

2026

Senior School

Handbook



HAILEYBURY

RENDALL SCHOOL

ACKNOWLEDGEMENT OF COUNTRY

The community of Haileybury Rendall School acknowledges and pays respect to the Traditional Custodians of the Land on which it is based, the Larrakia People, and pays respect to the Elders – past and present.

Contents

04	ABOUT HAILEYBURY RENDALL SCHOOL	
04	INTRODUCTION TO SENIOR SCHOOL	
04	SENIOR SCHOOL STRUCTURE	
06	SENIOR ACADEMIC PROGRAM	
08	YEAR 10 CURRICULUM	
11	YEARS 11 AND 12 CURRICULUM	
13	SENIOR SCHOOL SUBJECT GUIDE	
14	COMMERCE	
18	COMPUTER SCIENCE	
19	ENGLISH	
22	HUMANITIES	
28	LANGUAGES	
30	MATHEMATICS	
33	MUSIC	
34	PERFORMING ARTS	
36	HEALTH, PHYSICAL EDUCATION AND OUTDOOR AND ENVIRONMENTAL STUDIES	
42	SCIENCE	
48	VISUAL ARTS	
51	VCE VOCATIONAL MAJOR (VM) UNITS	
53	VICTORIAN PATHWAYS CERTIFICATE (VPC) UNITS	
55	VOCATIONAL EDUCATION TRAINING (VET) UNITS	

About Haileybury Rendall School Senior School structure

At Haileybury Rendall School we are dedicated to creating a nurturing environment where 'Every student matters every day'. We are also committed to promoting cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.

Vision

To be recognised as a great world school.

Mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.

Introduction to Senior School

The Senior School program is designed to ensure that each student has the best possible preparation and opportunity to move into the tertiary or employment pathway of their preferred choice. We are guided by our School motto 'Every student matters every day' and intentionally create experiences to foster a lifelong love of learning. We value academic excellence in the Senior School and support all of our students to achieve their very best.

Students in Senior School have increasing flexibility in their subject options and gradually begin to tailor their studies towards their preferred pathways. They begin to experience greater independence, autonomy, and levels of personal responsibility. Young people in this age group begin to expand their understanding of, and views about, the world. Our Senior School classrooms encourage students to engage in intellectual discourse at increasingly sophisticated levels and to extend their ability to analyse, synthesise and evaluate the world around them. In addition, Senior School at HRS seeks to provide opportunities for students to connect with others beyond their immediate and local context through a range of experiential and leadership opportunities.

Years 10, 11 and 12 are the secondary education years of our Senior School.

The Senior School program offers both a standard level and foundation level Year 10 Australian Curriculum, as well as the three streams of the Victorian system of senior education:

- > Victorian Certificate of Education (VCE)
- > Victorian Certificate of Education Vocational Major (VCE VM)
- > Victorian Pathways Certificate (VPC)

The rich array of sporting and co-curricular activities such as clubs, performing arts, competitions and social justice initiatives continue to complement academic study in the Senior School.

Strong themes throughout the senior years are self-management, self-discipline and further development of the resilience needed by independent learners. Students will continue to have a strong relationship with their Tutor Group Teacher, who will meet with their class in the mornings and play an important support role in balancing the increasing demands of study with co-curricular activities.

Year 10 is an exciting year where students have the opportunity to engage in a flexible program that enables them to choose from a diverse list of Year 10 Electives. The Year 10 program offers a comprehensive curriculum that enables students to experience a selection of subjects including studies of language and culture, to support their choices in Years 11 and 12.

Year 11 students settle into the academic rigour of their final two years of school, selecting subjects that suit their needs and interests and take into consideration the sequences and subjects needed for pathways beyond secondary school. There is a strong focus on careers education and students explore their post-secondary options both locally and nationally.

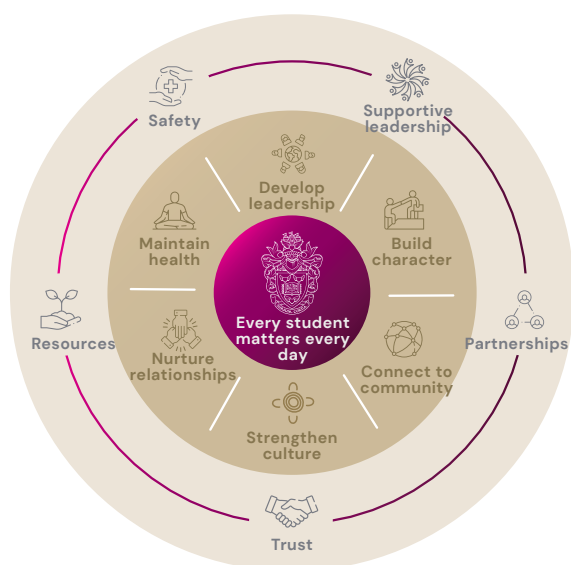
For Year 12 students, the focus is on a strong finish with regard to academic and school life to ensure a smooth and successful transition into their chosen pathway. Careers meetings, interactions with universities and registered training organisations, and support to complete the documentation required for tertiary applications, scholarships and workplaces are all available to Year 12 students. Important milestones such as the Year 12 Formal, final Year 12 assembly, Valedictory and the Celebration of Excellence are memorable events designed to bring closure to what we hope is an excellent School experience.

Senior School program features

Health, wellbeing and personal development

Focused attention given to each individual student's health, wellbeing and personal development is central to all we do. Building strong, supportive, and nurturing relationships is essential in our daily practices and provides the foundation for our students to develop and thrive in a complex and ever-changing landscape.

A prerequisite for effective learning is that the students are happy and confident within their school environment. For Senior School students, this means consolidating strong and trusting working relationships with peers and teachers. The additional pressures of the final years of school mean that students will benefit from working productively in teams to support and extend each other.



Haileybury Rendall School Health and Wellbeing Framework

Our teachers play a critical role in guiding and mentoring students as they face the challenges of these final years. All teachers appreciate that, to gain the best academic results from students, they must develop a climate of trust and respect in their classrooms. Our staff play an active role in supporting students to flourish, underpinned by clear policies, processes, and programs.

Personal Excellence (PEX) program

The Personal Excellence (PEX) program is a cornerstone in our delivery of the Health and Wellbeing framework for Senior Students. Occurring every fortnight, in year-level based groups, students explore a wide range of topics from personal health to social issues.

Year 12 students are also supported to prepare for life beyond school, including tertiary application and transition to work processes.

Year 10 Work Experience

In Year 10, the Work Experience program is a compulsory one-week program for all Year 10 students as per the NT Government requirements. Students and their families are responsible for sourcing a work placement, with support and guidance from the School. The intrinsic and external benefits for students in connecting with and experiencing the world of work is a critical part of their journey towards adulthood.

Student Voice, Leadership and Community Service

All Senior School students are seen as role models within the School community and are encouraged to embrace both formal and informal opportunities to lead and serve others. We value the opinions and perspectives of our students and provide forums where students can voice their ideas and seek change in the School.

A wide range of opportunities to voluntarily contribute to social justice campaigns or community programs are available to students. Additionally, students may nominate for more formal leadership and prefect roles where they work individually and in teams for the student body. Students develop self-confidence, organisational skills, public speaking experience, and many transferable skills through their engagement in leadership and service opportunities in the Senior School.

Student wellbeing Year Level Coordinators

Year Level Coordinators at Years 10, 11 and 12 know their students well, and manage a team of Tutor Group teachers, who are responsible for the students in their Tutor Group. The purpose of Tutor Group time is to:

- > Ensure that students are ready to learn at the beginning of each day
- > Monitor students' wellbeing
- > Oversee the students' academic progress
- > Establish a strong professional relationship with students
- > Know the students' interests, strengths and weaknesses
- > Communicate with families, as appropriate
- > With the student, develop strategies to assist her/him to be successful at school.

In Senior School, the Tutor Group teachers are the foundation of daily activities. They meet with their students regularly in Year level groups. The Tutor Group teacher is the first point of communication for parents. Parents/guardians are encouraged to phone, email or write a message in the diary to the Tutor Group Teacher when they have information they wish to share. Families may also contact the Year Level Coordinator.

Other key Wellbeing staff

At times, other Haileybury Rendall School staff will assist in resolving student wellbeing issues. This may include the Head or Deputy Head of Senior School, along with our Head of Indigenous Education and Wellbeing or the Head of Inclusion and Support.

Occasionally, for more serious or sensitive issues, the Deputy Principal or Principal may become involved.

Supporting all the students is a Student Counsellor. The counsellor assists in working through individual student issues.

Our School Nurse manages student health issues throughout the day.

Students in Boarding are well supported by these key people, along with the Director of Boarding and other Boarding staff.

Inclusion and Support

Students who require assistance accessing educational opportunities can engage with the Inclusion and Support team. This team works collaboratively with teachers and families to address participation barriers for all students through implementing quality inclusive practices. The Head of Inclusion and Support works closely with the Senior School Wellbeing Team to ensure that adjustments and strategies that are provided to students are appropriate and compliant with the regulations governing the VCE.

House system

In our Senior School, students are divided into four Houses: Baru, Djarrak, Nganabaru and Pumarali. House-related activities form an important part of the School life and generate excitement and atmosphere before, during and after an event. The activities cover a range of events across Sport, Creative Arts, Performing Arts, fundraising activities and other co-curricular activities.

House activities also encourage a cross-age social network for Senior School students. Every student is part of a Tutor Group which is conducted in Houses. Student leaders (House Captains) work directly with the staff and students in their House to organise events and communicate with all members. This provides an opportunity to develop House spirit and foster relationships with other students in the same House.

Senior Academic program

Our Senior School Academic program focuses on providing students with the knowledge and experience required to make informed choices about what they want to do when they leave school, and then helping them to find the appropriate pathway to fulfil their ambitions. Often this decision evolves from exploring different subjects, values, and ideas with guidance from key Haileybury Rendall School staff.

In Year 10, students are required to undertake mandatory studies that provide solid grounding in the Australian Curriculum subject areas of English, Mathematics, Science and Humanities, with the option of some VCE Units 1 and 2 subjects and electives.

In Years 11 and 12, students can tailor their studies to suit their specific individual interests and post-secondary pathways more closely.

Victorian Certificate of Education (VCE)

VCE is a challenging course characterised by its educational flexibility and breadth of choice, which allows students to tailor their program to suit their passions and abilities. The VCE provides a pathway to university, vocational education and training (VET) courses, and the workforce.

Students work towards their VCE over two or three years and can select from a wide range of VCE subjects or a combination of VCE and VET subjects.

Typically, Units 1 and 2 are studied at Year 11 level and Units 3 and 4 are at Year 12 level. Therefore, Year 10 students studying a Unit 1 and 2 subject and Year 11 students studying a Unit 3 and 4 subject are effectively studying that course in advance.

To complete the VCE at Haileybury Rendall School the expectation is that our students must satisfactorily complete at least sixteen units;

- > Four of these must be English units with two of these being Units 3 and 4
- > At least three sequences of Units 3 and 4 (in addition to the English group)

Units 1 and 2 can be completed as single units and Units 3 and 4 in each study must be taken as a sequence.

“Every
student
matters
every day”



VCE Vocational Major (VCE VM)

The VCE Vocational Major is a two-year vocational and applied learning program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment.

VCE VM is an equivalent Year 11 and Year 12 qualification and is suited to students with a clear vocational pathway, or for those who prefer hands-on, applied learning. The VCE VM provides a pathway to VET courses, or the workforce.

Vocational Education and Training (VET) subjects must be selected as part of the VCE VM program. Students are also able to study VCE subjects as part of their program.

To complete the VCE VM at Haileybury Rendall School, the expectation is that our students must satisfactorily complete at least sixteen units including;

- > Four VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- > Two VCE VM Numeracy or VCE Mathematics units
- > Two VCE VM Work Related Skills units
- > Two VCE VM Personal Development Skills units
- > Two VET credits at Certificate II level or above (180 nominal hours)

At least three other Unit 3 and 4 sequences (in addition to the Literacy/English sequence mentioned above) must be completed as part of the VCE VM program.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is a flexible certificate designed for students in Years 11 and 12 who would benefit from an individualised program at a more accessible level than the VCE or VCE VM. The VPC provides a pathway to a senior secondary qualification, entry level VET courses, or the workforce.

Vocational Education and Training (VET) subjects must be selected as part of the VPC program (90 nominal hours).

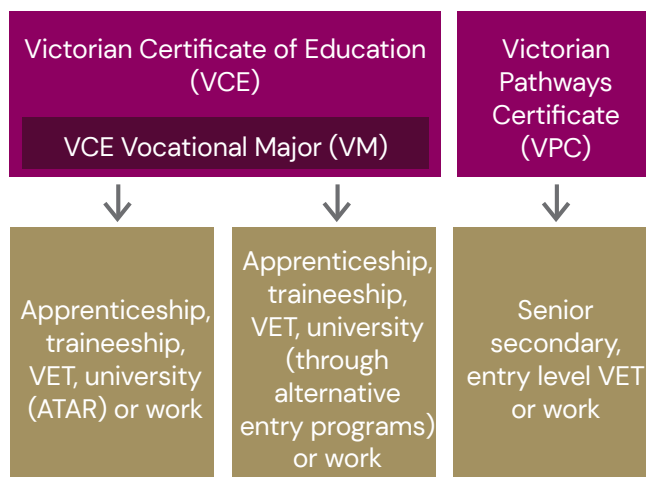
To complete the VPC at Haileybury Rendall School the expectation is that our students must satisfactorily complete at least twelve units including;

- > Two Literacy units
- > Two Numeracy units
- > Two Work Related Skills units
- > Two Personal Development Skills units

At least four other units must be completed as part of the VPC program from VCE VM units or VET units of competency.

Vocational Education Training (VET)

By including VET subjects in a VCE program students will be provided with training in the skills and knowledge related to a specific industry, which lead to nationally recognised qualifications. VET courses will be delivered at Haileybury Rendall School or through partnerships with external training organisations.



Certificate options

Choosing your program

It is very important that students talk to key people at Haileybury Rendall School who can assist with the process of subject selection before a final decision is made. Students are advised on the best program for them, are well supported throughout this process, and can seek guidance from the following staff;

- > Deputy Principal (Teaching and Learning)
- > Head of Senior School
- > Head of Teaching & Learning (Senior School)
- > Head of Applied Learning
- > Careers Coordinator
- > VET Coordinator
- > Head of Indigenous Education and Wellbeing
- > Year Level Coordinators
- > Heads of Department
- > Head of Inclusion and Support

When choosing subjects, students should consider the following;

- > Their interests
- > Their strengths
- > What post-secondary pathways they are thinking of doing (e.g. university, TAFE)
- > The job they want to do once they finish school
- > What employment opportunities exist in their community
- > Any further training they want to complete
- > Prerequisites they might need for university courses
- > Subject difficulty
- > Their motivation
- > Conversations with key staff
- > Current academic performance

Year 10 curriculum

Year 10 is a critical point of progression in the continuum of teaching and learning at Haileybury Rendall School. It marks the start of study in the Senior School and therefore has an important role in laying the foundations for success through these years with regard to study habits, mindset, relationship building with teachers and engagement within the Senior School community; all of which play a role in experiencing success.

The studies and units listed within this booklet will now be listed online and are provisionally offered for 2026, subject to timetabling constraints. As a result, in some cases, this may mean students do not receive their first choice.

Students study six subjects.

Mandatory studies

- > English
- > Mathematics OR General Mathematics
- > Science
- > Humanities
- > ANY two subjects from the lists below (Year 10 Elective Studies, or VCE Units 1 and 2)

Year 10 Elective Studies

- > Art
- > Chinese
- > Commerce
- > Digital Technologies
- > Drama
- > English (Screen and Society)
- > Global Studies
- > Music
- > Physical Education

VCE Units

- > Applied Computing Units 1 and 2
- > Biology Units 1 and 2
- > Business Management Units 1 and 2
- > Theatre Studies Units 1 and 2
- > Economics Units 1 and 2
- > Geography Units 1 and 2
- > Health and Human Development 1 and 2
- > Legal Studies Units 1 and 2
- > Media Units 1 and 2
- > Modern History Units 1 and 2
- > Music Units 1 and 2
- > Outdoor and Environmental Studies Units 1 and 2
- > Physical Education Units 1 and 2
- > Psychology Units 1 and 2
- > Sociology Units 1 and 2
- > Art Making and Exhibiting Units 1 and 2
- > Visual Communication Design 1 and 2

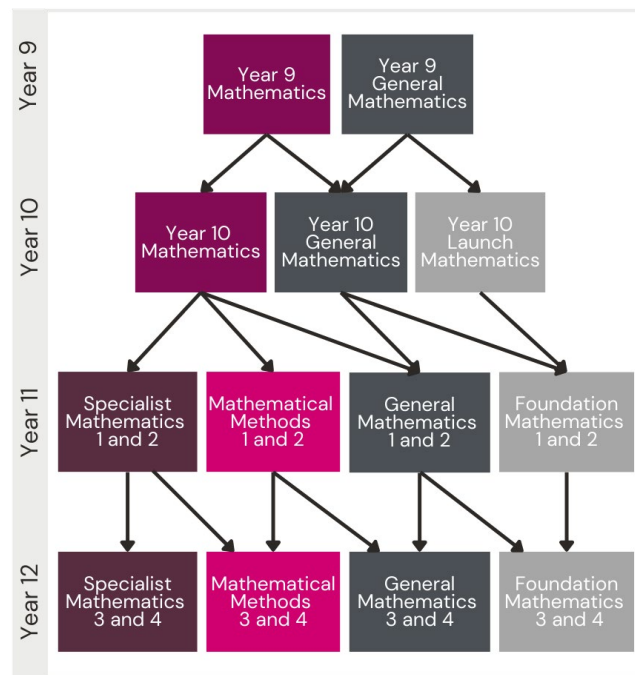
VET units

Onsite certificate courses delivered by Haileybury RTO 20766:

- > Certificate II Music
- > Certificate II Sport and Recreation
- > Certificate II Tourism
- > Certificate II Workplace skills

Examples of VETDSS offsite courses delivered and provided by other RTOs (parents/guardians to manage transport requirements) include:

- > Certificate I and II Automotive
- > Certificate I and II Construction
- > Certificate I Engineering
- > Certificate I Electrocommunications
- > Certificate II in Rural Operations
- > Certificate III in Allied Health Assistance



HRS Mathematics pathways

Note:

Specialist Mathematics can only be done in conjunction with Mathematical Methods.

General Mathematics Units 3 and 4 are also available to Year 11 and 12 students who have not previously studied the subject at Units 1 and 2. Access is conditional on prior performance.

Units 1 and 2	Units 3 and 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics or Foundation Mathematics
Mathematical Methods	Mathematical Methods and/or General Mathematics
Mathematical Methods and Specialist Mathematics	General Mathematics, Mathematical Methods and Specialist Mathematics



Combinations of Mathematics units

Year 10 Launch

Year 10 Launch is based on the Australian Curriculum, with the exception of Mathematics. The course provides opportunities for the development of skills and knowledge to prepare students for VPC, VCE VM or VCE subjects in Years 11 and 12.

Year 10 Launch students study:

- > English
- > Mathematics
- > Humanities (1 semester)
- > Science (1 semester)
- > Health
- > Certificate II Tourism OR Year 10 elective

Years 11 and 12 curriculum

Year 11 and the VCE

Year 11 students study six subjects:

- > Units 1 and 2 of English OR English as an Additional Language (EAL)
- > Ten other units: these will usually be Units 1 and 2 subjects, but it is possible to study up to two Units 3 and 4 subjects, provided the appropriate selection criteria are met.

Year 12 and the VCE

Year 12 students study at least five subjects:

- > Units 3 and 4 of English OR English as an Additional Language (EAL)
- > Four other sequences of Units 3 and 4 subjects

The studies and units listed within this booklet are provisionally offered for 2025 and are subject to timetabling constraints. As a result in some cases this may mean students do not receive their first choice.

Subject	Units
Accounting**	1 to 4
Applied Computing	1 and 2
Art Making and Exhibiting	1 to 4
Biology	1 to 4
Business Management	1 to 4
Chemistry**	1 to 4
Language and Culture studies**^	1 to 4
Drama	1 to 4
Economics	1 to 4
Foundation Mathematics	1 to 4
General Mathematics	1 to 4
Geography	1 to 4
Politics	1 to 4
Health and Human Development	1 to 4
History	1 to 4
Indonesian Second Language**^	1 to 4
Legal Studies	1 to 4
Mathematical Methods**	1 to 4
Media**	1 and 2
Music	1 to 4
Outdoor and Environmental Studies	1 to 4
Psychology	1 to 4
Physical Education	1 to 4
Physics**	1 to 4
Sociology	1 to 4
Software Development	3 and 4
Specialist Mathematics (only with Mathematical Methods)**	1 to 4
Visual Communication Design	1 to 4

**These Units 3 and 4 studies are only available to students who have previously studied the subject at Units 1 and 2, provided the appropriate selection criteria are met.

^Please note: all enrolments in VCE Second Language Studies Units 3 and 4 must be approved by the Victorian Curriculum and Assessment Authority (VCAA). The student must provide sufficient evidence to support their application. The final date for the School to submit a student's application to the VCAA is October of the previous year. Enrolment in VCE Second Language Studies Units 1 and 2 does not need VCAA approval.

The General Achievement Test (GAT)

The GAT is a test of general knowledge and skills. Therefore, no special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. If a student does well in the GAT, they are likely to do well in their other assessments. The GAT provides specific information on each student's key skills for life beyond school.

It is particularly important for students whose performance on an examination is affected by the onset of illness, accident or personal trauma. When this occurs close to the examination, students can apply for a Derived Examination Score and an external panel uses the student's GAT scores to calculate this.

The new standards will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The GAT will be split into two sections:

- > Section A will assess literacy and numeracy skills
- > Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills.

All students enrolled in one or more VCE Unit 3–4 sequence will be required to sit Sections A and B.

All students enrolled in one or more VCE VM Unit 3–4 sequence will be required to sit Section A.

In 2026 the GAT is expected to be held in June.

Areas of Study

- > Reading and comparing texts
- > Presenting argument

Assessment of English Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Contact us

For further information about Haileybury Rendall School please contact us at the following:

Admissions office

Mrs Karen Archibald
haileyburyrendall@haileybury.com.au

Head of Senior School

Ms Kylie Mobilia
kylie.mobilia@haileybury.com.au

Deputy Principal (Teaching and Learning)

Mr Dennis Nowak
dennis.nowak@haileybury.com.au

Head of Teaching and Learning (Senior School)

Ms Linda Hartskeerl
linda.hartskeerl@haileybury.com.au

Subject Guide





Commerce

Commerce develops skills and knowledge that provide many career pathways and enhance personal success. The studies offered by the Commerce Department are Business Management, Economics, Accounting and Legal Studies.

These studies are quite distinct, address substantially different material and provide a foundation for further study as well as for entry to the workplace.

Commerce Year 10

Our daily lives are affected by Commerce whether it's our jobs, what we can buy, the legal system, the effect of the economy or our ability to look after money. Commerce will enable students to understand how these forces interact with our lives and give students an opportunity to see what the options in Commerce are for Years 11 and 12; be it either Business Management, Economics, Legal Studies or Accounting. Each area will take approximately nine weeks.

Introduction to Business

In this topic, students begin to develop the knowledge, skills and understandings to engage in business contexts in the modern world. They are able to appreciate how businesses influence local, national and global systems and institutions in the construction and operation of today's society.

Areas of study

- > The business idea
- > Impact of marketing
- > Modern competitive forces

Introduction to Accounting

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions.

Areas of study

- > Understanding accounting reports
- > Financial sustainability
- > Perspectives in accounting

Introduction to Legal Studies

In this topic, students examine an overview of the legal system in Australia. They investigate the essential features of a democratic system, the operation of the courts and the means of settling disputes in society.

Areas of study

- > Government and the Australian Constitution
- > Criminal Law
- > Civil Law

Introduction to Economics

In this unit, students understand the way society acts to distribute and use the finite resources of the world to meet the infinite needs of society; the factors that affect supply and demand including government, society and global influences.

Areas of study

- > Factors of supply
- > Factors of demand
- > Impact of government regulation

Assessment of Year 10 Commerce

Students will complete a range of assessment tasks throughout each semester. There will be an examination at the end of each semester.

Economics

Units 1 and 2

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. The study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

Unit 1: Economic decision-making

Students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.

Students use demand and supply models to explain changes in prices and quantities traded.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour.

Areas of study

- > Thinking like an economist
- > Decision-making in markets
- > Behavioural economics

Unit 2: Economic issues and living standards

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Area of study

- > Economic activity
- > Applied economic analysis of local, national and international economic issues

Assessment of Economics Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Economics Units 3 and 4

Unit 3: Australia's living standards

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Areas of Study:

- > An introduction to microeconomics
- > Domestic macroeconomic goals
- > Australia and the international economy

Unit 4: Managing the economy

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Areas of Study:

- > Aggregate demand policies and domestic economic stability
- > Aggregate supply policies

Assessment of Economics Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written

Business Management Units 1 and 2

Our daily lives are affected by large and small businesses. Business Management enables students to develop knowledge of how to manage a business and the key issues facing Australian businesses. It will also provide students with skills in organising and using resources, and skills to deal with our changing world.

Business Management is an exciting study that develops knowledge of the ways in which businesses are managed and the skills needed in management.

Unit 1: Planning a business

In this unit, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of study

- > The business idea
- > External environment
- > Internal environment

Unit 2: Establishing a business

In this unit, students examine the legal requirements that must be satisfied 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.

Areas of study

- > Legal requirements and financial considerations
- > Marketing a business
- > Staffing a business

Assessment of Business Management Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will be an examination at the end of each semester.

Business Management Units 3 and 4

Unit 3: Managing a business

In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

Areas of study

- > Business foundations
- > Managing employees
- > Operations management

Unit 4: Transforming a business

In this unit, students examine the implementation of change in a business and evaluate business performance using key performance indicators.

Areas of study

- > Reviewing performance — the need for change
- > Implementing change

Assessment of Business Management Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Accounting Units 1 and 2

Accounting provides students with an understanding of financial management and the part it plays in effective decision making. It puts students in a strong position to make the most of an exciting future in a wide range of businesses.

Students will develop life skills in relation to their own financial literacy, including budgeting, preparing financial reports, making informed financial decisions, and reading and understanding financial reports.

Unit 1: The role of accounting

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

Areas of study

- > Role of Accounting
- > Recording financial data and reporting accounting information

Unit 2: Accounting for a trading business

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

Areas of study

- > accounting for and managing inventory
- > accounting for and managing accounts receivable and accounts payable
- > accounting for and managing non-current assets

Assessment of Accounting Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Accounting Units 3 and 4

Unit 3: Financial accounting for a trading business

Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Areas of study

- > Recording and analysing financial data
- > Preparing and Interpreting accounting reports

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

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

Areas of study

- > Extension of recording and reporting
- > Budgeting and decision making

Pre-requisites

Students attempting Accounting Units 3 and 4 are expected to satisfactorily complete Accounting Units 1 and 2.

Assessment of Accounting Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Legal Studies Units 1 and 2

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse whether the Victorian justice system achieves the principles of justice.

Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations. They investigate key concepts of criminal law and develop an appreciation of the manner in which legal principles and information are used in making reasoned

judgments and conclusions about the culpability of an accused. Students also develop an appreciation of the types and purposes of sanctions.

Areas of study

- > Legal foundations
- > Proving guilt
- > Sanctions

Unit 2: Wrongs and rights

Students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights.

Areas of study

- > Civil liabilities
- > Remedies
- > Human rights

Assessment of Legal Studies Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Legal Studies Units 3 and 4

Unit 3: Rights and justice

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

Areas of Study

- > The Victorian criminal justice system
- > The Victorian civil justice system

Unit 4: The people, the law and reform

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

hypothetical scenarios.

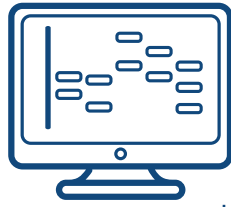
Areas of study

- > The people and the law-makers
- > The people and reform

Assessment of Legal Studies Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Computer Science



The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. VCE Applied Computing provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential toolset for current and future learning, work and social endeavours.

Year 10 Computer Science

This subject follows the Australian Curriculum for Digital Technologies and offers an exciting opportunity for students to expand on their computing skills and will give students an opportunity to explore the options for subsequent computing pathways.

Areas of Study

Artificial Intelligence in the World and in Application
Define and Decompose Real-World Problems
Produce and Implement a Range of Software solutions
Privacy, Security, and Ethical Concerns of technology

Assessment of Year 10 Computer Science

Students will complete a range of outcomes and classwork that will assess their ability to apply digital solutions to real-world problems through project-based collaborative tasks. There will be an examination at the end of each semester."

Applied Computing Units 1 and 2

Computing provides students with the skills they need to adapt to our changing industries, markets and economies. These skills include problem solving, digital literacy, communication, marketing, planning, project management and teamwork. Students are provided with practical opportunities to create digital solutions for real-world problems that can be transferred to a wide range of industries and environments.

Unit 1: Data analysis and programming

Organisations across all industries are collecting and using data to unlock opportunities and improve their operations by making smarter decisions. Students focus on the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that simplify complex data sets and communicate findings. Students study UX design and programming methods to design apps that solve complex problems. They develop and implement programming skills to build innovative apps that fulfil emerging needs.

Unit 2: Innovative solutions and network security

Students work in small teams to collaboratively develop an innovative solution using emerging technologies, such as artificial intelligence (AI), wearable technologies, drones, robotics and virtual reality. Students examine the core components of networks, investigate the strengths and weaknesses of both wired and wireless technologies and investigate cybersecurity issues that threaten everything from key infrastructure to personal devices.

Assessment of Applied Computing Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Software Development Units 3 and 4

Software Development provides students with the opportunity to solve problems through the creation of apps using a programming language. Students work on a real-world project and build an app that solves a problem. Students develop skills in computational thinking and using a programming language to create algorithms that perform a specific task. These skills prepare students for further study in software engineering and allow them to create digital solutions such as business apps, websites and games.

Unit 3: Programming practice, analysis and design

This area of study focuses on building fundamental skills in programming to develop working apps that solve a problem. Students interpret solution requirements and designs, and apply a range of functions and programming techniques using a programming language to develop working software modules.

Students identify and analyse a need or opportunity for a real-world project and generate the designs needed to code an app for this project.

Unit 4: Development, evaluation and cybersecurity

This area of study provides students with an opportunity to complete their real-world project by utilising the fundamentals of programming to develop their app.

Students examine cybersecurity threats and study physical and software controls used to secure data and protect its integrity, along with hacking techniques used to exploit security vulnerabilities

Assessment of Software development Units 3 and 4

School-assessed coursework (20%) subject to external moderation, a school-assessed task (30%) subject to external moderation, and a written examination (50%).



English

The English language is central to the way in which many students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society.

English develops students' abilities to communicate effectively in speech and in writing, and to read and listen with understanding. It also encourages students to be enthusiastic and responsive readers. English fosters original thinking and a love of communication. Students are encouraged to understand how language works and to use it well.

Year 10 Enrichment English

Following the Australian Curriculum, in this subject students will read a wide range of fiction, including novels and plays. A special emphasis will be placed on reading and writing skills. The course also includes the study of film and current issues.

Areas of study

- > Reading and exploring texts
- > Crafting texts
- > Analysing and exploring argument

Assessment of Year 10 English

Students will complete a range of outcomes and classwork throughout each semester, all designed to prepare students for VCE English in Years 11 and 12. There will also be an examination at the end of each semester.

Year 10 Screen and Society

Screen & Society is an exciting and innovative new elective where students develop their analytical skills, especially in film studies, and provides a strong basis for success in VCE English and VCE Media. This subject is tailored to further improving students' skills in analysing the medium of film. By engaging deeply with film as a medium, students will not only refine their ability to dissect and interpret cinematic techniques but also broaden their understanding and reflection on significant societal issues. This unit is not just about watching movies; it is about understanding the stories behind them, and how directors and screenwriters make deliberate choices in film to communicate ideas, issues, values, and ideas.

Through our study of different films and issues, students will develop their capacity not only in analysis, but also experiment with responding to texts in different ways, including creative responses. We will explore issues that impact people and are worthy of deeper investigation and

discussion. All of the elements of the unit are designed to appeal to Year 10 students, but extend them and prepare them for success in both VCE English and VCE Media.

In this unit, we will explore a range of different films and television shows ('texts') which are chosen for their cinematographic value, connection to important ideas and issues, literary value, accessibility, and age appropriateness. Texts will be drawn from Australia (including Indigenous Australia) and overseas and cover a range of genres and time periods. The film texts chosen will be published closer to the start of the course.

Students interested in this subject should note that, even though the focus will be on studying film, it is not a passive subject where we simply watch films. Content and theory are important, and there will be significant annotation and discussion of films, including requiring re-watches outside the classroom. Success in the assessment tasks will require detailed knowledge and understanding of the films and the content and theory taught around them. Assessment tasks will include film analysis, issues analysis, and analytical, creative, and persuasive writing, all of which have direct parallels to skills that will be required to succeed in VCE English and VCE Media.

VCE English Studies

The School currently offers the following English options at VCE:

- > English
- > English as an Additional Language (eligibility criteria apply)

English Units 1 and 2 and EAL Units 1 and 2

Unit 1

Areas of study

- > Reading and responding to texts
- > Creating texts

Unit 2

Areas of study

- > Reading and exploring texts
- > Exploring argument

Assessment of English Units 1 and 2 & English as an Additional Language Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

English Units 3 and 4 and EAL Units 3 and 4

Unit 3

Areas of study

- > Reading and responding to texts
- > Creating texts

Unit 4

Areas of study

- > Reading and responding to texts
- > Analysing argument

Assessment of English Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Eligibility for English as an Additional Language

Students from the following categories may apply to the School for enrolment in English as an Additional Language (EAL) instead of English:

- > Students from a non-English speaking background
- > Aboriginal or Torres Strait Islander students whose first language is not Standard Australian English
- > Students with minimal primary school education and/or have had material interruptions to schooling
- > Students who are deaf or hard of hearing

Eligibility for EAL is determined by the School in conjunction with criteria set out by the VCAA.

Media Units 1 and 2

VCE Media is designed for those who wish to forge a career across diverse media landscapes—from film and television to photography, print media, and digital content production.

In Units 1 and 2, we critically engage with media productions, analysing and dissecting the impacts they can have on society, such as the way gender stereotypes are constructed and represented. We apply this critical eye to our own creative endeavours, using the media production process to create, develop and construct narratives.

Assessment tasks are diverse and tailored to meet the demands of the Study Design, including video essays and written tasks, as well as the production of various media products. We will be working closely with the HRS Visual Arts team, and Melbourne's Media teaching team, to ensure our students are well supported in their Media studies.

Choosing VCE Media sets you on a path to mastering content creation and comprehension, equipping you with indispensable media literacy skills for the future.

Unit 1: Media forms, representations and Australian stories

At the heart of all media are stories, transmitted through various forms such as film, TV, audio, video, text-based formats like newspapers and magazines, animation, and comics – just to name a few. Different media rely on specific codes and conventions that dictate their production methods and how audiences perceive them. The experience of watching a blockbuster film about a global event is vastly different to reading about it in a news article. As the media theorist Marshall McLuhan famously declared, “The medium (form) is the message.” In Unit 1, we explore this by analysing the structure of narratives and considering the impact of media creators and institutions on production. We will study the features of both Australian and international fictional and non-fictional stories, investigating and analysing the production styles of selected Australian stories. Fundamental to this is exploring the voices and stories of Aboriginal and Torres Strait Islander creators to gain an appreciation of how their stories contribute to our cultural identity.

Applying this knowledge, students will work in a range of media forms, including moving images, still images, and print. They will develop and produce representations, demonstrating an understanding of the characteristics of each media form and how they contribute to the communication of meaning.

Outcomes: Students demonstrate their ability to analyse and create media representations, showing an understanding of the construction processes and the factors influencing production and reception.

Unit 2: Narrative across media forms

Unit 2 focuses on an analysis of narratives and how they are constructed and received. We will explore both the past and the present, and consider the notion of ‘traditional’ versus ‘contemporary’ narrative styles. Students look at specific media creators and consider how they develop distinctive styles that reflect certain cultural and historical contexts.

Students explore narratives in both traditional and contemporary forms, including film, television, audio news, print, photography, games, and social media. They analyse the rapidly-evolving landscape of media production and consider the factors that shape audience engagement and narrative consumption. Students examine the transformative effects of new media technologies on society and media industries, investigating the impact of developments in digital technologies on individuals and society; the design, production, and distribution of narratives in the media; and audience engagement, consumption, and reception.

Students design and implement their own media production process from conceptualisation to distribution, creating a media product. In so doing, students get a taste of the roles and responsibilities intrinsic to production

stages. They will learn technical skills used in the operation of media technologies and consider the ethical, legal and community constraints in the production and distribution of media products.

Outcomes: Students will critically examine and engage with narratives in various media forms, understanding their development, production processes, and the broader impacts on the media environment.

Assessment of Media Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.



Humanities

Humanities subjects focus on informing students about the world (both past and present) with a view to ensure students are effectively prepared for the globalised world of the future. These Units aim to broaden students' outlook on life and open their minds to the complex ideas, values, concepts, inter-relationships and contexts that exist in our world.

Year 10 Humanities

Within Year 10 Humanities, students cover both Geography and History content and skills. Within History, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world. They then consider the post war social developments that occurred through Building Modern Australia, looking specifically at the recognition of First Nations Australians rights, and the subsequent societal changes that occurred.

Within Geography, students consider the concept of Geographical Wellbeing, and how place, space and interconnection can drive outcomes for people around the world. They then look at Environmental Change and Management, considering the role of sustainability and change upon the environment at a local, national and global level.

History

Areas of study

- > Rights and freedoms
- > World War II

Geography

Areas of study

- > Environmental change and management
- > Geographies of human wellbeing

Assessment of Year 10 Humanities

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Year 10 Global Studies

Year 10 Global Studies is an elective with pathways into VCE Sociology and/or VCE Politics, that focuses on how society has changed over time, current issues within our world and who uses power to influence.

Semester 1

Areas of study

- > Ethics and Social Movements
- > Ethnicity and Gender within Society

Semester 2

Areas of study

- > Threats to Democracy
- > International Cooperation

Assessment of Year 10 Global Studies

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Geography

Geography is fundamentally interdisciplinary. It is one of the few disciplines that encompass very different ways of knowing, from the natural and social sciences and the humanities. Geographers are therefore highly equipped to understand and address critical problems facing the world. Geographers are motivated by issues such as social and environmental justice, and the efficient, equitable and sustainable use of resources.

The study of Geography helps students make sense of an increasingly complex world through investigation of the earth's human and natural environments. Field trips reinforce theory undertaken in class, giving students a hands-on experience in the real world, while observational, analytical and evaluative skills are developed through the study of the ever increasing global accumulation and availability of data.

Geography Units 1 and 2

Unit 1: Hazards and disasters

Areas of study

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

As a result of fieldwork in the regional context, students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism: issues and challenges

Areas of study

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed (and continues to change) and its impacts on people, places and environments.

The study of tourism at local, regional and global scales

emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this Unit and report on fieldwork using the structure provided.

Assessment of Geography Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester, including case studies for each Area of Study, as well as a Fieldwork Report. There will also be an examination at the end of each semester.

Geography Units 3 and 4

Unit 3: Changing the land

Areas of study

This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Students investigate two major processes that are changing land cover in many regions of the world. Students analyse the distribution and causes of these two processes. At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population: Trends & issues

Areas of study

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.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Assessment of Geography Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Politics

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues and events.

Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about

organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech. Australian Politics compares Australian democracy with the system of democracy of the United States of America. The study also examines the ways that the national government uses its power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights, and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Politics Units 1 and 2

Students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential political knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Unit 1: Politics, Power and Political Actors

Area of Study 1: Power and National Politics

Issue study: Can Australia take on Elon Musk and win?

Students are introduced to the central concepts of power and legitimacy in politics. They will analyse the various sources of power in the Australian political system, who gets to make change, and who does not.

Area of Study 2: Power and Global Political Actors

Issue Study: What does the rise of China mean for global politics?

In this area of study, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally. In an increasingly interconnected world, what does the rise of China in our region mean for the world?

Unit 2: Democracy: stability and change

Area of Study 1: Issues for Australia's democracy

Issue Study: Is Australia a good global citizen?

Students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. Students address questions about the role of Australia as a

global citizen such as; is Australia a good neighbour? Do we uphold the democratic values we champion internationally?

Area of Study 2: Global Challenges to Democracy

Issue Study: Why is it so difficult to resolve international conflicts?

In this area of study, students analyse global challenges to the principles of democracy and assess threats to their effectiveness, legitimacy, spread and impact. They analyse the degree to which the interests of global actors can significantly undermine or promote democratic principles, especially in situations of crisis where political, economic or security needs may be prioritised over human rights or the rule of law. Specifically, what are obstacles to preventing the 'crime of crimes': genocide.

Assessment of Australian and Global Politics Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Politics Units 3 and 4

Unit 3: Global cooperation and conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. They investigate an issue and a crisis that pose challenges to the global community.

Area of Study 1: Global development

In this unit, students investigate global development as an that poses challenges to the global community. Lack of development has many negative impacts on both people and the planet. Global responses to this issue are spearheaded by the unanimous adoption of the United Nations' Sustainable Development Goals, but states have been adversely affected in their progress towards these goals by rising inequalities, political illiberalism and the struggle for global power by rival states.

Area of Study 2: Human Rights Crisis

In this area of study, students examine a contemporary humanitarian crisis. Students learn that under current international human rights law, human rights are regarded as inherent, indivisible and universal, though not all states agree with this or abide by their international legal obligations to preserve and respect human rights. Human rights violations may occur as a result of conflict, discriminatory policies and practices, the interconnectedness of global actors & economic imperatives.

Unit 4: Power and the national interest

Students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests

and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of perspectives, interests and actions.

Areas of Study 1: Ethical issues and debates

In this area of study students examine debates about TWO global ethical issues. They use the concepts of realism and cosmopolitanism as a framework for analysing these issues and debates. These debates are considered in the context of case studies that transcend specific states, regions and continents. International law encompasses a wide range of rules that might be seen to govern the actions of states in international relations such as treaties, declarations, bilateral and multilateral agreements and even decisions made by bodies such as the UN Security Council. Students consider the international law that relates to these issues. They examine and analyse the effectiveness of the responses by global actors and the extent to which these responses reflect the obligations outlined in the relevant international law. Students develop the understanding that global actors' responses may be guided by the particular ethical perspective they bring to these issues. Similarly, a global actor's perspective may determine its view of how justice can be achieved in relation to these ethical issues. Students come to understand that the cosmopolitan perspective is not accepted universally.

Areas of Study 2: Australia in the Indo-Pacific

In this area of study, students assess the impact of Australia's policies, actions and inactions in the region of the Indo-Pacific. They investigate contemporary Australian perspectives of the national interest in terms of security, economic prosperity and regional stability, and examine different perspectives on these interests, within Australia and outside Australia's borders. Students evaluate the degree to which Australia cooperates with three states in the region. They also evaluate the effectiveness of Australia's responses to issues of concern to the selected states, such as human rights, armed conflict, a mass movement of people, climate change, global economic instability, development issues, or weapons of mass destruction.

Assessment of Politics Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and an external examination (50%).

History

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings come to light. The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements.

Through studying VCE History, students develop social, political, economic and cultural understanding. They also

explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

Modern History Units 1 and 2

Unit 1: Change and conflict

Area of Study 1: Ideology and conflict

World War I can be seen as marking the beginning of 20th Century history. The war caused changes throughout the world that had an impact for many decades afterwards. The world was reshaped in many ways after the war, by treaties, new national borders, political movements and ideologies. The German Empire and the Austro-Hungarian Empires, for example, were broken up.

The post-war period was a time of idealism, seen in the creation of the League of Nations, which strove to promote world peace and international cooperation. Nevertheless, tensions began to rise again by the end of the 1920s. Conflict between political systems — democracy, communism and fascism — contributed to this instability, as did the Great Depression. By the 1930s, the Nazi Party had control of Germany and the world was heading towards war again.

Area of Study 2: Social and cultural change

The period between the two world wars was in many ways characterised by change. Some of these changes were positive, particularly in the 1920s.

Technological innovations (such as in film and radio), international cooperation and increased political representation all added to this positive mood. By the 1930s, however, severe economic hardship, authoritarian control and outright persecution had become common in many countries (the most extreme case being the Holocaust of Nazi Germany) adding to the likelihood of large-scale conflict.

Unit 2: The changing world order

Area of Study 1: Causes, course and consequences of the Cold War

After World War II, the United Nations was created in an effort to promote international cooperation to resolve political tensions and address threats to human life and safety.

Despite this, the second half of the 20th Century was dominated by the Cold War, a competition between capitalism and communism, championed by America and Russia respectively. The Cold War played out in many arenas — sport, technology, popular culture and propaganda — as well as in bloody conflicts such as in Vietnam and Afghanistan and symbolised most explicitly by the Berlin Wall. The presence of nuclear weapons added an additional deadly dimension never before seen in human conflicts.

Area of Study 2: Challenge and change

The second half of the 20th Century was also a period of

change and challenges to the established social and political systems.

Former colonies in Africa, the Middle East, Asia and the Pacific made moves towards independence, through both military and diplomatic means. Terrorist groups, such as the IRA and Al Qaeda, became increasingly global at this time. Social movements continued to challenge existing values and traditions. Such movements included the civil rights movement, feminism and environmental movements.

The impacts of the events of the 20th Century were widespread and continue to shape the world we live in today.

Assessment of Modern History Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

History Revolutions Units 3 and 4

Revolutions represent great ruptures in time and are a major turning point that brings about the collapse and destruction of an existing political order. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change based on a new ideology.

Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Units 3 and 4

The American Revolution (1754–1789)

“It is yet to be decided whether the Revolution must ultimately be considered as a blessing or a curse.”

George Washington

Tension between Britain and the 13 colonies on the east coast of North America increased in the period of 1763 and 1776. When diplomacy failed, fighting began and the colonists issued a Declaration of Independence. The colonists won their independence even though they were outnumbered and outgunned by the most powerful country in the world.

After the war, the new American society began the process of designing a new political system that would guarantee the rights of citizens and which created the Constitution of the United States of America and the Bill of Rights.

The Russian Revolution (1896–1927)

“Surely you do not imagine that we shall be victorious without applying the most cruel revolutionary terror?” *Vladimir Ilyich Lenin*

At the beginning of the 20th Century, Imperial Russia was shaken by World War I. Discontent with the Tsar’s handling

of the war exploded into outright revolution in 1917 and the

Bolsheviks took power. The Bolsheviks' promise of prosperity and equality was quickly sacrificed in the face of a civil war.

Following the civil war, the Bolsheviks began to introduce some elements of socialist change but by this time all political opposition had been eliminated and the reign of Stalin had begun.

Assessment of History: Revolutions Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Sociology Units 1 and 2

Sociology is a modern discipline that provides insights into social change, our identities and social relations. One of the benefits of studying Sociology is that it encourages us to become aware and to think about the everyday things we usually take for granted. Sociologists ask questions like: "Why do we act the way we do?", "What assumptions am I making and why do I assume those?", "Why, for example, do we dress, eat and generally live in the ways we do?". Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about social relations.

Unit 1: Youth and family

Areas of study

Youth

- > How sociologists use ethical methodology to study behaviour
- > The social category of youth and how it has changed over time
- > Experience of being young

Family

- > Definition and types of family
- > Functionalist and feminist views of family
- > Influence of cultural, economic and political factors on the experience of family

Unit 2: Social norms: Breaking the code

Areas of study

Deviance

- > Identifying the difference between what is seen as 'normal' and 'deviant' in society
- > Social control and explanations of deviance
- > The meaning and process of labelling
- > The meaning and purpose of positive deviance
- > The theory of positive deviance

Crime

- > The sociological concepts of crime and punishment
- > The phenomenon of moral panic
- > Factors that lead people to commit crimes
- > The theory of reintegrative shaming
- > The effectiveness of sentencing and restorative justice

Assessment of Sociology Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Sociology Units 3 and 4

Unit 3: Culture and Ethnicity

Areas of study

Australian Indigenous cultures

- > The meaning of culture
- > The 'sociological imagination'
- > Public misconceptions of Australian Indigenous culture
- > Factors supporting the public awareness of Australian Indigenous cultures (Reconciliation, the Apology 2008, Close the Gap campaign)

Ethnicity

- > The concepts of race, ethnicity, ethnic hybridity, ethnocentrism, cultural relativism and the 'other'
- > Australian current ethnic diversity
- > The impact of multiculturalism on Australian society
- > The meaning and experience of multiculturalism
- > The barriers and enablers to belonging and inclusion in Australian society

Unit 4: Community, Social Movements and Social Change

Areas of study

Community

- > Changes to the concept of community over time
- > The impact of ICT and socio-cultural changes on community
- > The specific experiences of individual communities
- > The use of ethical methodology to examine community groups

Social movements and social change

- > The nature and purpose of social movements
- > The types of stages of social movements
- > The use of power used by social movements and their opposition
- > How social movements bring about social change

Assessment of Sociology Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and an external examination (50%).



Languages

The study of Languages is a key element of a well-rounded education in our globalised society. Languages can extend students' ability to communicate and strengthen their understanding of the nature of language, culture and the processes of communication. Furthermore, by engaging with an intercultural learning experience, students do not only develop proficiency in the new language, but also a deeper understanding of their first language. The principal aim for learning Languages is thus to enable students to move comfortably across both languages and cultures.

As students approach adulthood and develop greater critical thinking skills, languages are becoming increasingly more important in promoting an understanding of different attitudes and values within the wider Australian community and beyond. Learning a language extends the learner's understanding of themselves, their own heritage, values, culture and identity.

The importance of language learning has always been a key feature of the world's best education systems, and research around the world has shown that multilingual students achieve higher cognitive functioning that is unparalleled by their peers. This has also been echoed with the requirement for students to study a language in order to qualify for a Languages Bonus. In this increasingly globalised world, knowledge of a language other than English may provide students with enhanced vocational opportunities in many fields, including commerce, education, international law, media, public relations, tourism, research, diplomacy, translating and interpreting.

Year 10 Chinese

Students acquire communication skills in Chinese. They develop understandings about the role of language and culture in communication. Students interact with peers and adults using written and spoken Chinese to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to China. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. Topics for study include personal and school life, leisure, holiday plans and famous people.

Assessment of Year 10 Chinese

Students will complete a range of outcomes throughout each semester based on the four strands of language learning — listening, speaking, reading and writing. There will also be an examination at the end of each semester.

Chinese Culture, Language and Society Units 1 and 2

Through this study students develop an understanding of the language, traditional and contemporary social structures and cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

Unit 1

In Unit 1 students focus on Confucianism, China's most important school of thought. They explore the foundations of Chinese moral judgments and examine the significance and impact of Confucianism on life in Chinese society. Students examine the core values of this significant philosophical tradition in China, how it has influenced the structure of Chinese society and its contribution to social harmony.

Unit 2

In Unit 2 students extend their understanding of Chinese philosophies through the study of Daoism and Buddhism, and consider their significance in the myths and legends of China. Students undertake research about Chinese cultural practices related to legend worshipping to gain insights into how the three major philosophies of Confucianism, Daoism and Buddhism are kept alive in daily life in Chinese-speaking communities.

There are separate prescribed topics in each unit of this study that are organised under two strands:

- * Culture and Society in Chinese-speaking Communities
- * Chinese Language

There is a prescribed topic for each of Unit 1 and 2:

- > Confucianism and Social harmony
- > Major Chinese philosophies and Chinese myths and legends

Assessment of Chinese Culture, Language and Society Unit 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Chinese Second Language

In this unit, students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese 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 Chinese, 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 Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

There are three prescribed themes:

- > The individual
- > The Chinese-speaking communities
- > The world around us

Units 3 and 4

Areas of study

- > Interpersonal communication
- > Interpretive communication
- > Presentational communication

Pre-requisites

Students attempting Chinese Second Language Units 3 and 4 are expected to satisfactorily complete Chinese Second Language Units 1 and 2.

Assessment of Chinese Second Language Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and both written and oral examinations (50%).

Year 10 Indonesian

Students acquire communication skills in Indonesian. They develop understandings about the role of language and culture in communication. Students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. Topics for study include travel, the environment, entertainment (music) and entertainment (films).

Assessment of Year 10 Indonesian

Students will complete a range of outcomes throughout each semester based on the four stands of language learning — listening, speaking, reading and writing. There will also be an examination at the end of each semester.

Indonesian Second Language Units 1 and 2

Unit 1

Interpersonal communication

In this area of study, students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Indonesian on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

Interpretive communication

In this area of study, students locate and use information from two texts in Indonesian, chosen from a written, spoken or audio-visual format. They develop skills and knowledge to read, listen to or view texts in Indonesian effectively, to summarise content and to combine information from the texts in written responses in Indonesian and English.

The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Indonesian-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

Presentational communication

Students present content related to the selected subtopic in Indonesian in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from Indonesian-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Unit 2

Interpersonal communication

In this area of study, students participate in a written exchange in Indonesian. They develop skills and knowledge that enable them to read, listen to and view texts in Indonesian and to develop a suitable response in Indonesian. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

Interpretive communication

In this area of study, students extract information from texts provided in Indonesian and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Indonesian and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Indonesian-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Indonesian and for recounting information in Indonesian. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

Presentational communication

In this area of study, students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Indonesian on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in Indonesian and to speak about cultural connections and comparisons.

Students may consider aspects of culture such as:

- > cultural products or practices that demonstrate cultural differences between different Indonesian-speaking communities
- > the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world

- > differences and similarities between Indonesian-speaking and other communities and social structures
- > the interplay between culture and the individual, including attitudes to social conformity.

Assessment of Indonesian Second Language Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Indonesian Second Language Units 3 and 4

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.

There are three prescribed themes:

- > The individual
- > The Indonesian-speaking communities
- > The changing world

Units 3 and 4

- > Interpersonal communication
- > Interpretive communication
- > Presentational communication

Pre-requisites

Students attempting Indonesian Second Language Units 3 and 4 are expected to satisfactorily complete Indonesian Second Language Units 1 and 2.

Assessment of Indonesian Second Language Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and both written and oral examinations (50%).



Mathematics

Mathematics is the study of patterns in number and space. It provides both a framework for thinking and a means of symbolic communication that is powerful and concise. Mathematics is a means by which people can understand and manage their environment. It has applications in all human activities and provides a universal way of solving problems in Science, Business and The Arts.

In this study, you will have access to worthwhile and challenging mathematical learning activities. You will learn and practise mathematical skills and techniques and use them to find solutions to standard problems. You will further extend your mathematical knowledge and skills through the use of computer algebra system technology (CAS). You will undertake investigative projects and solve problems in unfamiliar and real-life situations.

All Haileybury Rendall School students are very strongly encouraged to include at least one Mathematics subject in their VCE course of study. Exemption from this requires consultation and approval from the Deputy Principal (Teaching and Learning)

You will need to consider your past performance in Mathematics, your possible career paths and the pre-requisites for the tertiary courses that you are considering.

Year 10 General Mathematics

Semester 1

Areas of study

- > Statistics
- > Financial Mathematics
- > Linear Equations
- > Matrices

Semester 2

Areas of study

- > Probability
- > Linear Graphs
- > Measurement
- > Trigonometry

Year 10 General Mathematics students will learn content that will best prepare them for General Mathematics Units 1 to 4.

A TI-Nspire CAS calculator is required for all units of Year 10 General Mathematics.

Year 10 Mathematics

Year 10 Mathematics includes advanced content that will best prepare students for Mathematical Methods and Specialist Mathematics Units 1 to 4.

It is highly recommended that students have a strong mathematical understanding from year 9 when taking this subject.

Students who studied Year 9 General Mathematics will not have covered the content required to be able to study Year 10 Mathematics.

Semester 1

Areas of study

- > Number
- > Linear Equations
- > Quadratics
- > Trigonometry

Semester 2

Areas of study

- > Parabolas and other graphs
- > Probability
- > Logarithms and Polynomials
- > Measurement

A TI-Nspire CAS calculator is required for all units of Year 10 Mathematics.

Assessment of Year 10 Mathematics and General Mathematics

Students will complete a range of assignments, tests and class work throughout each semester. There will also be an examination at the end of each semester.

Foundation Mathematics Units 1 and 2

Unit 1

Areas of study

- > Algebra, number and structure
- > Data analysis, probability and statistics
- > Mathematical Investigation

Unit 2

Areas of study

- > Financial and consumer mathematics
- > Space and measurement
- > Mathematical Investigation

Assessment of Foundation Mathematics Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including assignments, tests and mathematical investigations. There will also be an end of year examination.

A Texas Instrument Scientific Calculator is required for all units of Foundation Maths.

Foundation Mathematics Units 3 and 4

Unit 3

Areas of study

- > Expressions, equations and formulas
- > Data analysis and statistics

Unit 4

Areas of study

- > Financial and consumer mathematics
- > Space and measurement

Assessment of Foundation Mathematics Units 3 and 4

School-assessed coursework (60%) subject to external moderation, and a written examination (40%).

A Texas Instrument Scientific Calculator is required for all units of Foundation Maths.

General Mathematics Units 1 and 2

Unit 1

Areas of study

- > Matrices
- > Univariate Data
- > Sequences and Finance
- > Linear Relations and Modelling

Unit 2

Areas of study

- > Bivariate data
- > Graphs and networks
- > Variation
- > Space, measurement and applications of trigonometry

Assessment of General Mathematics Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including assignments, tests and mathematical investigations. There will also be an examination at the end of each semester.

A TI-Nspire CAS calculator is required for all units of General Mathematics.

General Mathematics Units 3 and 4

Unit 3

Areas of study

- > Univariate and bivariate data
- > Correlation and regression
- > Time series
- > Recursion and financial modelling

Unit 4

Areas of study

- > Matrices and their applications
- > Networks and decision mathematics

Assessment of General Mathematics Units 3 and 4

School-assessed coursework (40%) subject to external moderation, and two written examinations (60%).

A TI-Nspire CAS calculator is required for all units of General Mathematics.

Mathematical Methods Units 1 and 2

Students taking this subject should have a strong mathematical background from Year 10.

Students who studied Year 10 General Mathematics will not have covered the content required to be able to study Mathematical Methods Units 1 to 4.

Unit 1

Areas of study

- > Functions, relations and graphs
- > Transformations and solving equations
- > Calculus, average and instantaneous rates of change
- > Probability and combinatorics

Unit 2

Areas of study

- > Circular functions
- > Exponential and logarithmic functions
- > Inverse functions
- > Differentiation and its applications
- > Probability

Assessment of Mathematical Methods Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including assignments, tests and mathematical investigations. There will also be an examination at the end of each semester.

A TI-Nspire CAS calculator is required for all units of Mathematical Methods.

Mathematical Methods

Units 3 and 4

Unit 3

Areas of study

- > Polynomials and graphs
- > Functions and inverses
- > Exponential and logarithmic functions
- > Circular functions
- > Differential and integral calculus

Unit 4

Areas of study

- > Discrete and continuous probability distributions
- > Binomial distributions
- > Normal distributions
- > Probability density functions
- > Bernoulli sequences
- > Statistical inference
- > Differential and integral calculus

Pre-requisite

Students attempting Mathematical Methods Units 3 and 4 would be expected to satisfactorily complete Mathematical Methods Units 1 and 2. Students should expect to take Units 1 and 2 in Year 11.

Assessment of Mathematical Methods Units 3 and 4

School-assessed coursework (40%) subject to external moderation, and two written examinations (60%).

A TI-Nspire CAS calculator is required for all units of Mathematical Methods.

Specialist Mathematics

Units 1 and 2

Students taking this subject should have a very strong mathematical background. Any student taking this subject must also be taking Mathematical Methods Units 1 and 2 or Mathematical Methods Units 3 and 4.

Unit 1

Areas of study

- > Proof and number
- > Graph theory
- > Logic and algorithms
- > Sequences and series
- > Combinatorics
- > Matrices

Unit 2

Areas of study

- > Simulation, sampling and sampling distributions
- > Trigonometry
- > Transformations
- > Vectors
- > Complex numbers
- > Functions, relations and graphs

Assessment of Specialist Mathematics Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including assignments, tests and mathematical investigations. There will also be an examination at the end of each semester.

A TI-Nspire CAS calculator is required for all units of Specialist Mathematics.

Specialist Mathematics

Units 3 and 4

Students taking Units 3 and 4 should have a very strong mathematical background. Any student taking Units 3 and 4 must also be taking, or have successfully completed, Mathematical Methods Units 3 and 4.

Unit 3

Areas of study

- > Complex numbers
- > Vectors in 2 and 3 dimensions
- > Trigonometry
- > Differential and integral calculus
- > Differential equations

Unit 4

Areas of study

- > Vectors
- > Vector calculus
- > Kinematics
- > Distribution of the sample mean
- > Hypothesis testing for a population mean

Pre-requisite

Only those students who have studied Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 are able to study Specialist Mathematics Units 3 and 4.

Assessment of Specialist Mathematics Units 3 and 4

School-assessed coursework (40%) subject to external moderation, and two written examinations (60%).

A TI-Nspire CAS calculator is required for all units of Specialist Mathematics.



Music

Music is an integral part of all cultures and societies, both contemporary and historical, and every musical work appeals to humans through its timeless and universal attraction. The study of Music contributes in unique ways for each student and often becomes an integral part of her/his life. Music helps students understand themselves, relate to others and develop self-discipline. It also forges important links between home, school and the wider world.

Year 10 Music

This course is designed to build on prior learning and experience to develop students' capability in listening, composing and performing music. Students will have the opportunity to explore a range of music and music practices from different cultures, times and places, develop aural and performance skills, and present performances to audiences in both solo and ensemble contexts. They will work individually and collaboratively to compose, arrange or re-imagine music. This engaging course will provide a solid foundation to Units 1 and 2.

Assessment of Year 10 Music

Students will complete a range of activities in class throughout each semester that focus on exploring and responding to music, developing practices and skills in music and, creating and presenting music. There will be a performance and a musicianship examination at the end of each semester.

Music Units 1 and 2

This subject assumes that considerable instrumental experience has been achieved and that weekly individual lessons will continue throughout all units of VCE study.

Unit 1

The Organisation of Music unit focuses on performance in solo and group contexts, approaches to performance, composition and developing skills in aural comprehension.

Areas of study

- > Perform
- > Create
- > Analyse
- > Respond

Unit 2

The Effect in Music unit further develops skills in music and performance in solo and group contexts, and additionally focuses on music language that is relevant to performance and improvisation.

Areas of study

- > Performing
- > Creating
- > Analysing and responding
- > Organisation of sound

Assessment of Music Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be a solo performance, group performance and aural comprehension examination at the end of each semester.

Music Repertoire Performance Units 3 and 4

Unit 3

This unit focuses on developing performance skills, exploring contextual understanding relevant to performance practice, and examining critical listening techniques. Preparation of recital performances are a fundamental underpinning of this course.

Areas of study

- > Performing
- > Analysing for performance
- > Responding
- > Critical listening and analysis

Unit 4

This unit focuses on the final stages of skill development, group or solo rehearsal and artistic refinement in performing a program of works. Aural perception and critical listening skills relevant to performance are further developed.

Areas of study

- > Performance
- > Technical development
- > Music language and aural perception
- > Critical listening and analysis

Assessment of Music Performance Units 3 and 4

School-assessed coursework (30%) subject to external moderation, an aural and written examination (20%), and a group or solo performance examination (50%).



Performing Arts

Drama

In Drama, students tell stories, explore ideas, make sense of their worlds, and communicate meaning through the practice of performance-making. The study of Drama enables students to develop an ability to empathise through understanding and accepting diversity. Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Students are introduced to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers, in both individual and collaborative settings. They develop an appreciation of drama as an art form through their work as a performer, and engagement with professional dramatic works.

Year 10 Drama

This course is designed to guide students through play-making processes and techniques in devising their own dramatic works and performing to a live audience. Students will have the opportunity to explore a range of performance styles, interpret script and development of characters for performance in solo and ensemble contexts. They will work individually and collaboratively to bring a script to life on-stage for an audience as they learn about the production roles involved in creating dramatic works. This engaging course will provide a solid foundation to Units 1 and 2 and include the following:

- > Exploring different genres and styles of theatre
- > Performing in solo and ensemble contexts
- > Responding to and reflecting on dramatic work
- > The units of study will be Realism, Solo Performance (Monologues) and Ensemble Performance.

Assessment of Year 10 Drama

Students will complete a range of outcomes and class work throughout each semester including journal analysis, creating ensemble and solo performances and performing using learnt conventions of theatre. There will also be an examination at the end of each semester.

Drama Units 1 and 2

Unit 1: Introducing Performance Styles

In this unit, students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories.

This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Areas of study

- > Creating a devised performance
- > Presenting a devised performance
- > Analysing a devised performance
- > Analysing a professional drama performance

Unit 2: Australian identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice.

This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:

- > be written, adapted or devised by Australian writers or theatre-makers
- > reflect aspects of Australian identity, for example the voice of Australia's First Peoples, the Celtic perspective, the 20th or 21st century migrant experience, the refugee experience, urban and rural perspectives.

Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts.

In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Areas of study

- > Using Australia as inspiration
- > Presenting a devised performance
- > Analysing a devised performance
- > Analysing an Australian drama performance

Assessment of Drama Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including ensemble performances, analysis and evaluations of process and performance. There will also be an examination at the end of each semester.

and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Finally, they document and evaluate the stages involved in the creation, development, and presentation of their solo performance.

Areas of study

- > Demonstrating techniques of solo performance
- > Devising a solo performance
- > Analysing and evaluating devised and solo performance

Assessment of Drama Units 3 and 4

School-assessed coursework (40%) subject to external moderation, a performance examination (35%) and a written examination (25%).

Drama Units 3 and 4

Unit 3: Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. They explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. Students work collaboratively to devise, develop, and present an ensemble performance.

They create work that reflects a specific performance style or that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Areas of study

- > Devising and presenting ensemble performance
- > Analysing a devised ensemble performance
- > Analysing and evaluating a professional drama performance

Unit 4: Devised solo performance

This unit focuses on the development and presentation of devised solo performances. Students explore contemporary practices and works that are eclectic in nature. They develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance.

Students experiment with the application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop



Health, Physical Education and Outdoor and Environmental Studies

Students can select one or more specialist areas within the Health, Physical Education and Outdoor and Environmental Studies pathways.

Health and Human Development provides students with broad understandings of health and wellbeing that reaches far beyond the individual. This study has no practical component included.

Physical Education focuses on the anatomy and physiology of the human body and how it can be tailored to enhance performance in physical activity and sport. This study has a weekly practical component.

Outdoor and Environmental Studies provides opportunities for students to connect and discover a positive relationship with the outdoors. This study requires students to participate in outdoor experiences that may include excursions and overnight trips.

Year 10 Physical Education

Year 10 Physical Education provides students with a gentle introduction to the exciting field of Sports Science. Students learn about how the body produces movement in sport and exciting ways to improve health and fitness levels. Students investigate how the body works from a musculoskeletal system perspective and the best ways to learn new skills through sports coaching and skill acquisition units. This class is very 'hands on' with students building knowledge via many fun practical activities.

Topics studied in this subject:

- > Fitness and training
- > Energy systems for movement
- > Structure and function of the muscular and skeletal systems
- > Sports coaching
- > Sports psychology
- > Sports nutrition and hydration

Practical activities undertaken in this subject:

- > Basketball
- > Tennis
- > Netball
- > HRS fitness and weights room
- > Volleyball
- > AFL 9's
- > Lacrosse
- > Soccer
- > Table tennis

Health and Human Development Units 1 and 2

Unit 1: Understanding health and wellbeing

Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status.

Areas of study

- > Health and wellbeing
- > Perspectives
- > Health status indicators
- > Health status
- > Sociocultural factors
- > Major nutrients
- > Food selections models
- > Nutritional information
- > Food marketing
- > Youth health and wellbeing
- > Government and community programs
- > Community values

Unit 2: Managing health and development

Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of study

- > Human lifespan
- > Perceptions
- > Development
- > Healthy and respectful relationships
- > Parental responsibilities
- > Intergenerational roles
- > Australia's Health Care system
- > Access to community services
- > Rights and responsibilities
- > Digital media
- > New health procedures and technologies
- > Issues and consumer complaints

Assessment of Health and Human Development Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Health and Human Development Units 3 and 4

Unit 3: Australia's health in a globalised world

Areas of study

- > Understanding health and wellbeing
 - > Promoting health in Australia
- On completion of this unit, students should be able to 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. They should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

This includes:

- > Benefits of optimal health and wellbeing and its importance as a resource
- > Prerequisites for health as determined by the World Health Organisation (WHO) and indicators used to measure and understand health status
- > The health status of Australians and the factors that contribute to variations between population groups
- > The contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks
- > Improvements in Australia's health status since 1900
- > Australia's health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme
- > The role of health promotion in improving population health
- > Initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia and to promote healthy eating.

Unit 4: Health and human development in a global context

Areas of study

- > Global health and human development
- > Health and the sustainable development goals (SDGs)

On completion of this unit, students should be able to analyse similarities and differences in health status and burden of disease globally, and the factors that contribute to differences in health and wellbeing.

They should also be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

This includes:

- > Characteristics of low, middle and high-income countries, including Australia
- > Factors that contribute to similarities and differences in health status including access to safe water, sanitation, poverty, inequality and discrimination, and global distribution and marketing of tobacco, alcohol and processed foods
- > The concepts and dimensions of sustainability and human development
- > Implications for health and wellbeing of global trends including climate change, conflict and mass migration, increased world trade and tourism, and digital technologies
- > The United Nations' SDGs, specifically SDGs 1, 2, 3, 4, 5, 6 and 13
- > Work of the WHO, the different types of aid and the features of Australia's aid program
- > The role of non-government organisations in promoting health and wellbeing, and human development
- > The ways in which individuals can engage with communities, national and international organisations to take social action that promotes health and wellbeing.

Assessment of Health and Human Development Units 3 and 4

School-assessed coursework in Unit 3 (25%), school-assessed coursework in Unit 4 (25%) subject to external moderation, and a two-hour, end-of-year examination (50%).

Outdoor and Environmental Studies Units 1 and 2

Unit 1: Health and human development in a globalised context

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Areas of study

- > Our place in outdoor environments
- > Exploring outdoor environments
- > Safe and sustainable participation in outdoor experiences

Unit 2: Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Areas of study

- > Understanding outdoor environments
- > Observing impacts on outdoor environments
- > Independent participation in outdoor environments

Assessment of Outdoor and Environmental Studies Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Outdoor and Environmental Studies Units 3 and 4

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to respect and value outdoor environments. Students expand their understanding of the different perspectives, interactions and impacts various groups of people have had regarding outdoor environments over time.

Unit 3: Relationships with outdoor environments

Areas of study

- > Changing human relationships with outdoor environments
- > Relationships with Australian environments in the past decade

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

This includes:

- > Australian outdoor environments before humans arrived, including characteristics of biological isolation, geological stability and climatic variations
- > relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation
- > relationships of non-Indigenous peoples with specific outdoor environments as influenced by and observed in local or visited outdoor environments during historical time periods:

- > Early colonisation (1788–1859)
- > Pre-Federation (1860–1900)
- > Post-Federation (1901–1990)
- > the beginnings of environmentalism and the resulting influence on political party policy, as observed in one of the following historical campaigns:
 - > Lake Pedder
 - > Franklin River
 - > Little Desert
- > Indigenous peoples' custodianship of outdoor environments including the formation of land and water councils
- > conservation, recreation and economic relationships with outdoor environments
- > methods used by individuals and groups to influence decisions about two conflicts over the use of outdoor environments, and the processes followed by land managers to resolve said conflicts, including at least one from the following list:
 - > feral species in the Alpine National Park
 - > commercial logging in Victoria
 - > establishment of new mountain bike parks
 - > Southern Ocean Whale hunting
 - > Murray–Darling Basin water allocations
- > an environmental issue in Australia and related policy from two federal political parties or representatives, including at least one of:
 - > Australian Labor Party
 - > Liberal–National Coalition
 - > The Greens
- > the influence of social debates on relationships with outdoor environments, including one of:
 - > climate change
 - > renewable energy
 - > water management

Unit 4: Sustainable outdoor relationships

Areas of study

- > The importance of healthy outdoor environments
- > The future of outdoor environments
- > Investigating outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the

practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

This includes:

- > the pillars of sustainability, the interdependence between these pillars and related critiques of sustainability
- > observable characteristics to assess the health of outdoor environments, including:
 - > quality of water, air and soil
 - > species and ecosystem biodiversity
- > the impact of threats on society and outdoor environments, including two of the following:
 - > land degradation
 - > introduced species
 - > urbanisation
 - > climate change
 - > flood
 - > fire
- > the importance of healthy outdoor environments for individual physical and emotional wellbeing, and for society now and into the future
- > local, national and international solutions and mitigation strategies to combat climate change across a range of environments
- > Indigenous and non-indigenous peoples' land management strategies for achieving and maintaining healthy and sustainable outdoor environments
- > Acts or conventions related to the management and sustainability of a specific outdoor environment, species or ecological community, including two of the following:
 - > *Flora and Fauna Guarantee Amendment Act 2019* (VIC)
 - > *Ramsar Convention (international treaty, 1971)*
 - > *Environment Protection and Biodiversity Conservation Act 1999* (Cmwth)
 - > *Victorian Environmental Assessment Council Act 2001*
 - > *Planning Environment Act 1987* (VIC)
- > community actions undertaken to sustain healthy outdoor environments, including two of the following:
 - > regenerative farming
 - > Trust for Nature
 - > Landcare
 - > community groups such as 'Friends of ...'
 - > individual actions undertaken to promote and sustain healthy outdoor environments, including two of the following:
 - > environmental activism
 - > environmental advocacy
 - > ethical and sustainable consumerism
 - > green home design
- > outdoor and environmental concepts related to human relationships with, and the health and sustainable use of, the selected outdoor environments
- > the nature of primary and secondary data relevant to the investigation
- > conventions of report communication, including appropriate structure (introduction, body and conclusion), terminology and representations of the data

Assessment of Outdoor and Environmental Studies Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

***Please note there is an additional levy of \$1,500 for Units 3 and 4 Outdoor and Environment Studies which contributes to the cost of the HRS/Haileybury Melbourne Combined Snow Trip and Outdoor Experience in Victoria.*

Physical Education

Units 1 and 2

Unit 1: The human body in motion

In this unit 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, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. 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.

Areas of study

- > How the musculoskeletal system works to produce movement
- > How the cardiorespiratory system functions at rest and during physical activity

Unit 2: Physical activity, sport and society

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour. Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

Areas of study

- > The contribution of physical activity, sport and exercise to healthy lifestyles.
- > Contemporary issues associated with physical activity and sport

Assessment of Physical Education Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Physical Education

Units 3 and 4

Unit 3: Movement skills and energy for physical activity, sport and exercise.

This unit 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. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

Areas of study

How movement skills are improved:

- > Classification of movement skills including fundamental movement skills, sport specific skills, open and closed skills, gross and fine skills, and discrete, serial and continuous motor skills
- > Influences on movement including individual, task and environmental constraints on motor skill development
- > The link between motor skill development and participation and performance
- > qualitative movement analysis principles (preparation, observation, evaluation and error correction)
- > Biomechanical principles for analysis of human movement
- > Direct and constraints-based approaches to coaching and instruction
- > Sociocultural factors that have an effect on skill development, and the characteristics of the three stages of learning (cognitive, associative and autonomous)
- > Practice strategies to improve movement skills including amount, distribution (massed and distributed) and variability (blocked and random)
- > Feedback, including type (intrinsic, augmented, knowledge of results and knowledge of performance) and frequency.

How the body produces energy:

- > Fuels (both chemical and food) required for resynthesis of ATP at rest and during physical activity, including the relative contribution of fuels at varying exercise intensities
- > Characteristics of the three energy systems (ATP-CP, anaerobic glycolysis, aerobic system) for physical activity,

including rate of ATP production, the yield of each energy system, fatigue/limiting factors and recovery rates associated with active and passive recoveries

- > Interplay of energy systems in relation to the intensity, duration and type of activity
- > Oxygen uptake at rest, and during exercise and recovery, including oxygen deficit, steady state, and excess post-exercise oxygen consumption
- > Acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems.

Unit 4: Training to improve performance

In this unit, 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. Improvements in performance, particularly fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work-to-rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Areas of study

The foundations of an effective training program:

- > Activity analysis, including skill frequencies, movement patterns, heart rates and work to rest ratios
- > Fitness components: definitions and factors affecting aerobic power, agility, anaerobic capacity, balance, body composition, coordination, flexibility, muscular endurance, power and strength, reaction time and speed
- > Assessment of fitness including:
 - > The purpose of fitness testing including physiological, psychological and sociocultural perspectives
 - > Pre-participation health screening (PAR-Q)
 - > Informed consent
 - > Test aims and protocols
 - > Test reliability and validity
 - > Methods of at least two standardised, recognised tests for aerobic power, agility, anaerobic capacity, body composition, flexibility, muscular endurance, power, and strength and speed.

How training is implemented effectively to improve fitness:

- > Strategies to monitor and record physiological, psychological and sociological training data, including training diaries, digital activity trackers and apps
- > Components of an exercise training session including warm up, conditioning phase and cool down
- > Training program principles, including frequency, intensity, time, type, progression, specificity, individuality, diminishing returns, variety, maintenance, overtraining and detraining

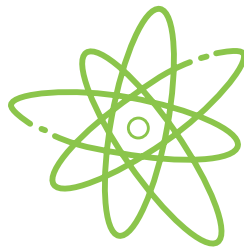
- > Training methods including continuous, interval (short, intermediate, long and high intensity) fartlek, circuit, weight/resistance, flexibility and plyometrics
- > Psychological strategies used to enhance performance and aid recovery including sleep, confidence and motivation, optimal arousal, mental imagery and concentration
- > Nutritional and rehydration recovery strategies including water, carbohydrate and protein replenishment
- > Chronic adaptations of the cardiovascular, respiratory and muscular systems to aerobic, anaerobic and resistance training.

Assessment of Physical Education Units 3 and 4

School-assessed coursework (50%) subject to external moderation, and a written examination (50%).

Integrated movement experiences

- > Students reflect on their participation in a practical activity and use primary data collected to demonstrate their integration of theory and practice across Units 3 and 4.
- > Students are required to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.
- > An extended response will be used to assess this area of study, in which students will answer a prompt(s) utilising the evidence recorded in their reflective folio.
- > Prior to the extended response, students will use a planning tool such as a mind map to determine and explore links between theoretical concepts and the practical activity.



Science

Science education contributes to the development of scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. A variety of Science offerings is available at Haileybury Rendall School; some are taken to prepare students for continuing studies, while others may be taken to extend one's understanding and interests in particular areas.

Year 10 Science

An exciting Year 10 Science program is offered. This subject is compliant with the Australian Curriculum.

Students will complete four modules over the year: Physical Sciences, Chemical Sciences, Biological Sciences and Earth and Space Sciences. These have been designed to:

- > enthuse and motivate
- > be relevant to their lives
- > provide a solid basis for VCE Science studies
- > make significant use of learning technologies
- > challenge students of all abilities
- > promote independent thinking and learning.

Assessment of Year 10 Science

Students will complete a range of outcomes and class work throughout each semester including assignments, tests and practical investigations. There will also be an examination at the end of each semester.

Biology Units 1 and 2

Unit 1: How do organisms regulate their functions?

In this unit, students examine the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells. They explore how systems function through cell specialisation in plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Areas of study

- > How do cells function? Students explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- > How do plant and animal systems function? Students explore how systems function through cell specialisation in plants and animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels.

- > How do scientific investigations develop understanding of how organisms regulate their functions? Students adapt, or design and then conduct, a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to a research question.

Unit 2: How does inheritance impact on diversity?

In this unit, students explore reproduction and the transmission of biological information from generation to generation. They explain the inheritance of characteristics, analyse patterns of inheritance and predict outcomes of genetic crosses. Students study a variety of adaptations that enhance an organism's survival and explore interdependences between species. Students consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Areas of study

- > How is inheritance explained? Students describe the production of gametes in sexual reproduction. Students explain the impact of genetics and the environment on traits and apply their genetic knowledge to determine patterns of inheritance and predict outcomes of genetic crosses.
- > How do inherited adaptations impact on diversity? Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the adaptations that enable species to survive in an ecosystem.
- > How do humans use science to explore and communicate contemporary bioethical issues? Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Assessment of Biology Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including laboratory reports, research investigations and tests. There will also be an examination at the end of each semester.

Biology Units 3 and 4

Unit 3: How do cells maintain life?

In this unit, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule. Students explore biochemical pathways and explore how the application of biotechnologies could lead to improvements in agricultural practices.

Areas of study

- › What is the role of nucleic acids and proteins in maintaining life? Students explore the expression of the information encoded in a sequence of DNA to form a protein. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose.
- › How are biochemical pathways regulated? Students focus on the structure and regulation of biochemical pathways, with a focus on photosynthesis and cellular respiration. They examine how biochemical pathways involve many steps that are controlled by enzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology.

Unit 4: How does life change and respond to challenges?

In this unit, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. Students examine the evidence for relatedness between species and change in life forms over time and investigate structural trends in the human fossil record.

Areas of study

- › How do organisms respond to pathogens? Students focus on the immune response of organisms to specific pathogens. Students examine the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and the treatment of diseases.
- › How are species related over time? Students consider how the field of evolutionary biology is based upon the accumulation of evidence over time. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution.
- › How is scientific inquiry used to investigate cellular processes and/or biological change? Students undertake a student-designed scientific investigation that involves the generation of primary data. The

investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment of Biology Units 3 and 4

School-assessed coursework (40%) subject to external moderation, a scientific investigation (10%) subject to external moderation, and a written examination (50%).

Chemistry Units 1 and 2

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

In this unit students investigate the chemical structures and properties of a range of materials. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Areas of study

- › How do the chemical structures of materials explain their properties and reactions? Students investigate how elements form carbon compounds, metallic lattices and ionic compounds. They experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
- › How are materials quantified and classified? Students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds. They calculate mole quantities, name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences of the production of organic materials and polymers.
- › How can chemical principles be applied to create a more sustainable future? Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Chemistry, including consideration of sustainability concepts.

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

In this unit, students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Areas of study

- > How do chemicals interact with water? Students explore the properties of water, write equations for acid–base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid–base reactions and redox reactions in society.
- > How are chemicals measured and analysed? Students focus on the analysis of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, and explore the relationship between solubility and temperature using solubility curves.
- > How do quantitative scientific investigations develop our understanding of chemical reactions? Students adapt, or design and then conduct, a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to a research question.

Assessment of Chemistry Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including laboratory reports, research investigations and tests. There will also be an examination at the end of each semester.

Chemistry Units 3 and 4

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

In this unit, students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Areas of study

- > What are the current and future options for supplying energy? Students analyse and compare a range of fuels as energy sources for society, as well as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels and explore how energy can be produced sustainably to meet the needs of society while minimising negative impacts on the environment.
- > How can the rate and yield of chemical reactions be optimised? Students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively and quantitatively. Students explore the sustainability of different options for producing useful materials for society.

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

In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. Students explore how laboratory analysis can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Areas of study

- > How are organic compounds categorised and synthesised? Students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.
- > How are organic compounds analysed and used? Students focus on laboratory and instrumental analysis of organic compounds, and the function of some organic compounds as medicines. They use a variety of laboratory techniques to separate mixtures and analyse the quality of consumer products.
- > How is scientific inquiry used to investigate the sustainable production of energy and/or materials? Students undertake a student–designed scientific investigation that involves the generation of primary data. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Pre-requisites

Students attempting Chemistry Units 3 and 4 are expected to satisfactorily complete Chemistry Units 1 and 2. Students should expect to take Units 1 and 2 in Year 11.

Assessment of Chemistry Units 3 and 4

School–assessed coursework (32%) subject to external moderation, a scientific investigation (8%) subject to external moderation, and a written examination (60%).

Physics Units 1 and 2

Unit 1: How is energy useful to society?

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

Areas of study

- › How are light and heat explained? Students study light using the wave model and thermal energy using a particle model. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.
- › How is energy from the nucleus utilised? Students build on their understanding to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues.
- › How can electricity be used to transfer energy? Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of DC circuits, electrical safety mechanisms, and the effect of current on humans are investigated

Unit 2: How does physics help us to understand the world?

In this unit, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Areas of study

- › How is motion understood? Students describe and analyse the energy and motion of an object. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding through a case study.
- › How does physics inform contemporary issues and applications in society? Students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application.
- › How do physicists investigate questions? Students adapt, or design and then conduct, a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to a research question.

Assessment of Physics Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester including laboratory reports, research investigations and tests. There will also be an examination at the end of each semester.

Physics Units 3 and 4

Unit 3: How do fields explain motion and electricity?

In this unit, students explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields (gravitational, magnetic and electric) and how they relate to one another. Students examine the production and delivery of electricity to homes, and the transmission of electricity over large distances.

Areas of study

- › How do physicists explain motion in two dimensions? Students use Newton's laws of motion to analyse linear, circular and projectile motion. They explore the motion of objects under the influence of the Earth's gravitational field and explore the relationships between force, energy and mass.
- › How do things move without contact? Students examine the similarities and differences between three fields — gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to a variety of situations.
- › How are fields used in electricity generation? Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use the particle model to explain some observations of light. Students are challenged to think beyond how they experience the physical world and are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Areas of study

- › How has understanding about the physical world changed? Students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world.
- › How is scientific inquiry used to investigate fields,

motion or light? Students undertake a student-designed scientific investigation that involves the generation of primary data relating to fields, motion or light. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Pre-requisite

Students attempting Physics Units 3 and 4 would be expected to satisfactorily complete Physics Units 1 and 2. Students should expect to take Units 1 and 2 in Year 11.

Assessment of Physics Units 3 and 4

School-assessed coursework (40%) subject to external moderation, a scientific investigation (10%) subject to external moderation, and a written examination (50%).

Psychology Units 1 and 2

Unit 1: How are behaviour and mental processes shaped?

In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development and examine the influence of hereditary or environmental factors on the biological, psychological and social behaviour of humans and animals. They investigate concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised.

Areas of study

- › What influences psychological development? Students explore how biological, psychological and social factors influence different aspects of a person's psychological development, recognising that individuals are not fixed from birth but instead can grow and change psychologically across their lives.
- › How are mental processes and behaviour influenced by the brain? Students explore the role of the brain in mental processes and behaviour, and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- › How does contemporary psychology conduct and validate psychological research? Students investigate how science is used to explore and validate contemporary psychological research questions. Students select and evaluate a recent discovery, finding, innovation, issue, advance or case study linked to the knowledge and skills developed in the course.

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

In this unit, students investigate how perception of stimuli enables a person to interact with the world around them. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Areas of study

- › How are people influenced to behave in particular ways? Students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. They explore the psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society, including on Aboriginal and Torres Strait Islander peoples.
- › What influences a person's perception of the world? Students explore the role of attention in making sense of the world around them and they consider two aspects of human perception — vision and taste — and how perception is influenced by cultural norms and historical experiences. They explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- › How do scientific investigations develop understanding of influences on perception and behaviour? Students adapt, or design and then conduct, a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to a research question.

Assessment of Psychology Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Psychology Units 3 and 4

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

In this unit, students examine the functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge and consider the limitations and fallibility of memory and how memory can be improved.

Areas of study

- › How does the nervous system enable psychological functioning? Students analyse how the functioning of the human nervous system enables a person to react to internal and external stimuli, and evaluate the different ways in which stress can affect psychobiological functioning.
- › How do people learn and remember? Students evaluate models to explain learning and apply their knowledge of learning to a range of everyday experiences and contemporary social issues. They explore memory as the process by which knowledge is encoded, stored and later retrieved. They consider the contribution of Aboriginal and Torres Strait Islander knowledges and perspectives in understanding memory and learning.

Unit 4: How is mental wellbeing developed and maintained?

In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Areas of study

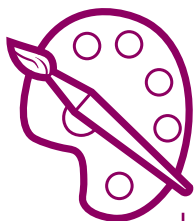
- › How does sleep affect mental processes and behaviour? Students focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the life span. They analyse the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning.
- › What influences mental wellbeing? Students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty. They apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing. They consider the importance of

cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

- › How is scientific inquiry used to investigate mental processes and psychological functioning? Students design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Assessment of Psychology Units 3 and 4

School-assessed coursework (40%) subject to external moderation, a scientific investigation (10%) subject to external moderation, and a written examination (50%).



Visual Arts

Year 10 Art

This subject follows the Australian Curriculum and prepares students for VCE Art Making & Exhibiting units. It introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time. By researching and being inspired by other artists and art movements, students develop an understanding of how to explore a range of art materials and techniques and reflect and evaluate their work with written annotations. Students work in an Art Journal to document trials and refine their ideas into final artworks. They present their ideas in an evaluation document and are encouraged to present their final artworks to a wide audience. They visit local and online art galleries to learn about art display and design. A 1½ hour written exam is at the end of each semester.

Semester 1:

- > Bauhaus Art Movement, looking at design.
- > Environmental concepts for printmaking techniques.
- > Fauvist painting styles

Semester 2:

- > Photography studio and camera skills. Cyanotype techniques.
- > Art elements and principles booklet, developing research skills and applying art terminology.
- > Art gallery visits. The role of art galleries and display techniques

Art Making and Exhibiting Units 1 and 2

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. Visiting, viewing and curating exhibitions and displays of artwork is a central part of this study.

Unit 1

In this unit, students explore the historical and contemporary application of a range of art forms and their associated materials and techniques. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal. Students respond to a set theme and progressively develop their own ideas, consolidating to plan and make finished artworks.

Areas of study

- > Explore — materials, techniques and art forms
- > Expand — make, present and reflect
- > Investigate — research and present

Unit 2

In this unit, students will broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students learn how exhibitions are planned and designed, and investigate art industry roles.

Areas of study

- > Understand — ideas, artworks and exhibition
- > Develop — theme, aesthetic qualities and style
- > Resolve — ideas, subject matter and style

Assessment of Art Making and Exhibiting Units 1 and 2

Students will complete a range of outcomes and class work throughout each semester. There will also be an examination at the end of each semester.

Art Making and Exhibiting Units 3 and 4

Unit 3

In this unit, students will explore art forms, materials, techniques, contexts, subject matter and ideas to develop artworks and investigate how artists use visual language to represent meaning. Students use their Visual Arts journal to record their research of artists, artworks and collected ideas. They contribute to peer critique to evaluate, revise, refine and resolve artworks.

Areas of study

- > Collect — inspirations, influences and images
- > Extend — make, critique and reflect
- > Investigate — research and present

Unit 4

In this unit, students will write about multiple exhibitions to inform their knowledge of industry practice. The progress of individual student artworks is an important element of Unit 4, and throughout the unit students will demonstrate their ability to communicate to others about, and meaningfully display, their artworks.

Areas of study

- > Consolidate — refine and resolve
- > Present — plan and critique
- > Conserve — present and care

Assessment of Art Making and Exhibiting Units 3 and 4

School-assessed coursework (10%) subject to external moderation, a school-assessed task (60%) subject to external moderation, and a written examination (30%).

Visual Communication Design

Units 1 and 2

Unit 1: Introduction to visual communication design.

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

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

Areas of study

- > Drawing as a means of communication
- > Design elements and design principles
- > Visual communications in context

Unit 2: Applications of visual communication within design fields.

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

Students use presentation drawing methods that incorporate

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

Area of study

- > Technical drawing in context
- > Type and imagery in context
- > Applying the design process

Assessment of Visual Communication Design Units 1 and 2

Students will complete a range of outcomes in both the Practical and Theoretical areas of the course. There will be an examination at the end of each semester.

Visual Communication Design

Units 3 and 4

Unit 3: Visual communication design practices

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

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

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for

their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Areas of study

- > Analysis and practice in context
- > Design industry practice
- > Developing a brief and generating ideas

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

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

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

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

Areas of study

- > Development, refinement and evaluation
- > Final presentations

Assessment of Visual Communication Design 3 and 4

School-assessed coursework (70%) subject to external moderation, and a written examination (30%).



VCE Vocational Major (VM) Units

VCE VM Literacy

This subject focuses on the development of the knowledge and skills required to be literate in Australia today. It includes enhancing each student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts will be drawn from a wide range of contexts and be focused on participating in the workplace and community. They will also be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Unit 1

Areas of study

- > Literacy for personal use
- > Understanding and creating digital texts

Unit 2

Areas of study

- > Understanding issues and voices
- > Responding to opinions

Unit 3

Areas of study

- > Accessing and understanding informational, organisational and procedural texts
- > Creating and responding to organisational, informational or procedural texts

Unit 4

Areas of study

- > Understanding and engaging with literacy for advocacy
- > Speaking to advise or to advocate

VCE VM Numeracy

This subject includes a range of different mathematical concepts and skills, the first of which is working mathematically across six different numeracy contexts – personal, civil, financial, health, vocational and recreational numeracy. Students will then be guided to elaborate and describe a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world. Lastly, students will develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Units 1 and 3

Areas of study

- > Number
- > Shape
- > Quantity and measures
- > Relationships

Units 2 and 4

Areas of study

- > Dimension and direction
- > Data
- > Uncertainty
- > Systematics

Student's progress occurs in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, as they draw on the knowledge they have gained from Units 1 and 2.

VCE VM Work Related Skills

This subject examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Unit 1

Areas of Study

- > Future careers
- > Presentation of career and education goals

Unit 2

Areas of study

- > Skills and capabilities for employment and further education
- > Transferable skills and capabilities

Unit 3

Areas of study

- > Workplace wellbeing and personal accountability
- > Workplace responsibilities and rights
- > Communication and collaboration

Unit 4

Areas of study

- > Portfolio development
- > Portfolio presentation

Unit 3

Areas of study

- > Social awareness and interpersonal skills
- > Effective leadership
- > Effective teamwork

Unit 4

Areas of study

- > Planning a community project
- > Implementing a community project
- > Evaluating a community project

VCE VM Personal Development Skills

This subject takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. It focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

Personal Development Skills will explore concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Unit 1

Areas of study

- > Personal identity and emotional intelligence
- > Community health and wellbeing
- > Promoting a healthy life

Unit 2

Areas of study

- > What is community?
- > Community cohesion
- > Engaging and supporting community

Victorian Pathways Certificate (VPC) Units



VPC Literacy

This subject enables students to develop knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word 'text' refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings.

This study is intended to meet the literacy needs of students with a wide range of abilities and aspirations.

Unit 1

Modules

- > Literacy for personal use
- > Understanding and creating digital texts

Unit 2

Modules

- > Exploring and understanding issues and voices
- > Informed discussion

Unit 3

Modules

- > Literacy for civic participation
- > Literacy for pathways and further learning

Unit 4

Modules

- > Negotiated project

VPC Numeracy

This subject enables students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

This study focuses on providing students with the fundamental mathematical concepts, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The numeracies will be situated in accessible, concrete and highly familiar contexts where the mathematics content is explicit with little or no text or distracting information.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, and health and recreational classifications. The numeracies are introduced using a problem-solving cycle with four components:

- > identifying the mathematics
- > acting on and using mathematics
- > evaluating and reflecting
- > communicating and reporting.

The mathematics includes foundational skills related to measurement, shape, numbers and graphs applied to tasks that are part of the students' everyday lives. At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

This study is made up of two units and each unit contains two modules, which are designed to be delivered with flexibility to suit the needs and circumstance of individual students.

Unit 1

Modules

- > Personal numeracy focusing on location and systematics
- > Financial numeracy focusing on number and change

Unit 2

Modules

- > Health and recreational numeracy focusing on shape, quantity and measures
- > Civic numeracy focusing on data and likelihood

VPC Work Related Skills

This subject enables students to develop knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.

This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

There is a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace. Emphasis is placed on student participation in activities that develop tangible employability skills in order to prepare students for their desired future pathway.

Unit 1

Modules

- > Interests, skills and capabilities in the workplace
- > Employment opportunities and workplace conditions
- > Applying for an employment opportunity

Unit 2

Modules

- > Identifying and planning for a work-related activity
- > Completing and reviewing a small-scale work-related activity
- > Reporting on a small-scale work-related activity

Unit 3

Modules

- > Healthy workplace practice
- > Rights and responsibilities
- > Physical health and safety

Unit 4

Modules

- > Explore and plan for potential pathways
- > Employment seeking activities and the application process
- > Interview

VPC Personal Development Skills

This subject takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by student self-reflection. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society. They investigate how young people can become involved in their local communities and consider how the engagement of individuals contributes to community development.

PDS emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

This study is made up of two units, with a further two units for Units 3 and 4 yet to be developed by the VCAA. The units are designed to be delivered in a flexible manner and do not have to be sequential.

Unit 1

Modules

- > Understanding self
- > Developing self

Unit 2

Modules

- > Exploring and connecting with community
- > Community participation



Vocational Education Training (VET)

delivered onsite via
Haileybury RTO 20766

BSB20120 Certificate II Workplace Skills

This course is delivered over two years and prepares a person to perform in a range of varied administrative activities in an office/business environment and other industries. Students gain foundational business skills that are valued across a range of industries. Students learn how to work within teams and develop an understanding of work ethics, communication, customer service, preparation of business documents and time management.

CUA20620 Certificate II Music (selected units)

This course is delivered over two years and is an entry-level course for students with a passion for music who are looking to explore career options in the music industry. They will gain a strong foundation in music essentials including performing, staging and digital audio

SIS20122 Certificate II Sport and Recreation (selected units)

This course is delivered over two years and is for students who would like to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations. Students may carry out tasks associated with community activities assistants, customer service assistants, leisure assistants, recreation assistants, retail assistants, grounds assistants or facility assistants.

CUA10320 Certificate I Visual Arts

This course is delivered over one year and reflects the role of individuals who are developing fundamental creative and technical skills that underpin visual arts and craft practice. It applies to work in different visual arts, crafts, and design environments.

SIT20122 Certificate II Tourism

This qualification is delivered over two years and will give individuals the skills needed to provide advice on domestic destinations, customer service, provide visitor information, workplace health & safety and cultural sensitivity.

VETDSS — Offsite block delivery – 1 or 2 days per week

The VET delivered to Secondary Schools (VETDSS) is a program that provides opportunities for students in Years 11 and 12 to study a certificate course or skill set.

Training is delivered by external RTOs at their premises and requires adherence to the student handbook, which outlines their policies and procedures.

VETDSS operates on traditional semesters and parents are responsible for transport to and from the training venues.

There are numerous courses on offer. The VET Coordinator or Careers Coordinator can provide a full list. The process involves completion of an Expression of Interest Form, followed by an interview and successful applicants are then notified of an offer.



6057 Berrimah Rd
Berrimah NT 0828 Australia

+61 8 8922 1611

www.haileyburyrendell.com.au

