics and related disciplines.

Subject Length:

1 year

Link to Study Design

Mathematics: VCE Subject.

Science.

VCE Sciences offers students the opportunity to specialise their learning and conceptual thinking through specific scientific disciplines with unique knowledge and skills requirements.

Students may choose to undertake these courses to fulfill their inherent curiosity or passion and/or as a prerequisite for a tertiary pathway

At Eltham High School, all the VCE Science courses are offered including:

- VCE Biology
- VCE Chemistry
- VCE Environmental Science (Units 3 & 4 only)
- VCE Physics
- VCE Psychology

In addition, or separately to their VCE Science studies, students may also select to explore a scientific concept or issue through the course VCE Extended Investigation.

VCE Extended Investigation allows students to pursue and develop research in an area of interest (refer to Critical Inquiry KLA Subject Pages). This subject is also highly recommended for any student considering undertaking Science related courses at university as it teaches the key concepts of academic research and communication.

Looking back...[the VCE Science subjects] provided me with skills like designing and undertaking practicals and experiments, as well as report writing, that have provided me with a really good starting point for studying Biology at university and that I can use in [my] future careers in science.

Maedy Ennis

Graduate Class of 2022

Units 1 & 2 Biology.

The VCE study of Units 1 & 2 Biology examines the cell as the structural and functional unit of life, from the smallest single celled to the most complex multicellular organism, and its interaction with a changing environment. Students consider the requirements for sustaining cellular processes and how through reproduction biological information is transmitted between generations.

Areas of Study:

Unit 1 AOS 1: How do cells function?

Unit 1 AOS 2: How do plant and animal systems function?

Unit 1 AOS 3: How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2 AOS 1: How is inheritance explained?

Unit 2 AOS 2: How do inherited adaptations impact on diversity?

Unit 2 AOS 3: How do humans use science to explore and communicate contemporary bioethical issues?

Assessment:

Each Area of Study has an associated assessment task that equally contributes to the students results. Each task type within a unit is distinctly different and includes:

- Development of experimental investigations
- Scientific communication through posters and presentations
- Analysis of numerical and visual data.
- Discussion of bioethical issues

VCE Biology also includes an end of semester examination for both Units 1 and 2.

Prerequisites:

Prior to undertaking this subject students are highly recommended to have undertaken Year 10 Core Science, however, students with strong results may consider a VCE Science subject as an enhancement (refer to Senior School enhancement guidelines).

Pathways:

Biotechnology careers are prevalent and diversified in the 21st Century. Studies in VCE Biology can assist students in pursuing many varied tertiary and alternative pathways including:

- Tertiary studies including in areas such as: Medical Sciences (e.g. Dentistry, Medicine, Pathology, Radiology, Dietician, Occupational Therapist, Nursing, Physiotherapist); Environmental & Agricultural: (Consultant, Health Officer, Park Ranger, Mining, Animal Keeper, Conservationist); Research: (e.g. Astronomer, Geneticist, Ecologist, Physicist etc.); Application: (e.g. Biomedical Engineer, Technician, Vet).
- Vocational Training including in areas such as: Medical (e.g. Dentist Technician, Orderly, Medical Receptionist); Environmental (e.g. Aquaculture, Viticulture, Forestry); Application (e.g. Vet Nurse, Museum & Gallery Curators/Attendants).

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Biology.

Unit 3 Biology examines the relationship between DNA and proteins, focusing on biochemical pathways. Students consider a range of biotechnologies and the bioethical implications of these. In Unit 4, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to focusing on human evolution and the immune system.

Areas of Study:

Unit 3 AOS 1: What is the role of nucleic acids and proteins in maintaining life?

Unit 3 AOS 2: How are biochemical pathways regulated?

Unit 4 AOS 1: How do organisms respond to pathogens?

Unit 4 AOS 2: How are species related over time?

Unit 4 AOS 3: How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment:

There is one assessment task for each Area of Study in Units 3 & 4 Biology. The assessment tasks are varied and include:

- An Evolutionary Case Study
- Primary and Secondary Data Analysis on the Spread of a Communicable Disease
- Designing and Communication an Experimental Investigation.
- Report on a Bioethical Issue
- Analysis of Experiments

Prerequisites:

It is highly recommended that students complete Units 1 & 2 Biology, however, it is possible to successfully complete Units 3 & 4 Biology without the prerequisite.

Pathways:

Biotechnology careers are prevalent and diversified in the 21st Century. Studies in VCE Biology can assist students in pursuing many varied tertiary and alternative pathways including:

- Tertiary studies including in areas such as: Medical Sciences (e.g. Dentistry, Medicine, Pathology, Radiology, Dietician, Occupational Therapist, Nursing, Physiotherapist); Environmental & Agricultural: (Consultant, Health Officer, Park Ranger, Mining, Animal Keeper, Conservationist); Research: (e.g. Astronomer, Geneticist, Ecologist, Physicist etc.); Application: (e.g. Biomedical Engineer, Technician, Vet).
- Vocational Training including in areas such as: Medical (e.g. Dentist Technician, Orderly, Medical Receptionist); Environmental (e.g. Aquaculture, Viticulture, Forestry); Application (e.g. Vet Nurse, Museum & Gallery Curators/Attendants).

Subject Length:

1 year

Link to Study Design

Units 1 & 2 Chemistry.

The VCE study of Units 1 & 2 Chemistry examines investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment.

Areas of Study:

Unit 1 AOS 1: How do the chemical structures of materials explain their properties and reactions?

Unit 1 AOS 2: How are materials quantified and classified?

Unit 1 AOS 3: How can chemical principles be applied to create a more sustainable future?

Unit 2 AOS 1: How do chemicals interact with water?

Unit 2 AOS 2: How are chemicals measured and analysed?

Unit 2 AOS 3: How do quantitative scientific investigations develop our understanding of chemical reactions?

Assessment:

Each Area of Study has an associated assessment task that equally contributes to the students results. Each task type within a unit is distinctly different and includes tests, research investigations and experimental reports.

In particular, Area of Study 3 in both Units 1 and 2 requires student to develop and communicate investigations.

Prerequisites:

Prior to undertaking this subject students are highly recommended to have undertaken Year 10 Core Science, however, students with strong results may consider a VCE Science subject as an enhancement (refer to Senior School enhancement guidelines).

Pathways:

Studies in this area could lead to both tertiary and vocational pathways including:

Tertiary

- Research and Academia
- Research and Development for Corporations
- Government Advisory Groups and Agencies

Vocational

- Food Sciences
- Product Development

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Chemistry.

Unit 3 VCE Chemistry requires students to explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effect. In contrast, in Unit 4, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied.

Areas of Study:

Unit 3 AOS 1: What are the current and future options for supplying energy?

Unit 3 AOS 2: How can the rate and yield of chemical reactions be optimised?

Unit 3 AOS 1: How are organic compounds categorised and synthesised?

Unit 4 AOS 2: How are organic compounds analysed and used?

Assessment:

Each Area of Study has an associated assessment task that equally contributes to the students results. Each task type within a unit is distinctly different and includes research investigations and experimental reports.

VCE Chemistry also includes an end of semester examination for both Units 1 and 2.

Prerequisites:

Prior to undertaking this subject it is recommended that students have completed Units 1 & 2 Chemistry.

Pathways:

Studies in this area could lead to both tertiary and vocational pathways including:

Tertiary

- Research and Academia
- Research and Development for Corporations
- Government Advisory Groups and Agencies

Vocational

- Food Sciences
- Product Development

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Environmental Science.

Units 3 VCE Environmental Science explores the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services. In Unit 4, students consider the nature of energy production and how this links to the enhanced greenhouse effect and threatens biodiversity.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Why is maintaining biodiversity worth a sustained effort?

Unit 3 AOS 2: When is development sustainable?

Unit 4 AOS 1::How can we respond to climate change?

Unit 3 AOS 2: What might be a more sustainable mix of energy sources?

Unit 3 AOS 3: How is scientific inquiry used to investigate contemporary environmental challenges?

Assessment:

There is one assessment task for each Area of Study in Units 3 & 4 Environmental Science. The assessment tasks are varied and include:

- Case study
- Scientific Poster
- Data analysis
- Practical Report
- Presentation of recommendations to an issue

Prerequisites:

Prior to undertaking this subject students are highly recommended to have undertaken Year 10 Core Science, however, students with strong results may consider a VCE Science subject as an enhancement (refer to Senior School enhancement guidelines).

Pathways:

Studies in this area could lead to a range of jobs in environmental and conservation roles in sectors including:

- Government Agencies and Advisory Committees
- Mining, Forestry & other Primary Industries.
- Energy Corporations
- Research and Academia

Units 1 & 2 Physics.

Physics is about explaining the behaviour of physical phenomena in the Universe. In Unit 1, students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy, whilst in Unit 2 students explore the power of experiments in developing models and theories.

Areas of Study:

Unit 1 AOS 1: How are light and heat explained?

Unit 1 AOS 2: How is energy from the nucleus utilised?

Unit 1 AOS 3: How can electricity be used to transfer energy?

Unit 2 AOS 1: How is motion understood?

Unit 2 AOS 2: Options: How does physics inform contemporary issues and applications in society?

Unit 2 AOS 3: How do physicists investigate questions?

Assessment:

Each Area of Study has an associated assessment task that equally contributes to the students results. Each task type within a unit is distinctly different and includes tests, research investigations and experimental reports.

VCE Physics also includes an end of semester examination for both Units 1 and 2.

Prerequisites:

Prior to undertaking this subject students are highly recommended to have undertaken Year 10 Core Science, however, students with strong results may consider a VCE Science subject as an enhancement (refer to Senior School enhancement guidelines).

Undertaking a VCE Maths is also highly recommended for this subject.

Pathways:

Studies in this area could lead to a range of roles in many sectors including:

- Academia and Research
- Finance
- Engineering and Mining
- Space and Exploration Agencies
- Energy Corporations

Subject Length:

1 year

Link to Study Design

Units 3 & 4 Physics.

Unit 3 Physics focuses on students use Newton's laws to investigate motion in one and two dimensions, whilst Unit 4, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe.

Areas of Study:

Unit 3 AOS 1: How do physicists explain motion in two dimensions?

Unit 3 AOS 2: How do things move without contact?

Unit 3 AOS 3: How are fields used in electricity generation?

Unit 4 AOS 1: How is motion understood?

Unit 4 AOS 2: How does physics inform contemporary issues and applications in society?

Unit 4 AOS 3: How do physicists investigate questions?

Assessment:

There is one assessment task for each Area of Study in Units 3 & 4 Physics. The assessment tasks are varied and include:

- An investigation on motion
- Primary and Secondary Data Analysis
- Designing and Communication an Experimental Investigation.
- Problem Solving Tasks applying concepts to real life applications

Prerequisites:

Prior to undertaking this subject it is recommended that students have undertaken Physics Units 1 & 2.

Undertaking a VCE Maths is also highly recommended.

Pathways:

Studies in this area could lead to a range of roles in many sectors including:

- Academia and Research
- Finance
- Engineering and Mining
- Space and Exploration Agencies
- Energy Corporations

Subject Length:

1 year

Link to Study Design

Units 1 & 2 Psychology.

Psychology seeks to describe, explain, understand and predict human behaviour and mental processes. In Unit 1, students consider the complex nature of psychological development, including situations where it may not occur as expected, whilst in Unit 2 students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Areas of Study:

Unit 1 AOS 1: What influences psychological development?

Unit 1 AOS 2: How are mental processes and behaviour influenced by the brain?

Unit 1 AOS 3: How does contemporary psychology conduct and validate psychological research?

Unit 2 AOS 1: How are people influenced to behave in particular ways?

Unit 2 AOS 2: What influences a person's perception of the world?

Unit 2 AOS 3: How do scientific investigations develop understanding of influences on perception and behaviour?

Assessment:

Each Area of Study has an associated assessment task that equally contributes to the students results. Each task type within a unit is distinctly different and includes:

- Research Inquiry
- Problem Solving Tasks (Written Responses)
- Media Response
- Annotations of a Logbook

VCE Psychology also includes an end of semester examination for both Units 1 and 2.

Subject Length:

1 year

Link to Study Design

Prerequisites:

Prior to undertaking this subject students are highly recommended to have undertaken Year 10 Core Science, however, students with strong results may consider a VCE Science subject as an enhancement (refer to Senior School enhancement guidelines).

Pathways:

Studies in this area could lead to careers in marketing, counselling, human resources, psychology, and the justice system.

Units 3 & 4 Psychology.

In Units 3 & 4 VCE Psychology, students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study:

Unit 3 AOS 1: How does the nervous system enable psychological functioning?

Unit 3 AOS 2: How do people learn and remember?

Unit 4 AOS 1: How does sleep affect mental processes and behaviour?

Unit 4 AOS 2: What influences mental wellbeing?

Unit 4 AOS 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

Assessment:

There is one assessment task for each Area of Study in Units 3 & 4 Psychology. The assessment tasks are varied and include:

- Research analysis
- Folio of tasks on learning and memory
- Scientific investigation and communication

Prerequisites:

It is recommended that students complete Units 1 & 2 Psychology, however, it is possible to successfully complete Year 12 Psychology without the prerequisite.

Pathways:

Studies in this area could lead to careers in marketing, counselling, human resources, psychology, and the justice system.

Subject Length:

1 year

Link to Study Design

Technology.

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers, and producers of new technologies.

Across a range of subjects in this area students will use design thinking and technologies to generate and produce designed solutions. In Digital Technologies subjects specifically they will use computational thinking and information systems to analyse, design, and develop digital solutions. Subjects in the Technology KLA include:

Food:

- Food Studies
- VET Cookery

Materials:

- Product Design – Fibres
- Product Design – Wood

I.T and Electronics:

- Applied Computing
- Systems and Engineering
- Software Development

Unit 1 & 2 Applied Computing.

In Unit 1, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

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

Students will use tools such as spreadsheets, databases, data visualisation tools, a programming language and learn about project management and network security.

Areas of Study:

Unit 1 AOS 1: Data analysis

Unit 1 AOS 2: Programming

Unit 2 AOS 1: Innovative solutions

Unit 2 AOS 2: Network security

Assessment:

Unit 1 Outcome 1: interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings

Unit 1 Outcome 2: interpret teacher-provided solution requirements to design, develop and evaluate a software solution using a programming language

Unit 2 Outcome 1: work collaboratively to develop an innovative solution to an identified need or opportunity

Unit 2 Outcome 2: respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Software Development

Subject Length:

1 year

Link to Study Design

Unit 3 & 4 Applied Computing: Software Development.

In Unit 3, 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 Unit 4, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Software development: programming

Unit 3 AOS 2: Software development: analysis and design

Unit 4 AOS 1: Software development: development and evaluation

Unit 4 AOS 2: Cybersecurity: software security

Assessment:

Unit 3 Outcome 1: interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules

Unit 3 Outcome 2: to analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution

Unit 4 Outcome 1: develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan

Unit 4 Outcome 2: respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices

Pathways:

Studies in this area could lead to:

- Computer Science
- Project management

Unit 1 & 2 Food Studies.

In Unit 1 students investigate the origins and roles of food through time and across the world including how humans have historically sourced their food. Particular emphasis is placed on examining the progression of food systems from hunter-gatherer to the globalised food system. Global cuisines and food systems are also investigated.

Students also develop an understanding of Australian indigenous food prior to European settlement and how food patterns have changed in Australia as a result of migration and the influence of new trends. Students will investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. This unit includes an excursion to Queen Victoria Market where students will engage with the logistics of planning and shopping for a meal they design.

In Unit 2 learners focus on commercial and domestic food production. By completing this unit students will develop an understanding of how food is produced in Australia. Students will use this knowledge to design a commercial food product using the product design cycle. This unit also provides students with the opportunity to design meals based on individual dietary needs while also learning about specific cooking processes to enhance culinary knowledge.

Food Studies is a practical subject which includes regular cooking sessions to provide a practical application of key concepts.

Subject Length:

1 year

Link to Study Design

Areas of Study:
Unit 1 AOS 1: Food Around the World

Unit 1 AOS 2: Food in Australia

Unit 2 AOS 1: Australia's Food Systems

Unit 2 AOS 2: Food in the Home

Assessment:

Unit 1 Outcome 1: Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporaryrecipes.

Unit 1 Outcome 2: Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2 Outcome 1: analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Unit 2 Outcome 2: use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Pathways:

Studies in this area could lead to careers in food product development, food science, nutrition and hospitality.

Unit 3 & 4 Food Studies.

In Unit 3 students investigate the science of food appreciation, physiology of digestion and utilisation of macronutrients. Focus is also given to understanding food intolerance and the relationship between gut microbiology and health. This unit will also prepare learners to have greater food sovereignty by investigating the social and political influences that impact food choice and healthy eating. It also explores the social and emotional roles of food and how it connects us all.

In Unit 4 students will build the skills required to critically question and navigate food information to help empower them towards sustainable food choices through life. In completing this unit students will also develop an in depth understanding of the ecological impact of food production and consider how environmental challenges can be reduced by learning about sustainable practices and innovation. In this unit students will engage with academic research to investigate a selected food issue.

Food Studies is a practical subject which includes regular cooking sessions to provide a practical application of key concepts.

Subject Length:

1 year

Link to Study Design

Areas of Study:
Unit 3 AOS 1: The Science of Food

Unit 3 AOS 2: Food Choices, Health and Wellbeing

Unit 4 AOS 1: Navigating Food Information

Unit 4 AOS 2: Environment and Ethics

Assessment:

Unit 3 Outcome 1: xplain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian DietarEy Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.

Unit 3 Outcome 2: Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4 Outcome 1: Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Unit 4 Outcome 2: Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Pathways:

Studies in this area could lead to careers in food product development, food science, nutrition and hospitality.

Unit 1 & 2 Product Design and Technologies.

Eltham High School offers Product Design in Wood Technology and Fibres

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design.

This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills.

Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Developing and conceptualising designs

Unit 1 AOS 2: Generating, designing and producing

Unit 2 AOS 1: Opportunities for positive impacts for end users

Unit 2 AOS 2: Designing for positive impacts for end users

Unit 2 AOS 3: Cultural influences on design

Assessment:

Unit 1 Outcome 1: apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.

Unit 1 Outcome 2: collaboratively and in teams trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.

Unit 2 Outcome 1: investigate and critique products using the factors that influence design, to make judgments about the success or failure of the products to support positive impacts for end users

Unit 2 Outcome 2: design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.

Unit 2 Outcome 2: research and discuss how designers and end users are influenced by culture.

Pathways:

Studies in this area could lead to:

- Unit 3 & 4 Product Design and Technologies

Unit 3 & 4 Product Design and Technologies.

Eltham High School offers Product Design in Wood Technology and Fibres

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields

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Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Influences on design, development and production of products

Unit 3 AOS 2: Investigating opportunities for ethical design and production

Unit 3 AOS 3: Developing a final proof of concept for ethical production

Unit 4 AOS 1: Managing production for ethical designs

Unit 4 AOS 2: Evaluation and speculative design

Assessment:

Unit 3 Outcome 1: Critique examples of ethical product design and innovation within industrial settings.

Unit 3 Outcome 2: Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.

Unit 3 Outcome 3: Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely

Unit 4 Outcome 1: Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.

Unit 4 Outcome 2: synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation and sustainability and/or other ethical considerations.

Pathways:

Studies in this area could lead to:

Unit 3 & 4 Product Design and Technologies

Unit 1 & 2 Systems Engineering.

Systems Engineering Unit 1 & 2 focuses on the areas of mechanical engineering and principles and Electrotechnology, including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 1 AOS 1: Mechanical System Design

Unit 1 AOS 2: Producing and Evaluating Mechanical Systems

Unit 2 AOS 1: Electrotechnology Systems Design

Unit 2 AOS 2: Producing and evaluating electrotechnological systems

Assessment:

Unit 1 Outcome 1: describe and apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process.

Unit 1 Outcome 2: produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

Unit 2 Outcome 1: investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.

Unit 2 Outcome 2: produce, test and evaluate an electrotechnological system, using the systems engineering process.

Pathways:

Studies in this area could lead to:

- Systems Engineering Unit 3 & 4

Unit 3 & 4 Systems Engineering.

Systems Engineering Unit 3 & 4 focuses on engineering knowledge associated with the integration, calibration and control of mechanical and electrotechnological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms.

Students produce a mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system.

Subject Length:

1 year

Link to Study Design

Areas of Study:

Unit 3 AOS 1: Integrated and controlled systems design

Unit 3 AOS 2: Clean energy technologies

Unit 4 AOS 1: Producing and evaluating integrated and controlled systems

Unit 4 AOS 2: New and emerging technologies

Assessment:

Unit 3 Outcome 1: investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.

Unit 3 Outcome 2: discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4 Outcome 1: produce, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it..

Unit 4 Outcome 2: evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Pathways:

Studies in this area could lead to:

- Careers in engineering, IT, ICT technology, electronics.

VET VCE Certificate II in Cookery.

The first year of this certificate course teaches workplace legislation, knowledge of commercial cooking equipment, preparation techniques, knife skills and cookery methods.

Students participate in both practical and theory classes each week.

Areas of Study:

There are nine units of competency in this certificate:

- Use hygienic practices for food safety
- Participate in safe work practices
- Clean kitchen premises and equipment
- Use food preparation equipment
- Receive, store and maintain stock
- Prepare and present simple dishes
- Prepare and present sandwiches
- Show social and cultural sensitivity
- Prepare dishes using basic methods of cooking

Assessment:

Each unit of competency is assessed with written questions, a project, and practical demonstration of skill. All assessment tasks are completed during class, in the commercial kitchen.

Subject Length:

1 year

Link to Study Design

Pathways:

Studies in this certificate could lead to entry level work in any food business and be the basis of further study in the Certificate III in Commercial Cookery or Hospitality courses.

Subject Specific Information::

Students require a chef's uniform and safety shoes.

VET VCE Certificate II in Cookery.

The second year of this certificate course teaches students to apply their skill and knowledge
to industry standard and provides opportunitie s for students to work in industry and at school functions to gain important hands- on experience.

Areas of Study:

There are four units of competency in this certificate:

- Prepare appetisers and salads
- Prepare vegetable, fruit, eggs and farinaceous dishes
- Prepare stocks, soups and sauces
- Work effectively in a commercial kitchen

Assessment:

SAC 1: Work performance 1

SAC 2: Work performance 2

SAC 3: Work shift evidence portfolio

Prerequisites:

Successful completion of nine units of competency from the first year of VET VCE Certificate II in Cookery.

Pathways:

Studies in this certificate could lead to entry level work in any food business and be the basis of further study in the Certificate III in Commercial Cookery or Hospitality courses.

Subject Specific Information:

Students require a chef's uniform and safety shoes.

Subject Length:

1 year

Link to Study Design

Eltham High School

Further Information.

For further information regarding the Year 10 curriculum and course selection process please contact:

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