

VCE GUIDE 2024

xavier.vic.edu.au

Year **11 - 12**



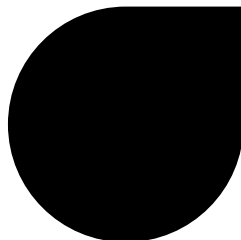


CONTENTS

Click on contents headers to jump to each section

COLLEGE PRINCIPAL	3
DIRECTOR OF CAMPUS	4
DIRECTOR OF LEARNING AND GROWTH	5
PRINCIPLES OF THE VCE CURRICULUM AT XAVIER COLLEGE	6
YEAR 11 CURRICULUM MAKEUP	7
YEAR 12 CURRICULUM MAKEUP	8
PLANNING YOUR VCE PATHWAY	10
MY VCE PATHWAY	11
MY CURRICULUM MAKEUP	12
ALTERNATE PATHWAYS	13
ADDITIONAL INFORMATION	14
TERTIARY INFORMATION	15
VCE ENGLISH PATHWAYS	17
VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	18
VOCATIONAL EDUCATION AND TRAINING (VET)	19
EXAMPLE OF A VET STUDY PROGRAM	20
CURRICULUM LEADERS	21
LEARNING AREAS	22
VCE GLOSSARY	118
OUR LIBRARY	119
ASPIRE QUALITIES	120





COLLEGE PRINCIPAL:

The selection of subjects for the final two VCE years of schooling is one of the most important school decisions that a student will make, certainly to this point of life.

Hopefully it will be a decision filled with many choices. For some, strong skills and interests have emerged and the path ahead seems very clear. For others, there is uncertainty in what captures the learning soul and what post-school options to pursue.

Whatever one's circumstance, the selection of VCE subjects requires discernment, an artform well ingrained in a Jesuit school. It requires conversation and the search for perspectives and understanding of content and skill requirements, but more, the implications for future pathways and opportunities if a particular discipline is to be pursued.

Ultimately, it is a time to recognise and celebrate the unique talents and abilities for all students, and to both wisely and courageously choose subjects that honour this reality, even if it might not speak to earlier intentions or expectations. Each student, made in the image and likeness of God, has their own path to walk and their own life to explore. The selection of VCE subjects is one of the first signpost moments for genuine reflection and decision-making.

Perhaps take inspiration from a great Jesuit prayer – to Fall in Love:

*Nothing is more practical than
finding God, than
falling in Love
in a quite absolute, final way.
What you are in love with,
what seizes your imagination,
will affect everything.
It will decide
what will get you out of bed in the morning,
what you do with your evenings,
how you spend your weekends,
what you read, whom you know,
what breaks your heart,
and what amazes you with joy and gratitude.
Fall in Love, stay in love,
and it will decide everything.*

By Joseph Whelan SJ, from Finding God in All Things:
A Marquette Prayer Book © 2009
Marquette University.

William Doherty,
Principal of Xavier College





DIRECTOR OF CAMPUS:

The VCE is often thought of as an end to schooling but, in our context at Xavier College, we very much see it as a bridge in the journey of learning.

As the world continues to shift and change occurs at an exponential rate, so does education. Our young people, educators and community are seeing a change in focus around the VCE and continue to question its role in preparing our students for what will be a process of lifelong learning. One of our former College Captain's noted that he did not expect to leave Xavier College with all of the answers, but he did expect to leave knowing the right questions to ask. Our role at Xavier College is to provide a framework for this to occur.

In our Victorian context, coupled beautifully with the notions of Jesuit education, Xavier College offers a wide range of opportunities to complement the skills, experience and deepest desires of our young people to open their minds and to help them achieve a pathway to post school learning and life. This is not an easy mission but one we embrace wholeheartedly.

Like any bridge and any journey, we have the great pleasure and task, along with our families, of accompanying our young people. Our Pathways team, our Curriculum team, our Pastoral team and most importantly our teachers are the complement to this guide by hosting meaningful conversations with our students and families as they make choices and ask questions about their selection of subjects for the VCE.

**Michael Illott,
Director of Senior Campus**





DIRECTOR OF LEARNING AND GROWTH:

This Curriculum Guide is designed to provide information to support students and families navigate subject selection processes.

The 2024 Curriculum Guide comprises of the following information:

- Principles of the VCE curriculum at Xavier College
- Year 11 & 12 VCE curriculum makeup
- VCE Pathway planning information
- Tertiary Information
- Course overviews and assessment details of every study offered in Years 11 & 12

Dear Students,

At this time you are making key decisions about your pathways and careers. In order to make good decisions, you will need to reflect on your experiences of learning so far, your passions, skills, interests as well as your goals and aspirations. These factors are important to your decision making. There are people who can help you, there are experts in subject matter (Teachers and Heads of Learning), experts in careers and pathways and experts that know you best - your Head of House, Tutor, families and friends. As you consult this network of supports throughout your VCE pathway decision making process, know they will also be your support team over the VCE years.

Take the time to explore this VCE Guide, and ask the questions that will inform your decisions and pathway planning.

Monique Dalli,
Director of Learning and Growth





PRINCIPLES OF THE VCE CURRICULUM AT XAVIER COLLEGE

The Victorian Certificate of Education is (under normal circumstances), a two-year program of study; the equivalent time frame of Years 11 and 12. Year 11 subjects are counted as Units 1 and 2 studies, whilst Year 12 subjects are counted as Units 3 and 4. At Xavier College, some students undertake a Units 3 and 4 study in Year 11. We do not offer Year 11 subjects in Year 10.

To meet the graduation requirements of the VCE, VCAA stipulates that each student must satisfactorily complete a total of no fewer than 16 units. At Xavier College, we require all students to complete 23 units over two years. Xavier College adopts the 23 unit requirement to ensure students not only meet the minimum requirements of the VCE but are given every opportunity to maximise their potential ATAR capacity and at the same time provide breadth and pathway options for students not wishing to obtain ATAR. This breadth is a Xavier point of difference, it encourages students to pick beyond a narrow specialist foci and add diversity to their pathways selections.

RELIGIOUS EDUCATION

Religious Education is integral to our programme as a Catholic school. The study of religion should reflect our conviction that there is no necessary conflict between faith and reason, that our students should leave Xavier with a high degree of religious literacy, and that a strong element of a faith that seeks to do justice is embedded in the programme. The Religious Education programme is complemented by other aspects of school life such as retreats, a faith in service programme, liturgies and pastoral care, in which spiritual formation is nourished.

While it is compulsory for students to study Unit 2 Religion and Society or Unit 2 Texts and Traditions in Year 11, and Religious Education in Year 12, if a student chooses to study Religion & Society Unit 3 & 4, OR Texts and Traditions (either as an Accelerated subject in Year 11 or as a Year 12 sequence study) they are exempt from studying Internal Religious Education in Year 12.



YEAR 11

In Year 11:

- Students are required to study a Unit 2 Religion and English plus five VCE/VET subjects
- Units 1 and 2 are taken by Year 11 students. They may be taken separately or in sequence.

Year 11 Curriculum Makeup

Core Subjects		Additional				
English	Religion & Society OR Texts and Traditions	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7

Year 11 Semester 1

All students undertake:

- English (Unit 1)
- Religion and Society (Unit 2) OR Texts and Traditions (Unit 2), and their additional 5 studies.

Year 11 Semester 2

All students undertake:

- English (Unit 2)
- Religion and Society or Text and Traditions (Unit 2 continued)
- 5 additional subjects.

NOTE: Year 11 students should not underestimate the importance of Unit 1 & 2 studies. Unit 1 & 2 studies are important because they contribute to the development of student learning and to VCE graduation requirements. They form the basis on which Unit 3&4 studies are constructed. Students do not have to do an accelerated study in Year 11.



YEAR 12

In Year 12:

- Students are required to study Religious Education, and English plus four VCE/VET subjects. A full list of our current VCE subject offerings are described in full in this guide
- Units 3 and 4 are designed to be taken by Year 12 students but they also can be taken by selected Year 11 students who have been accelerated.
Units 3 and 4 must be taken as a sequence.

Year 12 Curriculum Makeup

Core Subjects		Additional			
English	Religious Education	Subject 3	Subject 4	Subject 5	Subject 6

Year 12 Semesters 1 & 2

All students undertake:

- English Units 3&4 (see the English section for more information)
- Religious Education
- Four additional subjects

All students must aim to **complete their 23 units over two years**

NOTE: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.



YEAR 11 AND YEAR 12 RELIGIOUS EDUCATION

Continuing formal religious education in the final years of schooling at Xavier College continues to invite students to engage in dialogue and critical thinking, to appreciate the value of Catholic faith, and to respect other faiths and worldviews. In line with the Jesuit principles of developing the intellect, spirituality, fitness and decision making of students, Religious Education at Years 11 and 12 aims to continue the journey of students as they develop into intellectually competent and compassionate young men, committed to social justice. Religious Education offers students opportunities to reflect on who they are, and how and what is shaping them as young adults. It offers students the opportunity to integrate academic learning, spiritual and moral growth, decision making, cultural awareness, critical thinking and personal development.

In Year 11 students will choose to study one unit of a VCE Religion subject – Religion and Society, OR Tests and Traditions. This unit will be taught across the entire year. The College will retain the current model of running a total of ten classes for compulsory Year 11 Religion, and considerations such as timetable constraints and the viability of class sizes, may have an impact on student choice. However, the expansion of the Year 11 Religion subjects has the intention of offering students an opportunity to select and area of interest in Year 11 Religious Education

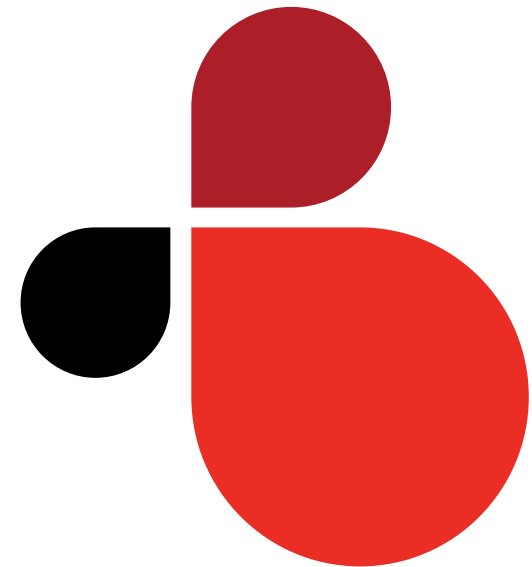
Year 12: Conditional Requirements for Units 3 and 4

Suggestion for consistency: For Year 12 students, priority for inclusion into the study of Religion & Society (U3&4) or Texts and Traditions (U3&4) will be given to those students who have satisfactorily completed all aspects of work requirements in and made a positive contribution to the classroom learning environment in Religion & Society Unit 2: Religion and Ethics at Year 11.

Year 11 students undertaking the study of Religion & Society(U3&4) or Texts and Traditions (U3&4) must satisfy **the usual acceleration requirements** specified by the College. Such students will concurrently undertake the study of Unit 2 of Religion & Society or texts and Traditions in Year 11.

In Religion, Unit 3 and 4 options best suits students who have exhibited consistently high levels of writing in English. Competency in reading, essay writing, and analysis of themes and ideas are essential to a successful undertaking other U3&4 study of Religion & Society.

Students undertaking either Texts and Traditions or Religion & Society at U3&4 level do not have to take part in the school based internal Religious Education program, this provides them with an additional 2 periods to based as supervised study periods each week.



PLANNING YOUR VCE PATHWAY

Students will be asked to nominate a two-year VCE study program during Term 3 of their Year 10 studies. Prior to this, students will have completed their Morrisby Profile, they have also met with our careers team and have had time to review the contents of this VCE Guide.

In planning for Years 11 and 12 students should:

- Reflect on what they have achieved well in the past and select based on what they are interested in
- Consider whether they will apply for the Acceleration Program and undertake a Units 3 and 4 study at Year 11;
- The VCE is a two-year study program, plan ahead for 2025
- Know requirements for tertiary courses or careers that you are interested in
- Consider any limitations that might apply to prospective subject combinations
- Listen to recommendations of the School, the Careers team, parents, teachers, Tutor and Head of House.

Whilst it is expected that these two-year study programs will be completed as accurately as possible, some students may need further advice regarding their courses, especially their choice of Units 3 and 4, at a later date. There is opportunity for students to alter their selected course in Term 4 2023 and even at the commencement of 2024 provided that the changes can be accommodated within the timetable and there are available places within the subject.



MY VCE PATHWAY

Use this planning space to document your decision making. Ignatian discernment calls us to consult, process the options available to you and be thoughtful so our decisions are well formed and reflect purpose, pathways and passions.

You have your team to consult and support you - family, friends, College Careers, Tutors, House Leader ...

Goals and aspirations:

My passions & interests:

Subjects I need to know more about:

Careers and pathways I am interested in:



MY CURRICULUM MAKEUP

Use this space to draft two options for your subject choices.

MY YEAR 11 CURRICULUM MAKEUP

Unit 2 Religion and Society

1 Unit 1& 2 English

2

3

4

5

6

MY YEAR 11 CURRICULUM MAKEUP

Unit 2 Religion and Society

1 Unit 1& 2 English

2

3

4

5

6

MY YEAR 12 CURRICULUM MAKEUP

Internal Religious Education OR Unit 3 & 4 Texts and Tradition/ Religion and Society

1 Unit 3 & 4 English/Literature

2

3

4

5

6 **STUDY BLOCK**

MY YEAR 12 CURRICULUM MAKEUP

Internal Religious Education OR Unit 3 & 4 Texts and Tradition/ Religion and Society

1 Unit 3 & 4 English/Literature

2

3

4

5

6 **STUDY BLOCK**



ALTERNATE PATHWAYS

Jesuit education calls for a special care for each student, cura personalis. We are called to support each student, so they can be actively involved in their learning and have opportunities for growth. This aspect of the VCE Guide covers the diverse nature of students needs and how the VCE at Xavier College provides for each student from acceleration options, exceptional talent pathways and services for diverse learners.

As a Jesuit school, the context of each individual student will be given due consideration. Please note that final authorisation for acceleration, provisions, and exceptional talent will ultimately be decided by the office of the Director of Learning and Growth and Director of Senior Campus.



ACCELERATION REQUIREMENTS AT YEAR 11

A Year 10 student applying to accelerate should have met all the following criteria if they intend to apply for consideration to study a Unit 3 & 4 subject at Year 11; in all the following:

- Have achieved an overall average grade of B or higher across most Year 10 Semester 1 subjects. An exception applies to Languages where the average expected grade is C or higher.
- Have demonstrated effort, application, and strong results in Year 10 Religious Education.
- Have achieved grades of B+ or higher in the majority of assessments in the study (or its close equivalent) that they wish to pursue at a Unit 3 & 4 level in the following year;
- Have demonstrated sound organisation skills and excellent approaches to learning and commitment to their studies across all subjects, learning qualities that need to be supported by their Semester 1 teacher, their Tutor and Head of House.

Formal application to do a Unit 3 & 4 study is to be made at the time of Year 11 subject selection during July/August of each year.

For further details on the Acceleration process, refer to the XC Pathways Guidelines 9-12, and the Acceleration Application Form 2023 for 2024.

DIVERSE LEARNERS

The College supports provisions and adjustments for diverse learners.

The College will consider on an individual basis a variation in program in circumstances where students may have a history of diagnosed disability, a severe medical condition or is part of an agreed exceptional talent pathway at a tertiary, state or national level. All program variations will ultimately be decided at the office of the Director of Senior Campus in conjunction with the Director of Learning and Growth. In addition to program adjustments, some students may be eligible for special provisions. Special provision applications should be initially discussed with a member of the Diverse Learning Team. SEA (Special Examination Arrangements) applications are made to the VCAA.

Initial enquiries should be addressed to the Head of Curriculum and Assessment. Each case will be investigated on its merits. As a Jesuit school, the context of each individual student will be given due consideration.

Again, these exemptions are not automatic and are sometimes not approved by the VCAA, but a consultation process with relevant school staff – such as Diverse Learning staff, Heads of House, school psychologists etc – will be part of the discernment and VCAA application process.

Further detail about such provisions and applications can be found in the VCE Guide.

ADDITIONAL INFORMATION

SUBJECT RESTRICTIONS

There are no pre-requisites for any Unit 1, 2 or 3 studies in the VCE. However, a Unit 3 study must be followed by its Unit 4 sequence study.

Six studies in Year 12 is a very heavy study program and is very rarely advised. Similarly, the undertaking of two Unit 3 and 4 studies in Year 11 is not advised as the workload, together with the student's four other subjects, can compromise achievement in building a foundation in Year 11 studies. It is strongly advised that a student plans their two years with the foundations in Units 1 and 2 of a study that will follow on to a 3 and 4 sequence. This is of special importance in Mathematics.

STUDYING A SUBJECT NOT OFFERED AT XAVIER COLLEGE

We offer a wide and diverse range of studies, but we cannot offer everything. Students can choose to study additional subjects outside of the College, such as a language with the Victorian School of Languages. In this instance, this is considered an additional subject. Students are not permitted to reduce their subject load because they study an additional subject in their own time. All students must complete the required six studies in Year 11 and five studies in Year 12.

TIMETABLING

While Xavier College endeavours to meet student choices and pathways, restrictions may be applicable to a student's desired study plan due to:

- timetable clashes in subject combinations
- timetable restrictions (particularly for students who request a change to their study program at the commencement of the new year)
- necessary class size limitations in some Units 3 and 4 subjects
- subject may not run due to insufficient numbers
- we do not offer all VCE/VET subjects
- Every effort to cater for student subject selections and combinations will be made. Subjects and classes will be assigned as the school timetable and minimum and maximum numbers and permit. If changes and adjustments need to be made that change students preferences, parents and students will be contacted.

VCE CHANGES INTRODUCED IN 2022 AND 2023

There are recent and future changes to the VCE, the first change is the General Achievement Test. From 2022, the GAT will ensure senior students meet minimum standards in numeracy and literacy. The test is in two parts - Section A: literacy and numeracy and Section B: mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills. Students will receive results from Section A.

More information:

www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/index.aspx

Sample tests:

www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/SampleUnits.aspx



TERTIARY INFORMATION

MARKS, SCORES AND SCALING

Each Unit 3 and 4 study have graded assessments, these are School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations. The graded assessments are different for each study and contribute towards the study score in different ways in terms of their weight. Teachers in school mark SATs and SACs according to VCAA guidelines; they are cross-marked and moderated to ensure equitable assessment practices.

Marks are raw results handled by the school. To calculate the study score, the VCAA combines the results for each of your graded assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score. Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study it is then converted to a score out of 50.

In selecting a program of studies, a student should not be solely informed by the influence of scaling. VTAC publish the Scaling Guide to ensure a fair consistent approach is applied year to year. Scaled scores are important to ATAR calculations. Mathematics and Languages have additional scaling rules, this applies so that students studying more challenging Mathematics courses (Methods and Specialist) are not disadvantaged by the level of difficulty.

VCAA information about VCE Assessment:

www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/current-students.aspx

VTAC: Scaling Guide:

<https://www.vtac.edu.au/atar-scaling-guide-2022>

VTAC

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a joint selection system for undergraduate courses on behalf of the Victorian universities, TAFE colleges and some private colleges. VTAC does not select tertiary students; this is conducted by the tertiary institutions themselves. VTAC produces and distributes application materials including the annual Tertiary Entrance Requirements (VicTER) booklet which prescribes tertiary selection requirements two years in advance of the current year.

AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR)

Xavier College has a 23 unit VCE requirement to ensure student do not only meet the minimum requirements of the VCE but are given every opportunity to maximise their potential ATAR (Australian Tertiary Admission Rank). An Australian Tertiary Admissions Rank (ATAR) is made up of a student's best score in English plus the scores of the next three studies (sometimes called the primary four) as well as 10% of the scores for a 5th and 6th subject combined equate to an ATAR aggregate.

Then, the final ATAR score becomes a percentile rank which is a number between 0 and 99.95. Statistically, studying a 5th subject can advantage the ATAR calculation because up to 6 study scores can contribute to the aggregate.

The ATAR is developed only for the purposes of tertiary selection. It is not a reflection of performance in individual studies, but of overall performance in all studies compared with all other VCE students. Approximately 50% of tertiary courses use the ATAR as the sole method of selection; the remaining courses use one or more criteria including interviews, folio, and additional forms.

The ATAR is calculated using:

Unit 3 & 4 sequence of English or Literature (An English study must be included in this primary four)
3 other Unit 3 & 4 Study sequences, and
10% of 5th (and 6th) subject.

Total scores are then ranked across the state with the highest possible ATAR 99.95 indicating that the student achieved a tertiary score that placed them in the top 0.05% of the state.



TERTIARY INFORMATION

PREREQUISITE STUDIES

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at the Units 3 and 4 level, but sometimes they are required at the Units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of achievement in a prerequisite subject.

Students are encouraged to discuss career paths with Careers counsellors in order to make sure they are aware of what pre-requisites currently exist for their desired pathways.

UNIVERSITY ENHANCEMENT STUDIES

Xavier College has a 23 unit VCE requirement to ensure Some students will also seek to study a university enhancement subject as part of their Year 12 program of studies. Most students who choose this pathway are high performing Maths students looking for tertiary extension beyond what is offered at VCE.

Selection for these courses is made by relevant university authorities and is often not confirmed by them until the school academic year has commenced.

Students who choose this alternative should also enrol in a full complement of VCE Units 3 & 4 sequences at Xavier. When enrolment at the university enhancement course is confirmed and they have attended several sessions they will be able to apply to reduce their subject load at Xavier. This in consultation with the Head of Curriculum and Assessment and Director of Learning and Growth.

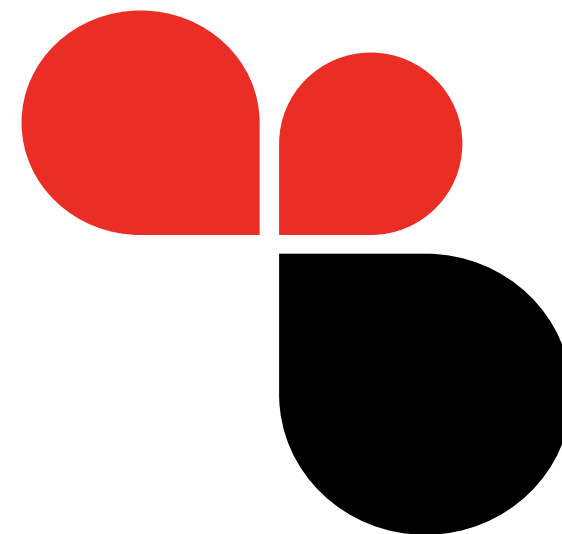
Any student who chooses a University Enhancement Study or a VET sequence has the costs required by the university or the IMVC added to their school accounts. These are extras to the already diverse programme of studies that we offer on campus.

Please see the Future Pathways Team for further details.

RESOURCES FOR PLANNING PATHWAYS

Future Pathways Team regarding pathways and considerations for tertiary entry has been provided to you as part of the Subject Selection information and can be sourced on the Portal here:

<https://xaviercollege.sharepoint.com/sites/SeniorSchool/SitePages/CAREERS.aspx>



VCE ENGLISH PATHWAYS

The study of English, English as an Additional Language (EAL) or Literature is a compulsory component of a student's VCE program at Xavier College.

- Xavier currently offers English, English as an Additional Language (EAL) and Literature.
- Three units of English are required for satisfactory completion of the VCE but it is our school policy to complete four.
- A student can only choose to do Literature Units 3-4 instead of Units 3-4 English if they have completed the 1-2 sequence in Year 11 in addition to Units 1-2 English. This is a school policy.
- Unit 3 & Unit 4 English sequence (English, Literature or EAL) must be completed to obtain the VCE.
- *EAL is only offered to eligible students who have only been speaking English in a school for the seven years prior to VCE. Please see the following pages for more information.
- Units 1-2 English are compulsory for all students aside from EAL approved students.

YEAR 11

**Choose one
sequence of:**

English Units 1 - 2

*English as an Additional
Language (EAL)
Units 1 - 2

English Units 1 - 2 **and**
Literature Units 1 - 2

YEAR 12

**Choose one
sequence of:**

English Units 3 - 4

*English as an Additional
Language (EAL)
Units 3 - 4 **or**
English Units 3 - 4

Literature Units 3 - 4
(Students are advised to
complete Units 1 - 2 of
Literature in Year 11 if
considering Units 3 - 4 of
Literature)



VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to English as an Additional Language (EAL) status.

A student may be eligible for EAL status if they meet both of the following conditions:

- They have been a resident in Australia or New Zealand or other predominantly English-speaking country for not more than seven years over the period of their education NOTE: The period of seven years is to be calculated cumulatively over the student's whole life.
- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education.
- They are a Aboriginal or Torres Strait Islander, and their first language is not English.
- They have a hearing impairment (must produce evidence of hearing loss of 60 decibels or greater in their better ear.)

Other special circumstances for EAL status that may be considered by the VCAA in determining a student's eligibility for EAL status include:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- material interruptions to schooling after arrival in Australia.

Schools cannot approve EAL students, it must be submitted to VCAA. Please alert the VCE Coordinator or the Head of English if you think you might be eligible for EAL English. To apply for EAL status, each student is required to submit an Application for Enrolment in English as an Additional Language Units 3 and 4 form to the school.



VOCATIONAL EDUCATION AND TRAINING (VET)

WHAT IS VET?

Vocational Education and Training (VET) combines senior school (VCE) studies with accredited vocational education and training. VET programs allow the student to combine a vocational pathway with their schooling resulting in a nationally recognised qualification and, in many of the subjects on offer, an ATAR study score. Xavier College offers VET subjects which contribute to a student's Australian Tertiary Admission Rank (ATAR) to assist with tertiary entry.

Students can complete VET qualifications in a diverse range of industries, including building and construction, aged care, sport and recreation, design, hospitality or music and entertainment. It is an excellent choice of study if the student enjoys a practical, hands-on learning environment that has a focus on skills needed in the workplace.

A VET qualification will offer the opportunity to build upon existing skill sets. VET learners will build their technical skills through practical competency-based work; their specialised knowledge (understanding and performing specific workplace tasks); and their industry knowledge (understanding how an industry works and how to progress their career).

VET students will gain non-technical employability skills such as skills in; communication, problem solving, self-management, teamwork, organisation, planning, enterprise and initiative, learning and technology.

VET can provide opportunities for students by:

- Enabling students to complete a nationally recognised vocational qualification and a senior school certificate (VCE) at the same time.
- Combining both hands-on and theory-based work, providing learners with the best opportunity to advance their skills and knowledge in an engaging yet educational environment.
- Allowing students to go directly into employment or receive credit towards further vocational training and when combined with the VCE leaves open the opportunity for further tertiary education.
- Providing industry specific skills that students learn will allow them to develop employability skills that are transferable across any industry.
- Being designed to meet the needs of industry and expand the opportunities and pathways for engaged applied learners.
- Providing students with industry exposure and connection to industry professionals and the workplace, reinforcing skills development. This connection also makes for a smooth transition between training and work.

Xavier College currently offers Music Industry Sound Production and Aviation onsite. The College enters into a brokerage arrangement with the Inner Melbourne VET Cluster (IMVC) in order to offer a larger range of VET study options to our students. These VET studies are conducted off campus at Registered Training Organisations such as Box Hill Institute or at another school in the area.

All VET studies other than Music Industry will incur an additional cost. It should be noted that some VET courses require students to be available for classes or work placement during school holidays.

NOTE: a VET course is a two-year program, it must be started in Year 11 (cannot be started in Year 12).



EXAMPLE OF A VET STUDY PROGRAM

SAMPLE VET YEAR 11 STUDY PROGRAM

Unit 2 Religion and Society

1. Unit 1 & 2 English
2. Unit 1 & 2 Further Mathematics
3. Unit 1 & 2 Business Management
4. Unit 1 & 2 Physical Education
5. VET Building and Construction
(Wednesday afternoon- Box Hill Institute)
6. Unit 1&2 Music Performance

SAMPLE VET YEAR 12 STUDY PROGRAM

Unit 3&4 Texts and Traditions OR OR Units 3&4 Religion and Society

1. Unit 3 & 4 English
2. Unit 3 & 4 Further Mathematics
3. Unit 3 & 4 Business Management
4. Unit 3 & 4 Physical Education
5. VET Building and Construction
(Wednesday afternoon- Box Hill Institute)
**Additional supervised study periods at school
6. **STUDY BLOCK**

KEY DATES FOR VCE STUDENTS

- Subject Selections close 13 August 2023
- VCAA important dates:
<https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Index.aspx>
- VTAC important dates:
<https://www.vtac.edu.au/dates.html>



CURRICULUM LEADERS

Senior Campus Learning Areas have Co-Heads, one leading Curriculum and Assessment and another leader in Pedagogy. Parents and Students may use the Curriculum Leader as first point of for subject and pathways contact information.

Across the leadership team there is expertise in many subjects, disciplines and VCAA experience including VCE curriculum authoring and assessing, you are encouraged to reach out to the team for advice and information.

Ms Monique Dalli

Director of Learning and Growth

monique.dalli@xavier.vic.edu.au

Mr Matt Miller

Head of Curriculum and Assessment

matt.miller@xavier.vic.edu.au

Ms Pauline Van Der Poel

Head of Future Pathways

seniorcampus.Careers@xavier.vic.edu.au

Mr Kirk Thomas

Diverse Learning 7-12:

Kirk.thomas@xavier.vic.edu.au

RELIGIOUS EDUCATION:

Ms Kate Sherwood – Head of Curriculum and Assessment

kate.sherwood@xavier.vic.edu.au

Ms Maria Alberto – Head of Pedagogy

maria.alberto@xavier.vic.edu.au

COMMERCE AND ENTERPRISE:

Mr Ian Archer – Head of Pedagogy

ian.archer@xavier.vic.edu.au

ENGLISH:

Ms Sarah McLean – Head of Curriculum and Assessment

sarahmclean@xavier.vic.edu.au

Mr Tim Mannix – Head of Pedagogy

timmannix@xavier.vic.edu.au

HEALTH AND PHYSICAL EDUCATION:

Mr Ryan Leys – Head of Curriculum and Assessment

ryanleys@xavier.vic.edu.au

Mr Ben Banks-Smith – Head of Pedagogy

ben.bankssmith@xavier.vic.edu.au

HUMANITIES:

Ms Catherine Holmes – Head of Curriculum and Assessment

catherine.holmes@xavier.vic.edu.au

Mr Nick Hughes – Head of Pedagogy

nickhughes@xavier.vic.edu.au

LANGUAGES:

Ms Marie-Pierre Deleplanque – Head of Curriculum and Assessment & Pedagogy

m.deleplanque@xavier.vic.edu.au

MATHEMATICS:

Mr Tim Grant – Head of Curriculum and Assessment

tim.grant@xavier.vic.edu.au

Ms Angela Klancic – Head of Pedagogy

angela.klancic@xavier.vic.edu.au

MUSIC:

Mr Zach Clarke – Head of Curriculum and Assessment

zach.clarke@xavier.vic.edu.au

Mr Richard O'Shaughnessy – Head of Pedagogy

Richard.OShaughnessy@xavier.vic.edu.au

SCIENCE:

Mr Conrad Cahill – Head of Curriculum and Assessment

conrad.cahill@xavier.vic.edu.au

Mr Leigh Williams – Head of Pedagogy

leigh.williams@xavier.vic.edu.au

TECHNOLOGIES AND INNOVATION:

Mr Tom Forrest – Head of Curriculum and Assessment

tom.forrest@xavier.vic.edu.au

THE ARTS:

Ms Megan Mitchell – Head of Curriculum and Assessment

megan.mitchell@xavier.vic.edu.au

Ms Ancilla Sakkos – Head of Pedagogy

ancilla.sakkos@xavier.vic.edu.au



LEARNING AREAS

Click on Learning Area headers to jump to each section



RELIGIOUS EDUCATION

Year
11

**RELIGIOUS EDUCATION TEXTS
AND TRADITIONS UNIT 2:
TEXTS IN SOCIETY** 25

**RELIGION & SOCIETY UNIT 2:
RELIGION AND ETHICS** 26

Year
12

INTERNAL RE 27

**RELIGION & SOCIETY
UNITS 3&4** 33

**TEXTS & TRADITIONS
UNITS 3&4** 34



YEAR 11 AND YEAR 12 RELIGIOUS EDUCATION

Continuing formal religious education in the final years of schooling at Xavier College continues to invite students to engage in dialogue and critical thinking, to appreciate the value of Catholic faith, and to respect other faiths and worldviews. In line with the Jesuit principles of developing the intellect, spirituality, fitness and decision making of students, Religious Education at Years 11 and 12 aims to continue the journey of students as they develop into intellectually competent and compassionate young men, committed to social justice. Religious Education offers students opportunities to reflect on who they are, and how and what is shaping them as young adults. It offers students the opportunity to integrate academic learning, spiritual and moral growth, decision making, cultural awareness, critical thinking and personal development.

In Year 11 students will choose to study one unit of a VCE Religion subject – Religion and Society, OR Tests and Traditions. This unit will be taught across the entire year. The College will retain the current model of running a total of ten classes for compulsory Year 11 Religion, and considerations such as timetable constraints and the viability of class sizes, may have an impact on student choice. However, the expansion of the Year 11 Religion subjects has the intention of offering students an opportunity to select and area of interest in Year 11 Religious Education

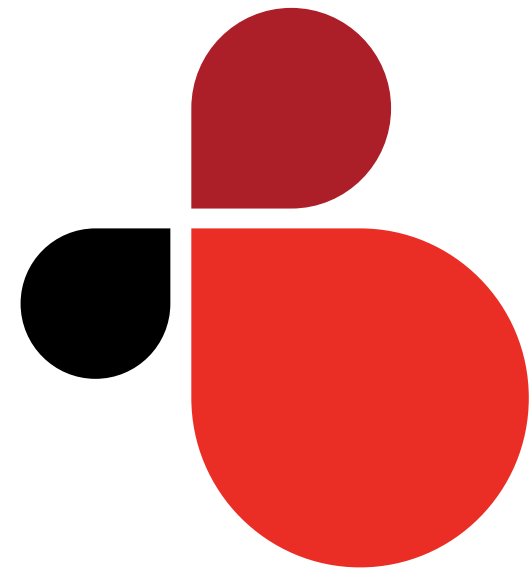
Year 12: Conditional Requirements for Units 3 and 4

Suggestion for consistency: For Year 12 students, priority for inclusion into the study of Religion & Society (U3&4) or Texts and Traditions (U3&4) will be given to those students who have satisfactorily completed all aspects of work requirements in and made a positive contribution to the classroom learning environment in Religion & Society Unit 2: Religion and Ethics at Year 11.

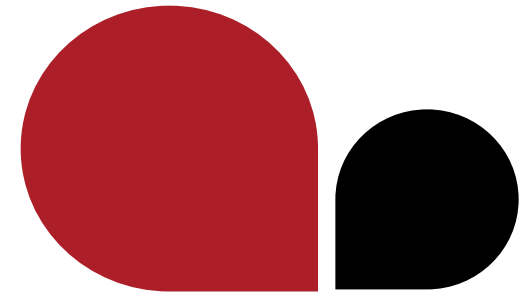
Year 11 students undertaking the study of Religion & Society(U3&4) or Texts and Traditions (U3&4) must satisfy **the usual acceleration requirements** specified by the College. Such students will concurrently undertake the study of Unit 2 of Religion & Society or texts and Traditions in Year 11.

In Religion, Unit 3 and 4 options best suits students who have exhibited consistently high levels of writing in English. Competency in reading, essay writing, and analysis of themes and ideas are essential to a successful undertaking other U3&4 study of Religion & Society.

Students undertaking either Texts and Traditions or Religion & Society at U3&4 level do not have to take part in the school based internal Religious Education program, this provides them with an additional 2 periods to based as supervised study periods each week.



RELIGIOUS EDUCATION TEXTS AND TRADITIONS UNIT 2: TEXTS IN SOCIETY



Conditional requirements: Students must select either Unit 2 Texts and Traditions or Unit 2 Religion and Society for study in Year 11. Suitable Year 11 students who meet the usual requirements for acceleration can choose to concurrently undertake a Unit 3 & 4 Study in either Texts & Traditions or Religion & Society

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The main focus of the study is the texts that are seen to be foundational to the traditions being studied (Catholic Christianity). These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.

Course Description

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students compare how sacred texts from different religious traditions address these social issues.

Outcomes 1 and 2 should be based on a range of sacred texts from at least one religious traditions.

Outcome 3 should be based on a range of sacred texts from at least two religious traditions.

Units Studied

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions

Assessment

Tasks are completed for each area of study, and task types are selected from the following:

- comparative tables
- essays
- multimedia presentations
- short-answer questions
- short reports, including reports based on interviews
- summaries
- textual commentaries.



RELIGION & SOCIETY UNIT 2: RELIGION AND ETHICS

Students become familiar with the foundations of various common ethical approaches. Students get to explore assumptions, authorities, worldviews, values, codes of behaviour and the competing rights and responsibilities of individuals, groups and society.

Conditional requirements: Students must select either Unit 2 Texts and Traditions or Unit 2 Religion and Society for study in Year 11. Suitable Year 11 students who meet the usual requirements for acceleration can choose to concurrently undertake a Unit 3 & 4 Study in either Texts & Traditions or Religion & Society

How individuals and communities make decisions about what is good vary greatly. How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? These questions and more have an important influence on ethical perspective.

Course Description

Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind perspectives and moral judgments. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. As a Catholic College, the Catholic Christian tradition is studied as one of these traditions. Students explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Units Studied

- Ethical decision-making and moral judgment
- Religion and ethics
- Ethical issues in society

Assessment

Tasks are completed for each area of study, and task types are selected from the following:

- structured questions
- essays
- extended responses
- reports
- analytical exercises.
- case studies
- multimedia presentations

Pathways

In Religion and Ethics, students learn how to respond to philosophical questions through discourse, research and moral judgement. This study relates to the following tertiary pathways: Careers in Writing, Journalism, Law, Psychology and Politics



YEAR 12 - INTERNAL SCHOOL BASED PROGRAM RELIGIOUS EDUCATION

INTERNAL RELIGIOUS EDUCATION

Conditional requirements: The Year 12 internal school based program is only available to students in Year 12 who have chosen not to undertake a study of Texts & Traditions (Units 3 & 4) or Religion & Society (Units 3 & 4). The school based program allows students to study 6 courses.

Course Description

Each of the Internal school based courses are offered over approximately 8 to 10 teaching periods, with 2 periods allocated every week. There is rotation of students to a new topic every five weeks. Students can make choices and pursue their personal interests through the choice of courses.

Courses Available

- Gospel of Life
- Questions challenging belief in the modern world
- Social Justice in a world of inequality
- Evolution - A Fairy Tale For Adults
- Finding God's Traces
- Being Around Disability
- I Am Loved
- Who is Jesus?
- Post-Modern Theology
- World Indigenous Communities
- Where the Hell is God?
- Science and God -The Big Bang
- Environmental Ethics
- Ignatian Meditation and Discernment

Assessment

There are no formal VCE tasks for these courses. Each course has classwork and an assessment component that students must complete.

Pathways

Teaching, Theology, Law, Medicine, Human Geography, Research, Business, Environmental Studies, Faith-Centered Vocations.

**Year 12 students
have a choice of
three possible
pathways
available:**

**TEXTS &
TRADITIONS
(Units 3 & 4)**

OR

**RELIGION &
SOCIETY
(Units 3 & 4)**

OR

INTERNAL RE



INTERNAL RELIGIOUS EDUCATION: COURSES

MEN AND WOMEN FOR AND WITH OTHERS

This course explores the place of service in the tradition and life of Catholic faith and community.

The Ignatian Pedagogical Paradigm is used as a framework for teaching and learning, considering context, experience, action and utilising reflective practice. Where possible, the service is 'hands on', and when not the course considers practical examples of service and accompaniment of those most in need. Throughout the course, students will: consider their own understanding of what it means to be 'men for and with others', reflect on how they have experienced being 'for and with others', discuss the way Pope Francis has illuminated the question 'who is my neighbour?',

recognise how experiences of service and accompaniment illuminate a Catholic faith, learn about how Catholic Social Teaching provides an intellectual framework for engaging in the world with a disposition to serve. The following questions will guide inquiry: What does it mean to be a 'man for others'? Where does service fit in my life? Why does service have to do with faith? What does Catholic faith have to do with being good?

IGNATIAN MEDITATION AND DISCERNMENT

This course aims to help you experience more meditative, contemplative prayer in the Ignatian tradition, using meditation techniques, journaling, and visualisation to assist your prayer. This style of prayer has been found by thousands of people to be helpful in not only communicating with our God, but in noticing and discerning our feelings. Learning to notice and think about these feelings can guide us to make good decisions for ourselves in our lives, especially when the consequences of these choices are not immediately obvious to us. Through this course, it is hoped that students experience and develop skills in finding time and space for quiet meditation and communication with God and develop good decision making skills for some of the big questions in your adult life.

ENVIRONMENTAL ETHICS

Environmental Ethics focuses on how human beings have, are and should care for the environment. It is important to identify the perfection of Creation as stated in Genesis, and how through our stewardship, we can try, to the best of our ability, to maintain and care for our common home. Essential Church teachings are explored to help and guide us to do this. Planet Earth is at a stage of development where crucial decisions need to be made to care for what is best in the environment, and to contain the impact of climate change. Students are encouraged to become familiar with environmental issues affecting our daily lives and how they can effect change and make choices to support their own lifestyles as they move into tertiary study or the workforce. In this course we will discuss different ways we can minimise harm towards the environment and what solutions we can take, research different environmental issues plaguing the world today and their effects on the planet and reflect on God's perfect creation and how everything He created has a purpose. This course will use inquiry questions to encourage students to protect the environment by thinking: how our actions can either harm or protect our environment? and how can you think about, learn and act to help build sustainable futures?



INTERNAL RELIGIOUS EDUCATION: COURSES

SCIENCE AND GOD - THE BIG BANG

Are Science and religion compatible? Is it “Science and God or “Science versus God.” This course looks at the question “Where did we come from?”

A comparison of “Creation” as presented in Genesis versus the scientific theory of evolution.

This course also explores the story of the relationship between faith and reason from the world view of the ancient Hebrews, the beginnings of Science in the Greek world, the harmony that was achieved in the Middle Ages and the rift that opened with Galileo and Darwin. It goes on to look at “The Big Bang” and consider what science has revealed about the universe and the implications for Christianity. Students will be introduced to the Science & God topic with discussion relating to the scientific concept of evolution compared with the Genesis 1 presentation of Creation. Then follow a learning journey that relates to the question:

Where did we come from? The scientific theory relating to how we developed into modern man is discussed introducing the concept of “Intelligent Design” . We explore the current debate between

Creationism and Evolution, examination of our existence from the viewpoint of Darwin's Theory of evolution and a comparison to the Creation story as described in Genesis. Is Evolution a fairy tale, or better still is Creation a myth? Which account is the most likely to be true? This course unpacks scientific models and how accurate or inaccurate they may be.

WHERE THE HELL IS GOD?

In this course, students explore a range of central Catholic beliefs, each of which has some relevance to two challenging elements of Catholic theology – responding to the problem of evil (theodicy) and the final judgement (eschatology). Students will also engage with several historically significant pieces of literature that reference theodicy and eschatology. Students will engage with an issue that is significantly challenging to those who profess any faith at all: how can a belief in an all good, all powerful God be reconciled with the experience of pain, suffering and evil in the world?

Students will learn various approaches while progressing towards the full Catholic response, this combines philosophical insights with a theological perspective based on the life and teaching of Jesus Christ. Heaven. Hell. Reward.

Punishment. Is this how the Catholic Church explains the existence of pain, suffering and evil in our world? Take a guided tour through the writings of some of the finest intellects to ever explore these questions and learn the full Catholic answer to the problem of pain.

WORLD INDIGENOUS COMMUNITIES

The World Indigenous Communities (WIC) course focuses on World Indigenous Cultures , including their primary beliefs and their historical and social impact. The course specialises in Australian First Nation Peoples culture and religion with insight into other world culture and religion. Students learn about the different understandings of God in Indigenous religions. They develop their understanding of Indigenous foundational beliefs of Christianity and consider their significance for believers. Students will gain a strong sense of identity, be connected to their religion and culture in their world. Also Students will have a strong sense of wellbeing and be confident, involved individuals to be well informed and effective communicators.



INTERNAL RELIGIOUS EDUCATION: COURSES

POST-MODERN THEOLOGY

This course is centred in the history of the human pursuit of meaning, divine and natural revelation, current philosophy and psychology. The central themes explored are the perception of reality, psychological mechanisms in interpreting phenomena, the philosophy of interpretation of reality, the formation of belief, the development of humanity, society and theology, social hegemonies, the rise of 'the individual', generational change, civil religions and current-day perspectives on meaning, purpose and belief. This course is a critique of post-modernity and the theology that developed as a result of post-modernity as well as the ongoing influences of those theological, social and cultural movements. Students will learn about how we perceive reality and how we develop belief. If you're interested in how we make sense of the world around us, whether what we believe is real and how easily people can arrive at false conclusions and convince themselves and others of what they think, you'll definitely find this interesting. *"Two of my favourite things we covered in the course were philosophy and the perception of reality. It like really made my mind bend and I loved thinking hard about those things, as I'd never really done that before."*

WHO IS JESUS?

This course offers an analysis of the basic teachings and understandings of The Church, followed by a study on the person of Jesus as portrayed in the Gospels. To begin with, we will examine a variety of questions on Christianity and the Catholic Church, that all graduates of a Jesuit School should be able to answer. We will follow this with a question and answer format of what we know of the person of Jesus Christ, looking both at his Humanity and Divinity. After 4, 8 or even 12 years at a Catholic School, do you really know who Jesus was and what he did? Come and find out!

I AM LOVED

In this course we explore a relationship of love, where each desires to give and receive from the other. Moving from our own experience of love, we move to the gift of God's love. The purpose of this course is to experience retreat in daily life, to remember, experience and express love. Students will participate in the First Spiritual Exercises and invite an experience of the living God who desires a personal relationship with everyone. Are you looking for a new, refreshingly simple and relevant way to pray? The prayers of the First Spiritual Exercises have the power to invite growth and ignite freedom, if you dare to be open to experience such an encounter! Students say 'this experience has changed my mind about meditation and has allowed me to do more in my own time and at home to destress from year 12 VCE.'



INTERNAL RELIGIOUS EDUCATION: COURSES

BEING AROUND DISABILITY

Students will learn about disabilities, how they affect individuals, families and how people with disabilities can be impacted by bias and discrimination. Students will unpack their personal bias and unconscious bias and learn how to embrace the diversity of people. Students will learn about how disability can prevent people from participating fully in society and equally learn about how they can counter that with ways to support equity and equality.

FINDING GOD'S TRACES

This course uses The Chapel as a classroom. Students will stop, listen to some potential words of wisdom, rest and reflect on ways in which they find the presence of the divine in their lives. Through the art of breathing 'The Breath of God', being immersed in music and song, along with being still and quiet, students might discover pathways of prayer and meditation that go well beyond words. Mindful breathing opens the students to breathing in the divine breath of the Creator of the Universe. Music and songs can express something of God's relationship with each of us, and help reveal our deepest desires. Overall, students will learn that it is good for their well-being and their spiritual lives, to stop regularly and immerse themselves in intentional rest and reflection; to allow space to recognise and listen to the divine spirit, and be more aware of the constant connection between them and their spirituality.

EVOLUTION - A FAIRY TALE FOR ADULTS

Students will examine our existence from the viewpoint of Darwin's Theory of evolution and compare that to the Creation story as described in Genesis. Discussion centres on scientific models and how accurate or inaccurate they may be. In this course, we will explore the idea that Science answers the question "how" whereas religion and faith answers the question "why". Is Evolution a fairy tale? Is Creation a myth? Which account is the most likely to be true? What is the connection between Aesop's Fables and the some of the stories in the Bible.

This course also briefly explores the idea of the existence of a "thinking man" as distinct from other species in the animal kingdom. Students are exposed to the concept of Intelligent Design and should develop some understanding of this theory and its implications. We explore inductive and deductive thinking and the Principle of Falsifiability. Students will explore how humans are different to the other animals, our actions and thinking are based on value system. Human beings can be seen to consist of two components - the physical part (explained by evolution) and the value part (explained by faith or belief in God). Students will investigate how the science of today, is different to the science of yesterday and will be different to science of tomorrow so science models change. The bible (faith) does not change, its purpose is to provide personal enrichment by being read and re-read.

INTERNAL RELIGIOUS EDUCATION: COURSES

QUESTIONS CHALLENGING BELIEF IN THE MODERN WORLD

This course is designed to support inquiry into questions like “Is the bible as the word of God, there are inaccuracies and contradictions in its pages? and how to respond to the challenge that if there is a good God, then god would not allow bad things to happen to good people.

as well as can faith and reason be reconciled? Some of the topics we cover include: the nature and authority of the Bible, the historicity of Jesus and the empty tomb, the problem of evil and suffering, conflict between faith and reason and issues like same sex marriage, capital punishment, euthanasia, drugs and possibilities of change and how they fit with society.

I AM LOVED

In this course we explore a relationship of love, where each desires to give and receive from the other. Moving from our own experience of love, we move to the gift of God's love. The purpose of this course is to experience retreat in daily life, to remember, experience and express love. Students will participate in the First Spiritual Exercises and invite an experience of the living God who desires a personal relationship with everyone. Are you looking for a new, refreshingly simple and relevant way to pray? The prayers of the First Spiritual Exercises have the power to invite growth and ignite freedom, if you dare to be open to experience such an encounter! Students say ‘this experience has changed my mind about meditation and has allowed me to do more in my own time and at home to destress from year 12 VCE.

GOSPEL OF LIFE

This course examines the Catholic Church and the teachings on critical areas of Catholic Theological including marriage and divorce, birth control, abortion and homosexuality. The course presents modern Catholic Church thoughts and teachings especially from 2015 onwards under Pope Francis. Students unpack some of the most recent teachings and aspects of how the Modern Catholic Church approaches moral issues in order to dispel previous beliefs that date back before Vatican Two.

SOCIAL JUSTICE- A WORLD OF INEQUALITY

This unit examines ways in which inequality continues to exist in our world. Focusing on the Catholic Social Teaching principle of Human Dignity, and inspired by the Jesuit call to serve, accompany and advocate for those on the margins, this topic explores the equal value and dignity the Catholic faith affords to all human beings, with a focus on the humanity of the marginalized in our society. Students will have the opportunity to explore modern examples of exploitation and inequality, and consider the ways in which their own attitudes, actions and decision making can contribute to both the perpetuation of, and solutions to, social justice issues in our society.



RELIGION & SOCIETY UNITS 3&4

AVAILABLE FOR
ACCELERATION

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Religion initiates changes to society and vice versa, and the consequences of these dynamic processes are part of the scope of this study.

Course Description

In Unit 3, students consider the religious response to the human search for meaning. Religions have developed answers to big life questions in a truth narrative that offer ways of establishing meaning for human existence and all that exists. In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Unit 4 focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society. In this unit students explore three specific challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

Units Studied

- The search for meaning
- Religion, challenge and change

Assessment

Unit 3: The search for meaning

Area of Study 1: Responding to the search for meaning (40%)

Area of Study 2: Expressing meaning (30%)

Area of Study 3: Significant life experiences, religious beliefs and faith (30%)

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Religion, challenge and change

Area of Study 1: Challenge and response (50%)

Area of Study 2: Interaction of religion and society (50%)

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The 2 hour examination will contribute 50 per cent to the study score.

Pathways

Law, Medicine, Human Geography, Theology, Teachings, Sociology, Research, Business, Anthropology, Philosophy,



TEXTS & TRADITIONS UNITS 3&4

AVAILABLE FOR
ACCELERATION

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. It equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions.

Course Description

Texts and Traditions is a subject that combines the disciplines of history, philosophy, scripture, literature and theology.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis. Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts.

In Unit 3 students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text.

In Unit 4 students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Students explore specific themes in the texts that help to communicate teachings, or understandings about the relationship between the transcendent and humans. They also consider the reinterpretation of texts at different times, using a significant theme within the set text as a means of investigating how the text has been reinterpreted in light of the theme.

Xavier students have been awarded the Premier's VCE Awards for the Study of Texts and Traditions- 2021, 2020, 2019, 2017

Xavier College has a particularly proud tradition of sustained excellence in the Study of Texts and Traditions built up over many years.

2021 school results:
33% of students undertaking the study received scores greater than or equal to 40.

Units Studied

- Texts and the early tradition
- Texts and their teachings

Assessment

Unit 3: Texts and the early tradition

Area of Study 1: The background of the tradition (30%)

Area of Study 2: Audience, purposes and literary aspects of the set texts (30%)

Area of Study 3: Interpreting texts (40%)

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Texts and their teachings

Area of Study 1: Interpreting texts (50%)

Area of Study 2: Religious themes and their teaching purpose (30%)

Area of Study 3: Themes in the later tradition and the later use of scripture (20%)

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External Assessment

The level of achievement for Unit 3&4 is also assessed by an end-of-year examination.

The 2 hour examination will contribute 50 per cent to the study score.



ARTS

Year 11

ART MAKING AND EXHIBITING UNITS 1&2	36
DRAMA UNITS 1&2	37
MEDIA UNITS 1&2	38
THEATRE STUDIES UNITS 1&2	39
VISUAL COMMUNICATION DESIGN UNITS 1&2	40



Year 12

ART MAKING AND EXHIBITING UNITS 3&4	41
DRAMA UNITS 3&4	42
MEDIA UNITS 1&2	43
THEATRE STUDIES UNITS 3&4	44
VISUAL COMMUNICATION DESIGN UNITS 3&4	45

VET

CREATIVE AND DIGITAL MEDIA: CERTIFICATE III IN SCREEN & MEDIA	46
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From 2024, all Arts VCE courses are available for acceleration.



ART MAKING AND EXHIBITING UNITS 1&2

AVAILABLE FOR
ACCELERATION

Engagement in visual art practices offers opportunities for students to develop initiative and enterprise as independent learners, in this course, students are encouraged to think critically and creatively to produce and analyse artworks. Through the process of art-making, students will develop skills in self-management, planning, organisation, and problem-solving.

Course Description

In Unit 1 and 2 Art Making and Exhibiting, students will explore materials, techniques and processes in relation to a range of art making practices. They will investigate how artists use aesthetic qualities to represent ideas in artworks. Students will also respond to a set theme and progressively develop their own ideas through art making, and learn how exhibitions are planned and designed through engagement with immersive exhibitions, whether they are in galleries, museums, alternative and/or site-specific spaces.

Units Studied

- Explore – Materials, Techniques, Art Forms
- Expand – Make, Present, Reflect
- Investigate - Research, Present
- Understand – Ideas, Artworks, Exhibition
- Develop – Theme, Aesthetic Qualities, Style
- Resolve – Ideas, Subject Matter, Style

We visit Top Arts at the NGV to view high achieving student works and folios as inspiration!

We visit multiple immersive gallery spaces in Term 3 to better understand exhibition and curation practices in the Melbourne arts industry.

From Unit 2 onwards students are able to select and explore their individually preferred art form/s. This can include painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, digital artworks, installations, performance, interdisciplinary practices, fashion, textiles and street art.

Assessment

- Explore – Materials, Techniques, Art Forms
- Expand – Make, Present, Reflect
- Investigate - Research, Present
- Understand – Ideas, Artworks, Exhibition
- Develop – Theme, Aesthetic Qualities, Style
- Resolve – Ideas, Subject Matter, Style

Pathways

Studying Art at school opens the door to a range of careers in the creative industries. Art or Design, TAFE or Undergraduate/ Bachelor Courses Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

Fine Art can be studied as part of a double qualification, allowing students to explore multiple fields of interest such as arts, business, education, information technology, and law.



DRAMA UNITS 1&2

AVAILABLE FOR
ACCELERATION

Drama teaches life skills useful for every human endeavour because it teaches us how to understand the way humans physically communicate, and allows us the freedom to image what other people might be experiencing, thus building empathy. Drama develops skills in imagination, empathetic recall, observation, and dramatic role-play builds confidence and a unique understanding of the self and the potential to be able to manipulate behaviour to better engage with the human condition. Drama develops life skills such as listening, collaborating, problem-solving, negotiating, as well as building self-esteem, courage and resilience. These are tangible skills which are useful in myriad applications.

Course Description

VCE Drama focuses on creating, presenting and analysing devised performances that students create, which include real or imagined characters, and are based on stimulus material that reflects our own personal, cultural and/or community experiences and stories. This study also involves analysing a students' own performance work as well as work by professional drama performers. This is a highly practical class, with students applying a range of play-making techniques, such as improvising and scripting, to explore traditional and contemporary performance styles to extend their creative means of expression.

Units Studied

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

Assessment

- Devising workshops, and tasks documenting the processes of devising
- Performing the devised work to an audience
- Analysing work and reflecting on the devising and presenting experience
- Attending a professional drama performances and analysing/evaluating performances
- Devising a solo and an ensemble performance
- Performing the devised work to an audience
- Analysing work and reflecting on the devising and presenting experience
- Attending s Australian drama performances and analysing/evaluating performances

Drama is the most dangerous of the art forms.

Students attend at least two live theatre performances a semester.



MEDIA UNITS 1&2

AVAILABLE FOR
ACCELERATION

Excursions include attending Top Designs/ Screens each year as well as other course-related excursions (eg, going to Lido cinemas to watch an Australian film)

You can choose to work in a media form (eg, photography, film) you are passionate about and enjoy!

Do you know how much the media influences your everyday decisions and behaviours? Are your choices really your own? The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Students will be active participants in this space, engaging with the media in all its forms. Regardless of the career you choose, the skills and life lessons learnt in media are essential to your future success: inter-personal skills, learning to work in teams, lateral problem-solving, thinking creatively, seeing the big picture and the details, meeting deadlines and engaging in the world with heart and passion.

Course Description

In Media, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Units Studied

- Media Representations
- Media Forms in Production
- Australian Stories
- Narrative, Style and Genre
- Narratives in Production
- Media and Change

Assessment

Unit 1

- Collaborative practical tasks
- Australian film study
- Written Report: Media forms, representations, and Australian stories

Unit 2

- Folio: Independent practical production in a medium of their choice
- Narrative across media forms
- Inquiry task and presentation

Pathways

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Students research and generate products based in film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms.

You will be able to build a portfolio of work which can be useful when applying for Arts-related courses post-Year 12.

Your final products will be showcased at the annual Xavier College Creative Arts Festival!



THEATRE STUDIES UNITS 1&2

AVAILABLE FOR
ACCELERATION

Students learn practical skills using theatre technology, they will develop their skills in collaboration, problem-solving, time-management, and creative thinking. Students are encouraged to select this course to blend their academic and artistic interests.

Course Description

Theatre Studies incorporates the love of literature and history with interpreting and staging plays for an audience. It is a practical performance artform in which students interpret scripts from a range of eras and styles and apply imagination and collaboration to present these to an audience on stage.

Units Studied

- Exploring pre-modern theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance
- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production

Assessment

Unit 1

- Researching three different styles of theatre from separate historic periods prior to the 20th Century.
- Identifying and comparing conventions of the style and context of the era
- Reading and interpreting a key text from each period and style
- Developing practical skills in various production areas, inc: acting, directing, and design of: lighting, sets, make-up, costumes, sound production.

Unit 1&2 Theatre Studies students work closely with the 3&4 students and therefore get an advanced detailed understanding of the challenges for the Year 12 study.

This is a subject which allows students to explore and develop their own specific interests and skills in the theatre.

- Applying skills in production to scripts from various periods and styles.
- Presenting scene excerpts to an audience.
- Attending professional performances and analysing the style, application of production areas and interpretation.

Unit 2

- Researching three different contemporary styles of theatre. Identifying and comparing conventions of the style and context of the times it was written and first performed.
- Reading and interpreting a key text from each style. Developing practical skills in various production areas, inc: acting, directing, and design of: lighting, sets, make-up, costumes, sound production.
- Applying skills in production to scripts from various styles. Presenting scene excerpts to an audience.
- Attending professional performances and analysing and evaluating the style, application of production areas and interpretation.

Pathways

Pathway to Theatre Studies Unit 3&4. Practical skills in theatre, event management, presentation management, Arts courses.



VISUAL COMMUNICATION DESIGN UNITS 1&2

AVAILABLE FOR
ACCELERATION

In Visual Communication Design students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Course Description

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental, and social factors, and the potential for design to instigate change.

Practical tasks across Unit 2 focus on the design of environments and interactive experiences. Methods, media, and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs. Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Units Studied

- Reframing Design Problems
- Solving Communication Design Problems
- Design's Influences and Influences on Design
- Design, Place and Time
- Cultural Ownership and Design
- Designing Interactive Experiences

Incursions include industry lead marker rendering, and illustration workshops to enrich learning experiences.

Quest speaker presentations with industry professionals and past OX design students present their design work and share their study and career experiences.

Assessment

Unit 1

- exploration of good design, documentation of human-centred research methods and findings relating to a design problem and a written brief identifying a communication need
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand
- presentation of design concepts for a critique
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object

Unit 2

- a folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.
- investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge and creation of personal iconography in a range of design exercises.
- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service.

Pathways

Visual Communication Design is a relevant and an appropriate study for many design-based courses including architecture, multimedia, industrial design, engineering, gaming design, illustrator, web design, app design, user experience design, advertising, marketing, fashion design, typography, landscape design, interior design, construction and building - project management. Many of our OX enter design courses after VCE, in particular the architecture, engineering and building construction pathways has been popular in recent years.



ART MAKING AND EXHIBITING UNITS 3&4

AVAILABLE FOR
ACCELERATION

The study allows students to explore and experiment in creating, developing and engaging with the visual arts. This helps build a strong technical skill set through the development and refinement of artworks in response to criticism and reflection.

Course Description

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. Regular engagement with art galleries allows students to understand how the Arts industry contributes to cultural and economic capital of society. We visit a range of exhibitions as stipulated by the Study Design. Year 12 visit Top Arts in Term 1 to view artworks and inspirational high achieving folios. In Term 3 we visit a diverse selection of immersive art spaces to inform assessments focused on exhibitions, curation and conservation in the Melbourne Arts Industry.

Units Studied

- Collect – Inspirations, Influences, Images
- Extend – Make, Critique, Reflect
- Connect – Curate, Design, Propose
- Consolidate – Refine, Resolve
- Present – Plan, Critique
- Conserve – Present, Care

Assessment

Unit 3

- SAT: 30%
Visual Arts Journal - influences and experimentation
Artworks and critique reflection
- SAC 5%
Exhibition response and proposal

Unit 4

- SAT 30%
Resolved Artwork created in response to Unit 3 exploration
Portfolio featuring exhibition intentions, criticism and reflection
- SAC 5%
Conservation case study

External Assessment

The VCE external Examination contributes 30% to the study score.

Pathways

Studying Art at school opens the door to a range of careers in the creative industries. Art or Design, TAFE or Undergraduate/ Bachelor Courses Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic. Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic. Fine Art can be studied as part of a double qualification, allowing students to explore multiple fields of interest such as arts, business, education, information technology, and law.

Two students have been featured in Top Arts, the NGV exhibition of exceptional VCE student work since 2019.

Previous results include 37.5% Study Scores over 40 in 2021, a Premier's Award in 2020 and 71.4% Study Scores over 40 in 2019.



DRAMA UNITS 3&4

AVAILABLE FOR
ACCELERATION

Developing drama skills of imagination, empathetic recall, observation and role-play builds confidence and a unique understanding of the self and the potential to be able to manipulate behaviour to better engage with the human condition. Drama develops life skills such as listening, collaborating, problem-solving, negotiating, as well as building self-esteem, courage and resilience. These are tangible skills which are useful in myriad applications and areas of work.

Course Description

VCE Drama is a highly practical performing arts course in which students work collaboratively to devise, develop and present ensemble and solo performances. Students create work that reflects a specific performance style or one that draws on multiple performance styles. They use improvisation and scripting, amongst other play-making techniques, to extract dramatic potential from a range of stimulus material. Students then apply and manipulate drama-specific conventions, skills and production areas, such as costuming, props, sound production, etc, to create work which engages with an audience. Throughout the semester students attend live professional theatre with which to compare and contrast with their own work.

Units Studied

Unit 3

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

Unit 4

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

Assessment

Unit 3 (30%)

- Devising and presenting ensemble performance (20%)
- Analysing a devised ensemble performance (5%)
- Analysing and evaluating a professional drama performance (5%)

Unit 4 (10%)

- Demonstrating techniques of solo performance (5%)
- Analysing and evaluating a devised solo performance (5%)

External Assessment

Outcome 2: Devising a solo performance 35% of study score
The VCE external Examination contributes 25% to the study score.

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer, Jingle Writer and Songwriter

Our students attend several professional performance each year.

Our students are regularly invited to audition for Top Acts as part of the VCAA Season of Excellence.

MEDIA UNITS 3&4

AVAILABLE FOR
ACCELERATION

You will never
watch a movie
the same way.

Love
photography?
Learn to be a
master.

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Course Description

In Media, students explore stories that circulate in society through a close analysis of a narrative. They consider social, historical, institutional, culture, economic and political contexts may influence the construction of narratives and audience readings. This includes the capacity of the media to be used by governments, institutions, audiences and the role of the Australian government in regulating the media.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. Students explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards presenting a final product.

Units Studied

- Narratives and their Contexts
- Research Development and Experimentation
- Pre-Production Planning
- Media Production
- Agency and Control in the Media

Assessment

School-assessed Coursework will contribute 20 per cent to the study score.

The School-assessed Task contributes 40 per cent to the study score.

Unit 3

- SAC Multimedia Presentation and Written Response: Narratives and their Contexts
- SAT: Research and Production Exercises
- SAT: Pre-production Plan

Unit 4

- SAC Essay or Written Report: Agency and Control in the Media
- SAT Product: A media product for a specified audience

External Assessment

The VCE external Examination contributes 40% the study score.

Pathways

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.



THEATRE STUDIES UNITS 3&4

AVAILABLE FOR
ACCELERATION

Students learn time-management, resilience, being a self-starter, creative problem-solving, design skills, practical skills in using technology, making an artistic statement. Students broaden their general knowledge through explorations in classic literature and significant historic moments.

Course Description

In Unit 3 students develop an interpretation of a script, specialising in two production areas including: acting, lighting design, sound design, costume, make-up, set design, props, direction, etc., which they present to an audience. In Unit 4 they hone in on a specific scene and associated monologue which they interpret imaginatively and creatively for an audience. Throughout the year students attend a variety of professional productions to analyse and evaluate.

Units Studied

Unit 3

- Staging theatre
- Interpreting a script
- Analysing and evaluating a performance

Unit 4

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance.

Assessment

Unit 3 (30%)

- Outcome 1: Staging Theatre (60%)
- Outcome 2: Interpreting a script (15%)
- Outcome 3: Analysing and evaluating a performance (25%)

Unit 4 (15%)

- Outcome 1: Researching and presenting theatrical possibilities (30%)
- Outcome 3: Analysing and evaluating a performance (20%)

External Assessment

Outcome 2: Interpreting a monologue contributes 25% to the study score.

The VCE external Examination contributes 30% to the study score.

Pathways

This subject leads directly to working in the theatre, specialist courses in Stage Management or other theatre courses. This is a subject which builds skills in problem-solving, applied learning, negotiation and collaboration, creativity and imagination. The research skills into history and literature inform wider liberal arts courses.

An average of 50% of students in this subject have received a study score over 40.

Students in this study often are invited to audition for Top Acts.

VISUAL COMMUNICATION DESIGN UNITS 3&4

AVAILABLE FOR
ACCELERATION

Three Xavier students
have been represented
in Top Designs at
Melbourne Museum
– only students
performing in the top
10% of the state are
selected.

Incursions,
excursions and
guest speaker
presentations form
an important part
of the coursework
and learning
experiences.

Strong trends indicate
many of our design
students are entering
design courses after VCE –
popular pathways include
architecture, engineering,
building construction,
multimedia, UX design and
content creation.

Throughout Unit 3, students explore and experience the ways in which designers work, while also analysing the work that they design. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. The Discover, Define and Develop phases of the VCD design process is used to address a selected design problem.

In Unit 4, the VCD design process continues, resolving design concepts and presenting solutions for two distinct communication needs. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

Course Description

In Visual Communication Design students will gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students explore the VCD design process, to discover, define develop and deliver resolved design concepts for two distinct communication needs. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

Units Studied

- Professional Design Practice
- Design Analysis
- Design Process: Defining Problems and Developing Ideas
- Design Process: Refining and Resolving Design Concepts
- Presenting Design Solutions

Assessment

School-assessed Coursework will contribute 20 per cent to the study score.

The School-assessed Task contributes 50 per cent to the study score.

Unit 3

- SAC 1: A comparative case study of designers in selected design field(s) and two practical design exercises documenting emerging skills in selected field(s) of practice.
- SAC 2: A comparative analysis of design examples.
- SAT Folio: Research, the brief, generation of ideas, critique presentation and evaluation.

Unit 4

- SAT Folio: Development, refinement, resolution, and the pitch of design concepts for two distinct communication needs.
- SAT Folio: Two distinct final presentations that fulfil communication needs and design criteria.

External Assessment

The examination will contribute 30 per cent to the study score.

Pathways

Visual Communication Design is a relevant and an appropriate study for many design-based courses including architecture, multimedia, industrial design, engineering, gaming design, illustrator, web design, app design, user experience design, advertising, marketing, fashion design, typography, landscape design, interior design, construction and building – project management. Many of our OX enter design courses after VCE, in particular the architecture, engineering and building construction pathways has been popular in recent years.



CREATIVE AND DIGITAL MEDIA: CERTIFICATE III IN SCREEN & MEDIA

Students who are interested in obtaining the Cert III must complete Year 11 and 12.

Successful completion of the certificate will support students entering further studies and enhance opportunities for other vocational and post-secondary educational pathways.

Course Description

This course will enable students to develop skills in designing for a range of specific audiences and working with audio, video, complex graphics, web design and 2D animation.



Units Studied

Year 11

CUAWHS312 - Apply work health and safety practices
BSBCRT311 - Apply critical thinking skills in a team environment
CUAIND311 - Work effectively in the creative arts industry
CUAACD201 - Develop drawing skills to communicate ideas
CUACAM211 - Assist with basic camera shots
CUADIG303 - Produce and prepare photo images

Year 12

CUADES302 - Explore and apply the creative design process to 2D forms
CUAANM301 - Create 2D digital animations
CUADIG312 - Author interactive sequences
CUADIG304 - Create visual design components
CUAWRT301 Write content for a range of media

Assessment

UNIT 1&2

CUAWHS312

AT1: WHS Procedures & Skills Quiz
AT2: Observation of health and safety practices
AT3: Job safety analysis worksheet
AT4: Incident / hazard reporting form

BSBCRT311

AT1: Idea Generation
AT2: Iteration & Pitch of your Idea
AT3: Reflection & Knowledge Questions

CUAIND311

AT1: Knowledge Questions
AT2: Working With Others
AT3: Pitch Presentation

CUAACD201

AT1: Prepare to use a range of drawing techniques
AT2: Create simple drawings

CUACAM211

AT1: Planning a Simple Shoot
AT2: Camera & Lighting Tests
AT3: Final Shoot & Evaluation

CUADIG303

AT1: Create and Present a Mood Board to the Client
AT2: Photo Shoot
AT3: Edit and Produce Final Photos
AT4: Knowledge Questions

UNIT 3&4

CUADES302

AT1 Part A: Elements & Principles of the 2D Design Process
AT1 Part B: Homepage & Information Page Designs
AT2 Part A: Apply Design to Templates
AT2 Part B: Practical Submissions

CUAANM301

CUADIG312

AT1: Create a Simple Website
AT2: Create a 2D Animated GIF with Audio
AT3: Short Answer Questions

CUADIG304

CUAWRT301

AT1: Create a Poster
AT2: Create Website Text & a Press Release
AT3: Oral Presentation An end of year written examination worth 34% of the overall study score.

Pathways

Graphic Designer, Media Producer, Publisher, Editor, Photographer, Screen Printer, Multimedia Developer, Games Developer, Web Designer

VCAA Top Designs exhibition incorporates work from VCE VET Creative and Digital Media - your work could be on show!

COMMERCE AND ENTERPRISE

Studying **Accounting, Business Management, Economics, and Legal Studies Units 1 - 4** within the Victorian Certificate of Education (VCE) offers numerous benefits to students. For example, students who study Accounting practise constructing and interpreting financial reports, including cash flow, profit and loss and balance sheets. Students also practise collecting other financial data to make informed financial decisions and comprehend the economic implications of financial transactions on business viability. By studying Business Management students can develop a comprehensive understanding of the principles and practices of managing businesses, including planning, organising, leading, and controlling operations within a business environment. Students can also learn about the importance of entrepreneurial ability and innovative problem-solving for individuals and society. By studying Economics, students can learn to analyse and present data and statistics, construct graphical and mathematical models and calculate and use economic indicators to explain the causes and consequences of production, distribution, and consumption decisions. By choosing Legal Studies, students can learn about the Australian legal system and explore principles of justice, rights, and responsibilities. This subject enhances students' understanding of legal frameworks, rights, and obligations in society. Legal Studies students develop critical analysis, research, and communication skills, fostering an ability to analyse legal issues, make arguments, and engage in informed discussions.

Year 11

ACCOUNTING UNITS 1&2	48
BUSINESS MANAGEMENT UNITS 1&2	49
ECONOMICS UNITS 1&2	50
LEGAL STUDIES UNITS 1&2	51

Year 12

ACCOUNTING UNITS 3&4	52
BUSINESS MANAGEMENT UNITS 3&4	53
ECONOMICS UNITS 3&4	54
LEGAL STUDIES UNITS 3&4	55



ACCOUNTING UNITS 1&2

AVAILABLE FOR
ACCELERATION

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a business
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making
- develop the capacity to identify, analyse and interpret financial data and accounting information
- develop and apply critical thinking skills to a range of business situations
- use financial and other information to improve the accounting decision-making within a business.

Course Description

VCE Accounting Units 1&2 provides valuable experience in understanding the world of business. It explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students will study both theoretical and practical aspects of accounting., they collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and technologies.

Units Studied

- The role of Accounting
- Recording financial data and reporting accounting information for a service business
- Accounting for Inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

Assessment

- a folio of exercises
- structured questions
- an assignment/case study/report
- a classroom presentation
- a feasibility investigation of a business venture

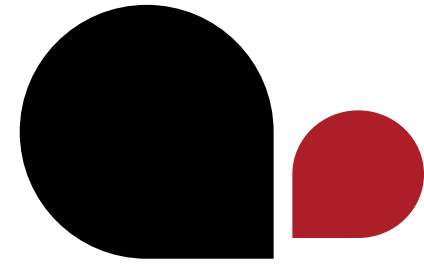
Pathways

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.



BUSINESS MANAGEMENT UNITS 1&2

AVAILABLE FOR
ACCELERATION



This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities

Course Description

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. 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 as well as taking a business idea and planning how to make it a reality. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Units Studied

Unit 1: Planning a Business

Area of study 1: The Business Idea

Area of Study 2: Internal Environment and planning

Area of Study 3: Environment Business Environment and Planning

Unit 2: Establishing a Business

Area of Study 1: Legal Requirements and Financial Considerations

Area of Study 2: Marketing a Business

Area of Study 3: Staffing a Business

Assessment

Suitable tasks for assessment in this unit may include:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- examination

Pathways

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.



ECONOMICS UNITS 1&2

Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Course Description

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Units Studied

- **Unit 1:** The behaviour of consumers and businesses
 - Thinking like an economist
 - Decision making in markets
- **Unit 2:** Contemporary economic issues
 - Economic growth, long-term economic prosperity and environmental sustainability
 - Economic efficiency and equity
 - Global economic issues

Assessment

- Topics Tests
- Report
- Examinations

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.



LEGAL STUDIES UNITS 1&2

The study of Legal Studies promotes rational citizenship, students will become aware of the most important principles and aspects of political and legal systems. This knowledge supports a thoughtful consideration of the aims and operations of our legal system and the role our legal system plays in promoting the rule of law and democracy.

Course Description

VCE Legal Studies provides students with an opportunity to become knowledgeable about the principles and processes of Victoria's and Australia's legal systems, as well as considering international legal concepts, especially the recognition of human rights in the laws of Australia and other countries. Students learn about the nature of laws, their social importance, and the institutions- parliaments and courts- that create and amend laws, identify the major types of laws in our society- criminal and civil- and how criminal and civil disputes are adjudicated and resolved, including considering the sanctions and remedies that courts can award against convicted criminals and those found liable for civil wrongs. Students are required to consider the key principles of justice-fairness, access and equality-and how our legal systems and procedures seek to uphold these principles. Students conclude Unit 2 by investigating the legal concept of human rights and assessing how effectively Australian law protects human rights in comparison to another country. Across this course, students will apply their knowledge to actual and hypothetical scenarios concerning criminal and civil disputes.

Units Studied

- Legal foundations
- The presumption of innocence
- Civil liability
- Sanctions
- Remedies
- Rights

Assessment

- Short-answer questions
- Extended response questions
- Oral presentation
- Research report
- Essays
- Examination

Pathways

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.



ACCOUNTING UNITS 3&4

AVAILABLE FOR
ACCELERATION

Students gain a practical experience of the work in Accounting and an insight into the role that Accounting practices play in our society. Accounting plays an integral role in the successful operation and management of businesses.

Course Description

VCE Accounting Units 3&4 provides valuable experience in understanding the world of business. It explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students will study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. In Unit 4 students further develop their understanding of accounting for a trading business owned by a sole proprietor

and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students will investigate both the role and importance of budgeting in decision-making for a business by analysing and interpreting accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to improve business performance.

Units Studied

Unit 3

Financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

Unit 4

Recording, reporting, budgeting, and decision-making

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

Assessment

Unit 3 (25%)

- Outcome 1: On completion of this unit the student should be able to record financial data using a double-entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations (30%)

Students gain a practical experience of the work in Accounting and an insight into the role that Accounting practices play in our society. Accounting plays an integral role in the successful operation and management of businesses.

- Outcome 2: On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business (20%)

Unit 4 (25%)

- Outcome 1: On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-basis system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- Outcome 2: On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business. (25%)

External Assessment

The VCE external Examination contributes 50% to the study score.

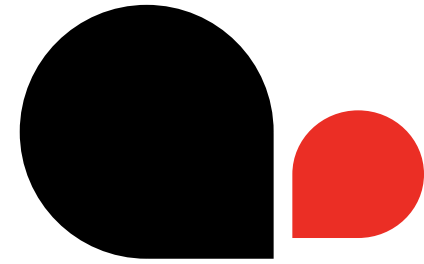
Pathways

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.



BUSINESS MANAGEMENT UNITS 3&4

AVAILABLE FOR
ACCELERATION



This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities

Course Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. Students investigate theoretical models to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance and they investigate the importance of leadership in change management. This study uses business case studies from the past four years to enable students to evaluate and compare theoretical perspectives with current practice.

Units Studied

Unit 3: Managing a Business Area of Study

- 1: Business Foundations Area of Study
- 2: Human Resource Management Area of Study
- 3: Operations Management

Unit 4: Transforming a Business Area of Study

- 1: Reviewing Performance - the Need for Change Area of Study
- 2: Implementing Change

Assessment

Suitable tasks for assessment in this unit may include:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- examination

Unit 3 School-assessed Coursework (25%)

- Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 School-assessed Coursework (25 per cent)

- Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.
- Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

External Assessment

The VCE external Examination contributes 50% to the study score.



ECONOMICS UNITS 3&4

AVAILABLE FOR
ACCELERATION

This study enables the student to:

- understand the role of consumers, businesses and governments in the economy
- understand and apply relevant economic theories, concepts and tools
- examine and evaluate the nature and consequences of economic trade-offs
- use economic methods of inquiry and tools to analyse the economic causes and consequences of contemporary events on local, domestic and international economies
- develop an understanding of how the Australian economy operates
- foster an understanding of how Australia's economic relationships with other economies and global economic institutions influence living standards and long-term prosperity
- evaluate the effectiveness of government responses to economic situations
- develop a critical perspective and think creatively about approaches to economic problems that might arise.

Course Description

Through studying Economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy.

Units Studied

- **Unit 3:** Australia's economic prosperity
Area of Study 1: An introduction to microeconomics: the market system, resource allocation and government intervention.
Area of Study 2: Domestic macroeconomic goals
Area of Study 3: Australia and the world economy
- **Unit 4:** Managing the economy
Area of Study 1: Aggregate demand policies and domestic economic stability
Area of Study 2: Aggregate supply policies

Assessment

Unit 3 outcomes 25%
Unit 4 outcomes 25%

External Assessment

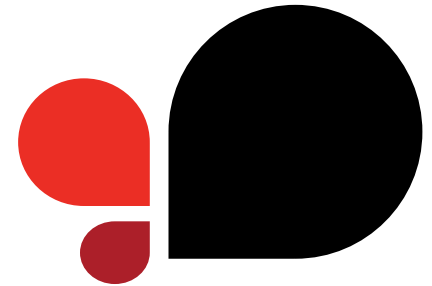
The VCE external Examination contributes 50% to the study score.

Pathways

Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.





Knowledge gained from Legal Studies provides not only a basis for informed citizenship, but also provides students who pursue tertiary studies in law, commercial law, public administration, government, and public policy with a durable foundation of knowledge about the operation of Australia's system of law and government.

Course Description

In Unit 3 students, developing the knowledge learnt in Units 1 and 2, investigate in detail the operation of Victoria's criminal and civil justice systems. Students are asked to evaluate the extent to which each system demonstrates the attainment of the principles of justice in resolving criminal and civil disputes. Students learn both about the nature of crime, the rights given to victims of crime, those accused of a crime, especially the presumption of innocence, and the punishments that the criminal justice system delivers. Similarly, students will learn about the nature of civil wrongs and how those who suffer an alleged criminal wrong may seek to use the civil justice system to obtain an appropriate remedy.

In Unit 4, students explore the political and legal framework of Australia's constitutional representative democracy, examining the powers and restraints placed on the people's parliament, including the power to change the Constitution through a referendum. Students conclude Unit 4 with an investigation of the lawmaking powers and relationships of Australia's law making institutions, the parliaments, and the courts. Finally, students investigate how laws can be changed by parliaments and the courts, and the role that law reform bodies and the people can play in instigating law reform.

Knowledge of contemporary examples of criminal and civil cases, judicial and parliamentary law-making, constitutional change and law reform is important, along with the ability to apply legal principles to hypothetical scenarios.

Units Studied

Unit 3: Rights and justice

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

Unit 4: The people and The Law

- The people and the Australian Constitution
- The people, parliament, and the courts

Assessment

- Outcome 1: Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
- Outcome 2: Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.
- School- assessed coursework for Units 3 & 4 will contribute 25% each to an internal school score.

External Assessment

The VCE external Examination contributes 50% to the study score.

ENGLISH

Year **11**

ENGLISH UNITS 1&2	57
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ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1&2	58
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LITERATURE UNITS 1&2	59
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Year **12**

ENGLISH UNITS 3&4	60
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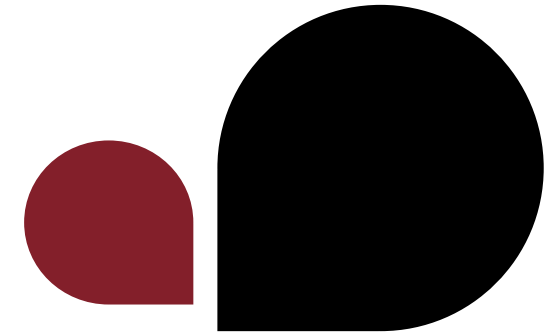
ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3&4	61
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LITERATURE UNITS 3&4	62
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ENGLISH UNITS 1&2

Conditional requirement: see page 17 for entry requirement details



This study enables students to extend their English language skills through thinking, listening, speaking, reading, viewing and writing and enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms.

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Students will make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Students will develop their writing skills in order to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes. In this study, students will practice their own writing to convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences including constructing a point of view for oral presentation.

Units Studied

UNIT 1

Reading and exploring texts
Crafting texts

UNIT 2

Reading and exploring texts
Exploring argument

Assessment

- Personal response to a set text
- Creative text
- Creative Text
- Written explanation
- Analytical response to text
- Annotated persuasive texts
- Written analysis of argument, language and techniques
- Oral presentation of argument



ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1&2

Conditional requirements: Subject to meeting specific requirements and VCAA application.

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

Course Description

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through the study of EALD students should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation. They will be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning. By studying a variety of texts, students will make personal connections with, and identify selected vocabulary, text structures, language features and ideas and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Units Studied

Unit 1

Reading and exploring texts
Crafting texts

Unit 2

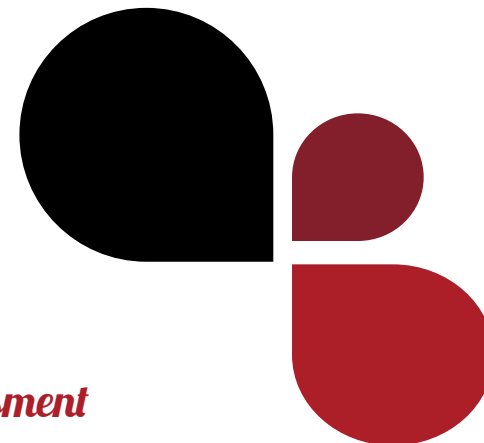
Reading and exploring texts
Exploring argument

Assessment

- Personal response to a set text
- Creative text
- Creative text annotation
- Analytical response to text
- Annotated persuasive texts
- Written analysis of argument, language and techniques
- Oral presentation of argument



LITERATURE UNITS 1&2



In this study, students will have the opportunity to immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Course Description

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Units Studied

Unit 1

Reading practices
Exploration of literary movements and genres

Unit 2

Voices in country
The text in its context

Assessment

- Close analysis of selected passages
- Analytical essay
- Reading journal entries
- Creative response to a text(s)



ENGLISH UNITS 3&4

Conditional requirement: see page 17 for entry requirement details

This study will build on the learning established through F-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Units Studied

Unit 3

Reading and responding to texts
Creating texts

Unit 4

Reading and responding to texts
Analysing argument

Assessment

Unit 3 (25%)

- An analytical response to text in written form where students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- Two written texts constructed in consideration of audience, purpose and context. Students are to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4 (25%)

- An analytical response to text in written form where students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- An analytical response to argument in written form. Students should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year

External Assessment

The VCE external Examination contributes 50% to the study score.



ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3&4

Conditional requirements: Subject to meeting specific requirement.

This study will build on the learning established through F-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying EAL English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.



Units Studied

Unit 3

Reading and responding to texts
Creating texts

Unit 4

Reading and responding to texts
Analysing argument

Assessment

Unit 3 (25%)

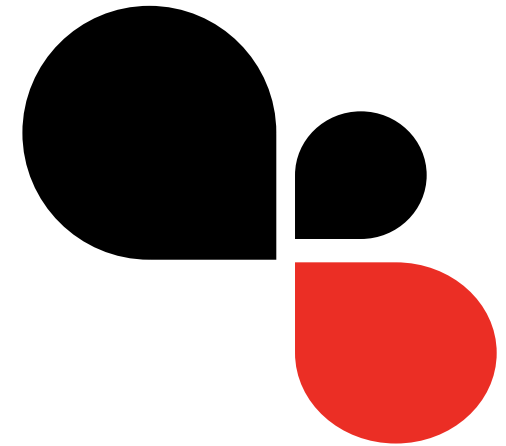
- An analytical response to text in written form where students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- Two written texts constructed in consideration of audience, purpose and context. Students are to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.
- Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through:
 - short-answer responses
 - note form summaries.

Unit 4 (25%)

- An analytical response to text in written form where students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- An analytical response to argument in written form. Students should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year

External Assessment

The VCE external Examination contributes 50% to the study score.



LITERATURE UNITS 3&4

Students are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Course Description

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students will immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Units Studied

Unit 3

Adaptations and transformations
Developing interpretations

Unit 4

Creative responses to texts
Close analysis of texts

Assessment

Unit 3 (25%)

- A written interpretation of a text, supported by close textual analysis, using a key passage
- An analysis of how textual form influences meaning
- Interpretation of a text's views and values within its historical, social and cultural context.
- Written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from a text.

Unit 4 (25%)

- Creative response to a text
- Close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text
- A close analysis of a text, supported by an examination of textual details, based on a selection of passages.

External Assessment

The VCE external Examination contributes 50% to the study score.



HEALTH AND PHYSICAL EDUCATION

Year
11

**PHYSICAL EDUCATION
UNITS 1&2** 64

**HEALTH AND HUMAN
DEVELOPMENT UNITS 1&2** 65

Year
12

**PHYSICAL EDUCATION
UNITS 3&4** 66

**HEALTH AND HUMAN
DEVELOPMENT UNITS 3&4** 67

**OUTDOOR AND ENVIRONMENTAL
STUDIES UNITS 3&4** 68



PHYSICAL EDUCATION UNITS 1&2

Students attend a rowing excursion that focuses on the links between how the musculoskeletal and cardiorespiratory systems work together to produce movement. And also attend a ice Hockey to investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings.

The combination of theoretical understanding and applied practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Course Description

VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Units Studied

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?
- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Assessment

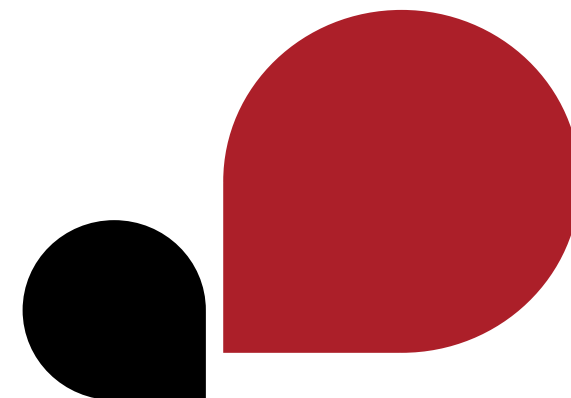
- a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.
- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- structured questions
- a critically reflective folio/diary of participation in practical activities
- a multimedia presentation or graphic organiser, concept/mind map, annotated poster,- physical simulation or model
- an oral presentation such as podcast, debate

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.



HEALTH AND HUMAN DEVELOPMENT UNITS 1&2



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

Course Description

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

Units Studied

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing
- Developmental transitions
- Health care in Australia

Assessment

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis

Pathways

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.



PHYSICAL EDUCATION UNITS 3&4

AVAILABLE FOR
ACCELERATION

The combination of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Course Description

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Units Studied

- How are movement skills improved?
- How does the body produce energy?
- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment

Unit 3

- Outcome 1: Collect and analyse information from, and participate in, a variety of practical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles (50 Marks)

Xavier College achieved the most study scores of above 40 in the state in 2020 (40% of students)

On average 1 student or more has achieved a study score of 50 since 2015 (No scaling occurs above 47 in Physical Education)

The average study score for Year 11 over the past 8 years is 37!

- Outcome 2: Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies. (Written report - 50 Marks & Response - 25 Marks)

Unit 4

- Outcome 1: Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity (50 Marks)
- Outcome 2: Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components (Folio Task - 25 Marks, Written report 25 Marks & Response 20 Marks)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.



HEALTH AND HUMAN DEVELOPMENT UNITS 3&4

Health and Human Development is a popular subject at Xavier, cohort numbers have tripled since 2020!

This study enables students to:

- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs
- propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Course Description

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students will learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. This study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Units Studied

- Understanding health and wellbeing
- Promoting health and wellbeing
- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Assessment

Unit 3

- Outcome 1: Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status (50 Marks)
- Outcome 2: Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies (50 Marks)

Unit 4

- Outcome 1: Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing (50 Marks)
- Outcome 2: Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs (50 Marks)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.



OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3&4

AVAILABLE FOR
ACCELERATION

Students will participate in one overnight camp in each Semester. The second camp is an overnight stay in the snow and includes some skiing/snowboarding activities!

This study enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments
- develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time
- develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- understand the implications of increasing awareness of sustainable environmental relationships
- critically analyse interactions with outdoor environments in shaping Australian cultural practices.

Course Description

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Units Studied

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990
- Healthy outdoor environments
- Sustainable outdoor environments

Assessment

Unit 3

- Outcome 1: Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences (50 Marks)
- Outcome 2: Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences (50 Marks)

Unit 4

- Outcome 1: Evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences (50 Marks)
- Outcome 2: Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences (50 Marks)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.



HUMANITIES

Humanities subjects at Xavier College seek to teach foundational knowledge and skills that students will draw on to play an active role in civic life. Students will learn about the past and the forces that have shaped societies, with a special focus on understanding the evolution of Australian society. Students will have an opportunity to develop an understanding of Australia's democratic institutions and legal system, with an emphasis on governance and justice. Interconnections between places, environments and people are examined in the Geography classroom, where students will learn about contemporary environmental and social issues in the world, the impacts of those issues and how people respond to those issues. Students will develop their capacity for critical and creative thinking, pose meaningful questions, refine their communication skills and practise constructing and evaluating arguments.

Through a study of the Humanities, students will learn to place themselves within a broader cultural, historical, political and environmental context. Humanities subjects will help prepare students to understand and engage with modern challenges including current political debates and the climate crisis.

Year 11

GEOGRAPHY UNITS 1&2	70
MODERN HISTORY UNITS 1&2	71
POLITICS UNITS 1&2	72

Year 12

AUSTRALIAN POLITICS UNITS 3&4	73
AUSTRALIAN HISTORY UNITS 3&4	74
GEOGRAPHY UNITS 3&4	75
GLOBAL POLITICS UNITS 3&4	76
REVOLUTIONS UNITS 3&4	77



GEOGRAPHY UNITS 1&2

AVAILABLE FOR
ACCELERATION

Students will undertake fieldwork excursions to study bushfires in Kinglake in Unit 1 and tourism at Melbourne Zoo in Unit 2.

Students can gain a knowledge of the World around them and the issues facing the World. They learn many transferable skills, including data analysis, spatial thinking, communication, research skills and the use of technology. During their fieldwork, students learn about analysing primary and secondary sources, how to organise and analyse data in graphing software, and problem-solving skills. Students gain hands-on experience with geospatial technologies, using the programs that are used by industry leaders, such as ArcGIS and Google Earth. The use of these technologies is the biggest emerging field in geography, and is an excellent transferable skill for employers.

Course Description

In Unit 1, students study the characteristics of hazards and the response to hazards and disasters. Students start the unit by learning about the different types of hazards, the interconnection between the hazards and the positive and negative impacts of hazards. They then focus on the characteristics and impacts of and the responses to volcanoes, before focusing more directly on a recent volcanic eruption, such as the Hunga Tonga–Hunga Ha’apai volcano that erupted in January 2022. Students then study the characteristics and impacts of and the responses to bushfires, focusing particularly on the Black Saturday bushfires that occurred in February 2009. Students complete fieldwork to Kinglake and the surrounding region to study the impacts of the fire and the responses to the fire, before writing a fieldwork report.

The study of the characteristics and impacts of tourism is the focus of Unit 2 Geography. Students initially learn about the characteristics of the different types of tourism. They also learn about changes in tourism over time and the characteristics of ethical tourism. Students then complete a “Choose your own Case Study” assignment where they select a country and complete a range of tasks to explore the characteristics of tourism, factors that influence tourism and the impacts of tourism. They undertake a similar study of Tropical North Queensland, also completing virtual fieldwork to the Great Barrier Reef. Finally, students go to Melbourne Zoo to study the impact of tourism at the zoo, collecting primary and secondary data to support their completion of a fieldwork report.

All of the content covered is supported by the teaching of fieldwork report writing and communication skills, data analysis skills, case study analysis skills and evaluation skills. Students also use geospatial technologies to analyse and display data collected throughout the year.

Units Studied

Unit 1 Hazards and Disasters

- Area of Study 1: Characteristics of hazards
- Area of Study 2: Response to hazards and disasters

Unit 2 Tourism: Issues and challenges

- Area of Study 1: Characteristics of tourism
- Area of Study 2: Impact of tourism: issues and challenges

Assessment

Unit 1

- Characteristics of Volcanoes Test
- Volcanoes Case Study Assignment
- Fieldwork Report
- Examination

Unit 2

- Choose your own Case Study Assignment
- Tropical North Queensland Test
- Fieldwork Report
- Examination

Pathways

Students can use Geography as a prerequisite to enter both Science and Arts degrees at Universities. Geography leads to a wide range of career options, including environmental scientist, soil scientist, hydrologist, geologist, spatial data analyst, farmer, horticulturist, architect, environmentally sustainable design consultant, park ranger, environmental consultant, and many more. The transferable skills learnt during the study of Geography are highly employable and students with these skills are highly sought after in many key industries.



MODERN HISTORY UNITS 1&2



The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present.

Course Description

This course focuses on some of the most significant events of our 'Modern History'. Unit 1 investigates the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. VCE Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. Students study the significant events of the late 19th and early 20th centuries including, the Russian Civil War, the Weimar Republic, World War One and the causes of World War Two. In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students study post-war Germany, the Korean War, the Cuban Missile Crisis, the Vietnam War and the war in Afghanistan.

Units Studied

Unit 1 Change and Conflict

- Area of Study 1: Ideology and conflict
- Area of Study 2: Social and cultural change

Unit 2 The Changing World Order

- Area of Study 1: Causes, course and consequences of the Cold War
- Area of Study 2: Challenge and change

Assessment

- Evaluation of historical sources
- Extended responses
- Essays
- Historical inquiry
- Examinations

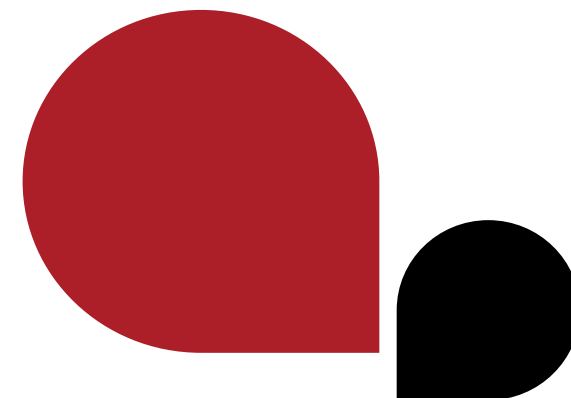
Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.



POLITICS UNITS 1&2

AVAILABLE FOR
ACCELERATION



Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. Students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and the ability to understand the global environment. Students are encouraged to be informed citizens, voters and participants in their communities.

Course Description

VCE Politics introduces students to key ideas relating to political power. They will explore how these ideas shape political systems and consider the nature of power in Australian democracy and in non-democratic political systems, the nature and influence of key political actors in Australia, including political parties, interest groups and the media. They will also consider the extent to which global actors co-operate and share visions and goals as part of the global community and investigate how the global community responds to issues of global conflict and instability. Students will investigate the key principles of democracy and assess how they are expressed, experienced and challenged in Australia and global settings. They study a contemporary political issue that challenges democratic ideas or practice. Throughout the year, students will discuss contemporary issues as well as historical political issues, this is a key component of students' experience in the classroom.

Units Studied

Unit 1 Politics, Power and Political Actors

- Area of Study 1: Power and National Political Actors
- Area of Study 2: Power and Global Political Actors

Unit 2 Democracy: Stability and Change

- Area of Study 1: Issues for Australia's Democracy
- Area of Study 2: Global Challenges to Democracy

Assessment

- Short-answer questions
- Extended response questions
- Research reports
- Essays
- Examination

Pathways

Politics will provide students with the knowledge and skills that prepare them for formal study at the tertiary level or in vocational education and training settings. Students may pursue occupations in corporate and private enterprises in fields such as journalism, law, research, education, and politics. The knowledge and skills learnt in Politics are transferable and the skills are valuable in many industries.



AUSTRALIAN POLITICS UNITS 3&4

AVAILABLE FOR
ACCELERATION

Australian Politics increases awareness of the nature of power, as it is exercised both in Australia and in other democratic societies. It allows students to become informed observers of, and active participants in their political system.

Course Description

In Unit 3 Australian Politics, students become informed observers of, and active participants in their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. The subject introduces students to the core principles and operation of the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in practice. It evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America. In Unit 4, the subject focuses on Australian federal public policy formulation and implementation. During the formulation stage of many domestic policies, the government is subject to pressures from competing stakeholders and interests.

As governments respond to these influences and pressures, domestic policy proposals are often subject to change and compromise. The complexities that government faces in putting domestic policy into operation are investigated. Major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy are examined.

Units Studied

Unit 3 Evaluating Australian Democracy

- Area of Study 1: Australian Democracy
- Area of Study 2: Comparing Democracies: Australia and the United States of America

Unit 4 Australian Public Policy

- Area of Study 1: Domestic Policy
- Area of Study 2: Foreign Policy

Assessment

School-assessed coursework for Units 3 & 4 will contribute 50 per cent to the study score. Students are assessed in each area of study with short answer and extended response questions along with an essay.

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Australian Politics will provide students with the knowledge and skills that prepare them for formal study at the tertiary level or in vocational education and training settings. Students may pursue occupations in corporate and private enterprises in fields such as journalism, law, research, education, and politics. The knowledge and skills learnt in Australian Politics are transferable and the skills are valuable in many industries

This is a contemporary study of Australian politics that involves discussion and analysis of current issues. Dialogue and debate are a feature of the classroom experience.



AUSTRALIAN HISTORY UNITS 3&4

AVAILABLE FOR
ACCELERATION

Students will gain a much more detailed and complex understanding of the history of Australia. They will be surprised by much of the content, which may overturn what they had previously thought or even been taught. The discovery of new perspectives and the examination of Australia within a global perspective will provide fresh insight into how things have turned out the way they have. A strength of this study is that it will give students a stronger sense of their place in Australia and guide them beyond their schooling as they become adult actors in the continuing formation of this Nation.

Course Description

In Units 3 and 4 Australian History, students will develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story. The study of Australian history is considered both within a national and a global context. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous peoples.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. This study includes some of the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms and the world wars. Students also examine aspects of the emergence of social movements that have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society.

Units Studied

Unit 3 Power and Resistance (1788 – 1998)

- Area of Study 1: Foundations
- Area of Study 2: Transformations

Unit 4 War and Upheaval (1909 – 1992)

- Area of Study 1: Foundations
- Area of Study 2: Transformations

Assessment

- A Historical Inquiry (12.5%)
- Evaluation of Historical Sources (12.5%)
- Extended Responses (12.5%)
- An Essay (12.5%)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.



GEOGRAPHY UNITS 3&4

Students can gain a knowledge of the World around them and the issues facing the World. They learn many transferable skills, including data analysis, spatial thinking, communication, research skills and the use of technology. During their fieldwork, students learn about analysing primary and secondary sources, how to organise and analyse data in graphing software, and problem-solving skills. Students gain hands-on experience with geospatial technologies, using the programs that are used by industry leaders, such as ArcGIS and Google Earth. The use of these technologies is the biggest emerging field in geography, and is an excellent transferable skill for employers.

Course Description

Students start Unit 3 in Geography studying the characteristics of land cover and the processes of land cover change. There is a focus on melting glaciers, ice sheets and deforestation in which students study the human activities and natural processes that cause melting glaciers and ice sheets and deforestation, the impacts of each process and the responses to these impacts at local, national and global scales.

This is taught using case studies, with a focus on the melting of the Greenland Ice Sheet and deforestation on the island of Borneo. Students then learn about land use change in the context of a local fieldwork site. They study the change from commercial to residential land uses at The Hawthorne development site at 138 Barkers Rd, Hawthorn, focusing on the geographic characteristics of the site, the processes and reasons for the land use change and the impacts of the land use change. Students use primary fieldwork techniques, secondary sources and geospatial technologies to investigate this land use change.

Unit 4 focuses on trends and issues in the global human population. Students study population dynamics, including the current population, the distribution of population characteristics, demographic theories, the causes of population changes and migration. Students then study a growing population in Niger and an ageing population in Germany. For each country, they study the issues and challenges of the population, the distribution of the population, the effect of population movement, the factors that contribute to the impacts of the issues, and strategies developed in response to those impacts. They also study the use of geospatial technologies in responding to population issues. Throughout this unit, students use their data analysis and analytical skills to answer questions based on population dynamics.

Units Studied

Unit 3: Changing the land

- Area of Study 1: Land cover change
- Area of Study 2: Land use change

Unit 4: Human population: trends and issues

- Area of Study 1: Population dynamics
- Area of Study 2: Population issues and challenges

Fieldwork excursion to study the land use change at The Hawthorne and visit the surrounding region.

Geospatial technologies is one of the biggest emerging fields for analysing data. Students will practise learning how to use these technologies and how they are used in the world to address problems.

Assessment

Unit 3 (25%)

- Analysis of Geographic Data (5%)
- Case Study (5%)
- Fieldwork Report (12.5%)
- Structured Questions (2.5%)

Unit 4 (25%)

- Analysis of Geographic Data (5%)
- Case Study (5%)
- Growing Population Case Study (7.5%)
- Ageing Population Case Study (7.5%)

External Assessment

The VCE external examination contributes 50% to the study score.

Pathways

Geography can be a prerequisite to enter a range of Science and Arts degrees at Universities. Geography leads to a wide range of career options, including: environmental scientist, soil scientist, hydrologist, geologist, spatial data analyst, farmer, horticulturist, architect, environmentally sustainable design consultant, park ranger, environmental consultant, and many more. The transferable skills learnt through the study of Geography are highly employable and students with these skills are highly sought after because of their skills in communication, research and use of data.



GLOBAL POLITICS UNITS 3&4

AVAILABLE FOR
ACCELERATION

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Course Description

In this subject, students investigate the aims, roles, and power of key global actors in contemporary global politics: states, the UN and other intergovernmental organisations, non-government organisations such as Amnesty International or ISIS, and Transnational Corporations. They develop an understanding of how ONE Asia-Pacific state (China) uses power to achieve their national interest objectives. The students then examine the extent to which states have moral obligations to protect human rights and resettle refugees.

We also examine a range of ways that states and the international community can respond to these ethical issues. Finally, the students study the causes of climate change and terrorism, and how the international community can effectively resolve these global crises. VCE Global Politics is a contemporary study and the focus must be on examples and case studies from within the last 10 years.

This course is suited to anyone wanting to improve their knowledge of world politics or those considering a career in law, media, government, or business; it is crucial, however, that students have a genuine interest in global news. Global Politics involves the study of big questions about the modern world.

These include:

- How do states use power to pursue their interests?
- How do states cooperate and compete through regional organisations like the European Union and intergovernmental organisations like the United Nations?
- How can non-state actors influence global politics?
- To what extent states have ethical obligations to protect human rights and welcome refugees? How can the international community respond to these issues?
- What are the causes of climate change and terrorism? How can the international community try to resolve these crises?

Units Studied

Unit 3 Global Actors

- Area of Study 1: Global Actors
- Area of Study 2: Power in the Asia-Pacific

Unit 4 Global Challenges

- Area of Study 1: Ethical Issues and Debates
- Area of Study 2: Global Crises

Assessment

School-assessed coursework for Units 3 & 4 will contribute 50 per cent to the study score. Students are assessed in each area of study with short answer and extended response questions along with an essay.

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Global Politics will provide students with the knowledge and skills that prepare them for formal study at the tertiary level or in vocational education and training settings. Students may pursue occupations in corporate and private enterprises in fields such as journalism, law, research, education, and politics. The knowledge and skills learnt in Global Politics are transferable and the skills are valuable in many industries.

Global Politics equips students with the skills and knowledge for a range of tertiary studies, including political science, international relations, law, journalism, history, security and development studies, and any other field where critical thinking about the world's problems are valued.



REVOLUTIONS UNITS 3&4

AVAILABLE FOR
ACCELERATION

Students will hone their writing skills and will be able to construct an argument about the past using historical sources as evidence, to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students will also analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same.

Course Description

In Units 3 and 4 Revolutions students will investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged 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. Students will study two revolutions – the American Revolution in semester one and the Russian Revolution in semester two. They study the American Revolution from 1754 until 1789 and the Russian Revolution from 1896 until 1927.

Units Studied

Unit 3 The American Revolution (1754 – 1789)

- Area of Study 1: Causes of Revolution
- Area of Study 2: Consequences of Revolution

Unit 4 The Russian Revolution (1896 – 1927)

- Area of Study 1: Causes of Revolution
- Area of Study 2: Consequences of Revolution

Assessment

- A Historical Inquiry (12.5%)
- Evaluation of Historical Sources (12.5%)
- Extended Responses (12.5%)
- An Essay (12.5%)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.



LANGUAGES

Year **11**

CLASSICAL GREEK UNITS 1&2	79
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CLASSICAL STUDIES UNITS 1&2	80
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FRENCH UNITS 1&2	81
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ITALIAN UNITS 1&2	82
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JAPANESE UNITS 1&2	83
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LATIN UNITS 1&2	84
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Year **12**

CLASSICAL GREEK UNITS 3&4	79
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CLASSICAL STUDIES UNITS 3&4	80
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FRENCH UNITS 3&4	85
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ITALIAN UNITS 3&4	86
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JAPANESE UNITS 3&4	87
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LATIN UNITS 3&4	88
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CLASSICAL GREEK UNITS 1&2 AND UNITS 3&4

Conditional requirements: Year 11 + 12 Classical Greek is administered by the Board of Studies NSW. A course of Classical Greek at year 9 and 10 must have been completed. The preliminary course (Unit 1&2) is a prerequisite for the HSC course (Unit 3&4). The preliminary course requires 120 indicative hours, and the HSC course requires a further 120 indicative hours. Texts are prescribed for study for the HSC course.

Students gain a knowledge and understanding of the Classical Greek language and how to translate various types of texts. This study gives students a deeper understanding of Classical Greek culture and history, building a better overall understanding of how the ancient world operated and its influence on Western literature and civilisation over the subsequent centuries.

**VCAA
ENDORSED**

Students gain a knowledge and understanding of the Classical Greek language and how to translate various types of texts. This study gives students a deeper understanding of Classical Greek culture and history, building a better overall understanding of how the ancient world operated and its influence on Western literature and civilisation over the subsequent centuries.

Course Description

The contribution of Classical Greek language, literature and culture to the modern world and to Australian society is both seminal and extensive. To study Classical Greek is to study our own heritage in a way that is both profound and aesthetically satisfying.

Classical Greek literature contains many of the finest works ever written, which has defined certain literary genres to the present day. It was the Greeks who first developed drama as we know it today. The works of the great Greek playwrights - Aeschylus, Sophocles, Euripides and Aristophanes continue to be performed around the world. Herodotus is credited with being the 'father of history', while Thucydides raised the writing of history to the level of critical analysis and interpretation of events. The epic, lyric and elegiac poetry created and developed by the Greeks has been a source of inspiration for poets ever since. By studying Classical Greek students will develop an appreciation of many standard genres of literature and is able to read the works of outstanding authors in their original language.

Units Studied

UNIT 1&2

- Grammar
- Prepared and unprepared translation

UNIT 3&4

- Translation of original texts (one prose, one poetry)

Assessment

UNIT 1&2

- Vocabulary and grammar paradigms
- Grammar identification and analysis
- Prepared and unprepared translation

Unit 3 (25%)

- SAC 1A: Prepared translation
- SAC 1B: Unprepared translation
- SAC 2: Grammar analysis (25%)

Unit 4 (25%)

- SAC 1: Literary interpretation of a text (25%)
- SAC 2: Essay on a text (25%)

External Assessment

The NSW external Examination contributes 50% to the study score.



CLASSICAL STUDIES UNITS 1&2 AND UNITS 3&4

Conditional requirements: There are no prerequisites for entry to Units 1, 2 and 3.

This study enables the student to:

- understand the multidisciplinary nature of VCE Classical Studies and its methods
- develop an interest in the classical world and an understanding of its enduring significance
- develop an understanding of the socio-historical contexts of classical works
- analyse, compare and evaluate classical works
- analyse a range of perspectives and emphases in classical works
- examine ideas of contemporary relevance through classical works

Course Description

VCE Classical Studies is the study of works of literature, history, philosophy, art and architecture from ancient Greece and ancient Rome. It is a multidisciplinary study in which students examine works that have had an enduring influence on Western civilisation. Students of VCE Classical Studies read and study works that have captivated and inspired generations. These works teach students about love and devotion, and about anger and betrayal. Ideas about fate and freedom in ancient Greek and ancient Roman works inform students' understanding of humanity and they begin to appreciate the influence of such works on Western civilisation.

Units Studied

- Unit 1: Mythical worlds
- Unit 2: Classical worlds
- Unit 3 & 4: Classical works

Assessment

UNIT 1

- Analyse the nature of myths in ancient Greece and/or ancient Rome
- Analyse how archaeology has informed understanding of ancient Greek and/or ancient Roman myths
- Analyse the representation and function of myths in ancient Greek and/or ancient Roman culture

Did you know that Classical Studies offers the best of both Ancient worlds, Roman and Greek, and presents it to you on a magnificent platter of cultural knowledge?

If you want to understand today's society in-depth, this is the subject for you because, after all, everything we know and build on has its origin in Antique societies.

UNIT 2

- Analyse the ways in which classical works reveal and present aspects of ancient Greek and/or ancient Roman society
- Evaluate the relationship between classical works and works from a later period

UNIT 3 (25%)

- Analyse the ideas and the techniques of a classical work and evaluate the relationship of the work to its socio-historical context
- Compare the ideas and the techniques in two classical works and evaluate the relationships of these works to their socio-historical contexts

UNIT 4 (25%)

- Analyse the ideas and the techniques of a classical work and evaluate the relationship of the work to its socio-historical context
- Compare the ideas and the techniques in two classical works and evaluate the relationships of these works to their socio-historical contexts

External Assessment

The VCE external Examination contributes 50% to the study score.



FRENCH UNITS 1&2

Conditional requirements: French VCE 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10..

This study enables the student to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and
- leisure activities, lifelong learning and the world of work.

Course Description

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

UNIT 1 and UNIT 2

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

French students' success has been consistent with Top raw scores: 2020 - 40, 2021 - 43, 2022 - 45

Did you know that Le Louvre in Paris is the most visited Art Museum in the world?

Did you know that, in past years, many Year 11 students participated in an exchange in Paris during the summer holidays?

Did you know that the 2024 Olympics will be in Paris and Tahiti for the surf competition?

Assessment

UNIT 1

- OUTCOME 1
Establish and maintain an informal, personal, spoken interaction in French on a selected subtopic.
- OUTCOME 2
Interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.
- OUTCOME 3
Present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

UNIT 2

- OUTCOME 1
Respond in writing in French to spoken, written or visual texts presented in French.
- OUTCOME 2
Analyse and use information from written, spoken or visual texts to produce an extended written response in French.
- OUTCOME 3
Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.



ITALIAN UNITS 1&2

Conditional requirements: Italian VCE Units 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10.

This study enables the student to:

- communicate with others in Italian in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Italian is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

UNIT 1 and UNIT 2

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Did you know that the scale up of 6 for the Italian study score contributed in past years to enhance nicely students' overall ATAR score?

Did you know that Italy has the most Unesco world heritage sites in the world?

Did you know that, in past years, many Year 11 students participated in an exchange in Florence during the summer holidays?

Assessment

UNIT 1

- OUTCOME 1
Establish and maintain an informal, personal, spoken interaction in Italian on a selected subtopic.
- OUTCOME 2
Interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English.
- OUTCOME 3
Present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.

UNIT 2

- OUTCOME 1
Respond in writing in Italian to spoken, written or visual texts presented in Italian.
- OUTCOME 2
Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.
- OUTCOME 3
Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.



JAPANESE UNITS 1&2

Conditional requirements: Japanese VCE Units 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10.

This study enables the student to:

- communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Japanese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge.

VCE Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

UNIT 1 and UNIT 2

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Did you know that, in past years, many Year 11 students participated in an exchange in Japan during the summer holidays?

Did you know that many Japanese students have achieved an ATAR of 96 and over in past years because the study score scale up of 8 contributed nicely to enhance their overall ATAR score?

Assessment

UNIT 1

- OUTCOME 1
Establish and maintain an informal, personal, spoken interaction in Japanese on a selected subtopic.
- OUTCOME 2
Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.
- OUTCOME 3
Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

UNIT 2

- OUTCOME 1
Respond in writing in Japanese to spoken, written or visual texts presented in Japanese.
- OUTCOME 2
Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.
- OUTCOME 3
Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

LATIN UNITS 1&2

AVAILABLE FOR
ACCELERATION

Conditional requirements: Latin VCE Units 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10. A minimum of 200 hours of Latin is recommended before starting Unit 1.

The study of Latin provides students with a key to the literature, history and culture of the Roman world.

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society.

Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in the Latin texts.

Course Description

The study of Latin provides students with a key to the literature, history and culture of the Roman world.

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society.

Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in the Latin texts.

Units Studied

- Unit 1: Reading Latin
- Unit 2: Reading original Latin, including poetry
- Unit 3: A Latin prose author or Latin poet
- Unit 4: Latin epic poetry

Assessment

UNIT 1

- OUTCOME 1
Read passages of Latin, translate them into fluent English and answer questions on the accidence and syntax of the passages
- OUTCOME 2
Respond to questions on the content and context of a seen passage of Latin

- OUTCOME 3
Translate passages of original Latin into fluent English and to answer questions on the accidence and syntax of the passages

UNIT 2

- OUTCOME 1
Translate a seen passage of both a prose author and a poet, and answer questions on the accidence and syntax of the passages
- OUTCOME 2
Respond to questions on the purpose and style, and accidence and syntax of a seen passage of a Latin author
- OUTCOME 3
Scan the hexameter line and understand how the poet makes use of this metre

Did you know that many Latin students have achieved an ATAR of 96 and over in past years because the scale up of 14 to 16 contributed greatly to enhance their overall ATAR score?

Did you know that Ancient Rome is underground hidden under modern Rome?

Did you know that, in past years, students had the opportunity to participate in a Tour of Roman heritage sites in Italy?



FRENCH UNITS 3&4

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

This study enables the student to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and
- leisure activities, lifelong learning and the world of work.

Course Description

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

UNIT 3 and UNIT 4

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

How about going to Paris next year and bring your knowledge on, gentlemen?

Did you know that the 2024 Olympics will be in Paris and Tahiti, for the surf competition?

Did you know that French is the third highest scaled subject in VCE and that many French students have achieved an ATAR of 96 and over in past years because the scale up of 11 contributed greatly to enhance their overall ATAR score?

Assessment

UNIT 3 (25%)

- Participate in a spoken exchange in French to resolve a personal issue
- Interpret information from texts and write responses in French
- Express ideas in a personal, informative or imaginative piece of writing in French

UNIT 4 (25%)

- Share information, ideas and opinions in a spoken exchange in French
- Analyse information from written, spoken and viewed texts for use in a written response in French
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in French

External Assessment

The VCE external Examination contributes 50% to the study score.

It is organised in TWO PARTS, the Speaking Examination (12.5%) and the Written Examination (37.5%).



ITALIAN UNITS 3&4

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE Italian is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

This study enables the student to:

- communicate with others in Italian in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Italian is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

UNIT 3 and UNIT 4

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Italian is positively scaled, check VTAC guide for scaling trends

Did you know that Italy is a romantic, sun-drenched country offering exquisite Mediterranean food and vibe that you will thrive to experience as a local with your language knowledge?

Assessment

UNIT 3 (25%)

- Participate in a spoken exchange in Italian to resolve a personal issue
- Interpret information from texts and write responses in Italian
- Express ideas in a personal, informative or imaginative piece of writing in Italian

UNIT 4 (25%)

- Share information, ideas and opinions in a spoken exchange in Italian
- Analyse information from written, spoken and viewed texts for use in a written response in Italian
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian

External Assessment

The VCE external Examination contributes 50% to the study score.

It is organised in TWO PARTS, the Speaking Examination (12.5%) and the Written Examination (37.5%).



JAPANESE UNITS 3&4

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE Japanese is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

This study enables the student to:

- communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Japanese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

VCE Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics.

Students will develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

UNIT 3 and UNIT 4

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Did you know that Japanese is a highly scaled VCE study, and it contribute nicely to your overall ATAR score?

Japan is both ancient and modern in the way it functions and overlooks values and lifestyles?

Did you know it is one of the countries with the highest rate of centenarians simply because of the healthy way they eat?

Assessment

UNIT 3 (25%)

- Participate in a spoken exchange in Japanese to resolve a personal issue
- Interpret information from texts and write responses in Japanese
- Express ideas in a personal, informative or imaginative piece of writing in Japanese

UNIT 4 (25%)

- Share information, ideas and opinions in a spoken exchange in Japanese
- Analyse information from written, spoken and viewed texts for use in a written response in Japanese
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese

External Assessment

The VCE external Examination contributes 50% to the study score.

It is organised in TWO PARTS, the Speaking Examination (12.5%) and the Written Examination (37.5%).



LATIN UNITS 3&4

AVAILABLE FOR
ACCELERATION

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE Latin is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

This study enables the student to:

- understand Latin texts
- understand Latin word order and sentence structure
- understand Latin use of grammar and syntax
- identify stylistic conventions used in Latin texts and their literary effects
- understand the ideas underlying Latin texts and their relationship to social, cultural, historical and mythological contexts
- develop an understanding of the enduring significance of the works of Roman writers
- analyse and evaluate the works of Latin writers
- make connections between Latin and English or other Romance languages
- develop general cognitive and analytical skills and an ability to think critically.

Course Description

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society. Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in Latin texts.

Units Studied

- Unit 3: A Latin prose author or Latin poet
- Unit 4: Latin epic poetry

Assessment

UNIT 3 (25%)

- Demonstrate knowledge of accidence and syntax and understanding of the content, context and purpose of the chosen work
- Translate an unseen passage from a Latin prose author.

UNIT 4 - (25%)

- Explain and analyse the content, including the accidence and syntax, and context, as well as the literary, stylistic and structural techniques of the prescribed lines in the Aeneid
- Identify and discuss the issues raised by the themes and ideas of the prescribed lines and the Aeneid as a whole.

Did you know that Latin is the highest scaled VCE study!

Did you know that, besides being the centre of a world founding civilisation, Rome is still a bursting city, full of delightful restaurants, nightlife, fashion houses and historical sites?

External Assessment

The VCE external Examination contributes 50% to the study score.

The study of etymology looks at the origin of words, many scientific and legal vocabulary derive from Latin!



MATHEMATICS

Year
11

FOUNDATION MATHEMATICS UNITS 1&2	91
GENERAL MATHEMATICS UNITS 1&2	92
MATHEMATICAL METHODS UNITS 1&2	93
SPECIALIST MATHEMATICS UNITS 1&2	94

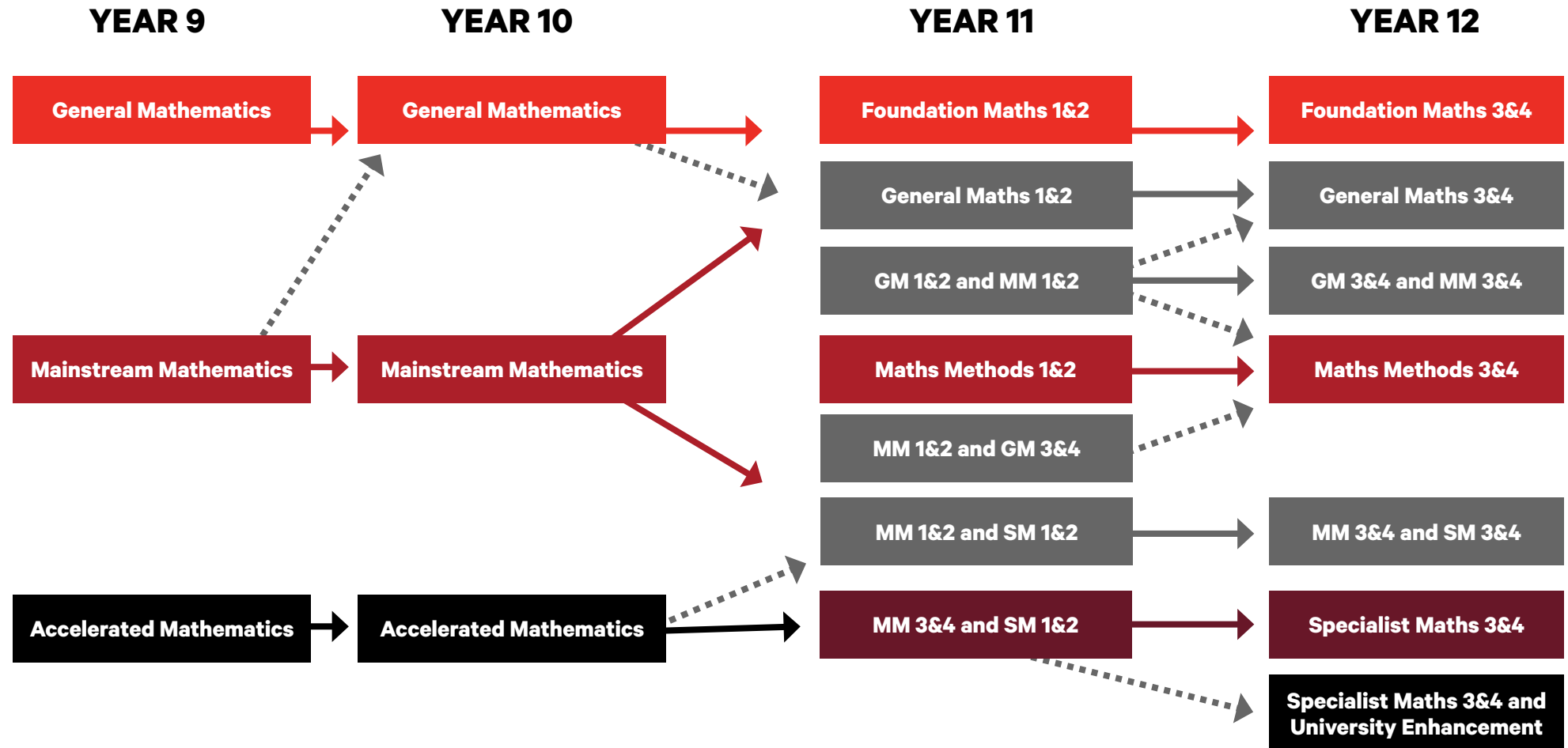
Year
11

FOUNDATION MATHEMATICS UNITS 3&4	95
GENERAL MATHEMATICS UNITS 3&4	96
MATHEMATICAL METHODS UNITS 3&4	97
SPECIALIST MATHEMATICS UNITS 3&4	98

Pathways



MATHEMATICS PATHWAYS



FOUNDATION MATHEMATICS UNITS 1&2

Conditional requirements: This course is open to any student, they must not be taking any other Mathematics subjects in Year 11.

Students can gain a grasp of important, foundational mathematical ideas and skills for use in everyday life and industry.

Course Description

Foundation Mathematics focuses on the practical and applied aspects of Mathematics. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence in mathematical concepts, processes and skills. Students who have typically struggle with Mathematics in the middle years, but would like to continue their study of Mathematics, might select VCE Foundation Mathematics Units 1&2.

Units Studied

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

Foundation Maths Units has a strong emphasis on using Mathematics in practical ways. Students will study mathematics that is encountered in everyday life, at home and work.

Assessment

- Topic Tests
- Assignments
- Mathematical Investigation
- Examination

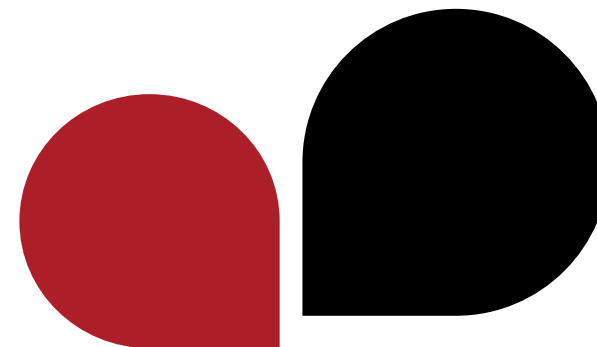
Pathways

Complimentary to courses relating to Business, Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.



GENERAL MATHEMATICS UNITS 1&2

Conditional requirements: Student must have completed Year 10 Pre-General or above.



Students will gain a preparation for VCE General Mathematics Units 3&4. They will gain a range of skills which will prepare them for future study or industry.

Course Description

General Mathematics focuses on the practical aspects of Mathematics and prepares students for the type of mathematical skills they will need in further study and in the workforce.

Units Studied

- Investigating and comparing data distributions
- Financial mathematics and recursion
- Linear functions, graphs, equations and models
- Matrices

Assessment

- Topic Tests
- Assignments
- Mathematical Investigation
- Examination

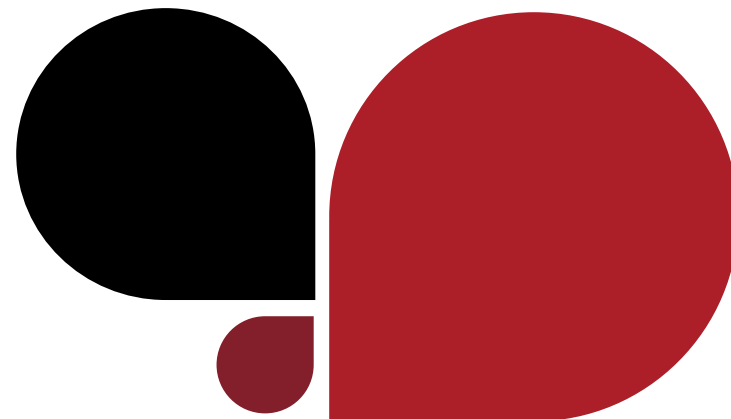
Pathways

Business, Science, Teaching, Sports Science, Health Science
- Complementary to courses relating to Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.



MATHEMATICAL METHODS UNITS 1&2

Conditional requirements: It is recommended that students have studied Mainstream or Accelerated in Year 10.



Students will develop a complex understanding of functions and their graphs. They will be introduced to Calculus in a formal way. Students will gain a solid foundation as a pathway of study to Mathematical Methods Units 3&4.

Course Description

This subject is suitable for students who have good algebra skills and enjoy solving problems using graphs, equations and technology. This subject is suited to any student who wishes to continue to University study, as many courses require problem-solving skills and data analysis capabilities in their own context. It is a prerequisite for some courses and provides a solid foundation for ongoing study in Science, Engineering, Economics, Business, Health Science and many others. In Year 12, Mathematical Methods Units 3&4 covers the same areas of study in more detail, with a higher emphasis on problem-solving in a variety of practical and theoretical contexts.

Units Studied

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Assessment

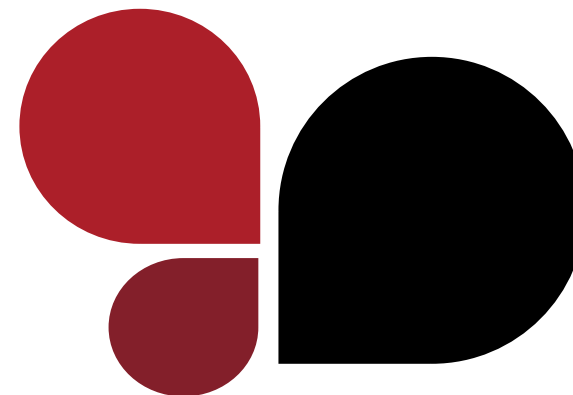
- Topic tests
- Assignments
- Mathematical investigation
- Examination

Pathways

Science, Information Technology, Engineering, Economics, Business, Health Science, Accounting, Actuarial Studies.



SPECIALIST MATHEMATICS UNITS 1&2



Conditional requirements: It is recommended that students have studied Mainstream or Accelerated in Year 10.

Specialist Mathematics student will use numerical, graphical, geometric, symbolic and statistical functionality of technology to solve mathematical problems. Students will learn mental and by-hand approaches to estimation and computation, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Course Description

This subject is suited to keen mathematicians who have excellent algebra skills and love problem-solving. It is a great pathway for students who wish to study Engineering, Science, Actuarial Science and other similar courses at University level. In Year 12, Specialist Mathematics Units 3&4 covers the following topics, Complex Numbers, Trigonometry, Calculus, Differential Equations, Vector Calculus, Proofs and Statistics.

Units Studied

- Graphing techniques
- Trigonometry
- Proofs
- Complex numbers
- Vectors

Assessment

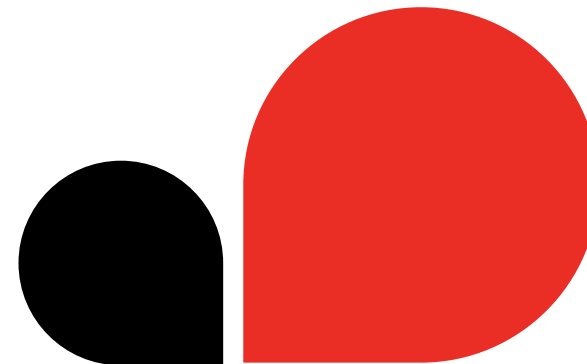
- Topic tests
- Assignments
- Mathematical investigation
- Examination

Pathways

Engineering, Science, Actuarial Science and other similar courses.



FOUNDATION MATHEMATICS UNITS 3&4



This study is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical contexts.

Course Description

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Units Studied

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

Assessment

- Mathematical Investigation 1 (33%).
- Mathematical Investigation 2 (33%).
- Mathematical Investigation 3 (33%).
- Overall SACs contribute 60% towards the study score.

External Assessment

The VCE external Examination contributes 40% to the study score.

Pathways

Foundation Mathematics is complimentary to courses relating to Business, Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.



GENERAL MATHEMATICS UNITS 3&4

AVAILABLE FOR
ACCELERATION

Conditional requirements: Students should have studied Accelerated Maths or VCE General Mathematics Units 1&2

General Mathematics Units 3&4 covers non-calculus and discrete mathematics topics. It is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Course Description

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study: data analysis, probability and statistics and discrete mathematics. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Units Studied

- Data Analysis: - Investigating data distributions - Investigating associations between two variables.
- Investigating and Modelling Linear Associations: - Investigating and modelling time series data Recursion and
- Financial Modelling: - Depreciation of assets - Compound interest investments and loans - Reducing balance loans - Annuities and perpetuities - Compound interest investment with periodic and equal additions to the principal.
- Matrices: - Matrices and their applications - Transition matrices.
- Networks: - Graphs and networks. - Exploring and travelling problems - Trees and minimum connector problems - Flow problems - Shortest path problems - Matching problems - Scheduling problems and critical path analysis.

Assessment

- SAC 1: Application Task (40%)
- SAC 2: Modelling or problem-solving task (20%)
- SAC 3: Modelling or problem-solving task (20%)
- SAC 4: Modelling or problem-solving task (20%)

Overall, the SACs contribute 40% towards the study score.

External Assessment

- Examination 1: Multiple Choice (50%)
- Examination 2: Written Exam (50%)

The VCE external Examination contributes 60% to the study score.

Pathways

Business, Science, Teaching, Sports Science, Health Science
- Complementary to courses relating to Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.



MATHEMATICAL METHODS UNITS 3&4

AVAILABLE FOR
ACCELERATION

Conditional requirements: Student must have completed VCE Mathematical Methods Units 1&2

Mathematical Methods Units 3 and 4 extends the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Course Description

VCE Mathematical Methods Units 3 and 4 extends the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Units Studied

- Functions and relations
- Algebra
- Calculus
- Probability and statistics.

Assessment

- SAC 1: Application Task (50%)
- SAC 2: Problem Solving/Modelling Task (25%)
- SAC 3: Problem Solving/Modelling Task (25%)

SACs overall account for 40% of the study score

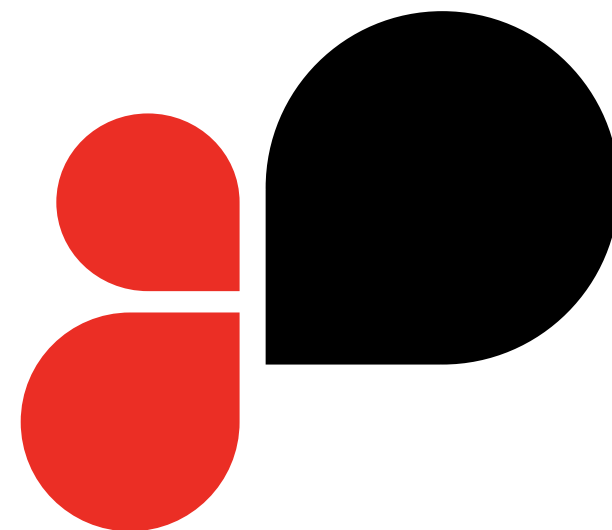
External Assessment

- Examination 1: Technology Free (33%)
- Examination 2: Technology Enabled (66%)

The VCE external Examination contributes 60% to the study score.

Pathways

Science, Economics, Medicine, Health Science, Accounting, Business, Commerce



SPECIALIST MATHEMATICS UNITS 3&4



Conditional requirements: Students must have completed VCE Specialist Mathematics Units 1&2, VCE Mathematical Methods Units 1&2, and either have already completed or be concurrently completing VCE Mathematical Methods Units 3&4

The areas of study in Specialist Mathematics Units 3&4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Course Description

In Specialist Mathematics Units 3 and 4, students will learn about vectors, complex numbers, and reciprocal and inverse graphs. You will also learn lots of calculus such as kinematics, dynamics, study of motion and modelling forces. Towards the end of Unit 4, you will learn about random sampling, the central limit theorem and hypothesis testing.

Units Studied

Logic and proof - Functions, relations and graphs - Complex numbers - Differential and integral calculus - Differential equations - Kinematics - Vectors - Vector and cartesian equations - Vector calculus - distribution of linear combinations of random variables - Distribution of the sample mean - Confidence intervals for the population mean - Hypothesis testing.

Assessment

- SAC 1: Application Task (50%)
- SAC 2: Problem Solving/Modelling Task (25%)
- SAC 3: Problem Solving/Modelling Task (25%)

SACs overall account for 40% of the study score

External Assessment

- Examination 1 (Technology Free) (33%).
- Examination 2 (Technology Enabled) (66%).

The VCE external Examination contributes 60% to the study score.

Pathways

Science, Economics, Medicine, Health Science, Accounting, Business, Commerce



MUSIC

Year
11

**MUSIC PERFORMANCE
UNITS 1&2**

100

Year
12

**MUSIC PERFORMANCE
REPERTOIRE UNITS 3&4**

101

VET

**CERTIFICATE III IN
MUSIC SOUND PRODUCTION**

102



MUSIC PERFORMANCE UNITS 1&2

Conditional requirements: Students must be learning an Instrument, it is recommended students be at least Grade 5 AMEB standard

VCE Music Performance
has averaged 33% of
Scores above 40 since
2018

3 students have been
invited to be part of VCAA
Top Class since 2018

Students will become
better musicians through
the study of Music
Performance. They will
also gain confidence as
performers and express
music in a creative way that
enhances musical expression
and communication.

Course Description

This is a great subject for students who enjoy practising, performing and creating music. The subject develops students aural skills and understanding of music. It also enables students to bring theoretical understanding to life with creative compositional tasks. Students will be supported in their musicianship with a weekly instrumental lesson in addition to regular classes. Melodic instruments will also be supported with weekly sessions with an accompanist.

Units Studied

- Performing
- Creating
- Analysing & responding

Assessment

- Performing: Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble)
- Create: Compose music works that demonstrate their understanding of different approaches to musical organisation including chordal language, melody writing and texture
- Aural skills: Identify, recreate, notate and transcribe short excerpts of music using voice or instrument
- Analysis skills: Discuss the interpretation of expressive devices of music, and describe their impact on mood

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer, Jingle Writer and Songwriter.

The Students who take
VCE Music (and staff)
imbue a supportive
environment in which
students flourish



MUSIC PERFORMANCE REPERTOIRE UNITS 3&4

Conditional requirements: Students need to be learning an Instrument. It is recommended students be at least Grade 6 AMEB standard (instrumental teacher/class teacher can advise)

Students who choose this subject are supported by a team of teachers who guide them through the course, including the class teacher, an instrumental teacher and an accompanist.

Course Description

This is a great subject for students who enjoy practising, performing and creating music. The subject develops students aural skills and understanding of music. It also enables students to bring theoretical understanding to life with creative compositional tasks. Students will be supported in their musicianship with a weekly instrumental lesson in addition to regular classes.

Units Studied

- Performing
- Analysing for performance
- Responding

Assessment

Unit 3 (20%)

- Performing: (10 marks)
Explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work
- Analysing for performance: (30 marks)
Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
- Responding: (20 marks)
Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4 (10%)

- Analysing for performance: (20 marks)
Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.

“Single note melodic” instrumentalists work with their accompanist consistently throughout the year.

Students perform every second week in a “Masterclass” setting.

Students who choose this subject are supported by a team of teachers who guide them through the course, including the class teacher, an accompanist and an instrumental teacher.

External Assessment

End-of-year performance examination: 50%

The student will give a live performance drawing on knowledge and skills from Outcome 1 in Units 3 and 4.

A student may present as a soloist, or as a member of a group, according to conditions described in the examination specifications.

Duration of examination: Maximum 20 minutes (one assessed performer); 25 minutes (two or three assessed performers); 30 minutes (four assessed performers); 35 minutes (five or six assessed performers).

VCE Written Examination: 20%

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin Outcome 3 in Units 3 and 4 are examinable.

Duration: 60 minutes.

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer, Jingle Writer and Songwriter



CERTIFICATE III IN MUSIC SOUND PRODUCTION

Students utilise professional, industry standard equipment and software throughout the course. A high quality recording project is produced each year and live performances are a regular feature of the program.

This course offers the student the opportunity to experience real-world music industry work activities set in a workplace environment. Over the past few years, our students have participated in running audio systems at Maytime Fair, have recorded Xavier ensembles, made recordings of bands/musicians from other schools, assisted in setting up and packing down audio equipment at assemblies and events, produced audio for live streamed concerts from the EHPAC and produced high quality songs that have been released on Spotify, Apple Music and Soundcloud.

Course Description

If you dream of a career as a Music Producer, Composer, DJ, Performer, Songwriter, Sound Designer, or as an Electronic Music Producer, Film & Media Composer or Gaming & Interactive Mixed Media Specialist, the VET Music Sound Production course is for you. It combines elements of music technology, live sound production, studio recording techniques and industry specific skills to deliver a multifaceted experience designed to kick start a career in the music industry. This VCE VET program provides students with hands on, practical skills and knowledge to record, mix, edit and publish finished musical pieces and set up equipment for live sound production. Students engage in writing and recording songs as well as operating all of the equipment needed for live, contemporary music performances. This VET program is run on-site at Xavier.

Students wishing to receive an ATAR contribution for a certificate III Music Performance or Sound Production specialisation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for Sound Production, no contribution to the ATAR will be available.

This VET course is studied on campus, at Xavier in our dedicated Recording Studio and Music Production Lab. Yes!! Xavier has a recording Studio!

Students who undertake the Certificate III in addition to the two scored programs and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the lowest study score in the primary four scaled studies).

Units Studied

CUAIND313 Work Effectively In The Music Industry
CUACMP311 Implement Copyright Arrangements
CUAIND314 Plan a Career In The Creative Arts Industry
CUASOU211 Develop Basic Audio Skills And Knowledge
CUASOU212 Perform Basic Sound Editing
CUASOU213 Assist With Sound Recordings
CUASOU321 Mix Music In Studio Environments
CUASOU306 Operate sound reinforcement systems
CUASOU307 Record and mix a basic music demo
CUASOU308 Install and disassemble audio equipment
CUASOU311 Mix music in a studio environment
CUASOU402 Manage audio input sources

Assessment

UNIT 1&2

1. Correctly assemble, connect and test a vocal PA system
2. Create a recording production plan and conduct a recording session
3. Perform basic sound editing using music editing software and present work in a portfolio
4. Music industry research project that Identifies current trends in music
5. Contract development & negotiation role-play
6. Project management and planning
7. Career action plan

8. Skills portfolio and resume to include evidence of your relevant skills, knowledge and produced work
9. Networking journal that documents 5 different music industry related events, work opportunities, creative arts industry production, communication and feedback.
10. Copyright research project

UNIT 3&4

An end of year written examination worth 34% of the overall study score. VET Music Sound Production scored assessment consists of three coursework tasks worth 66% of the overall study score:

SAC 1 Record and Mix a Basic Music Demo
SAC 2 Mix music in a studio environment and Manage audio input sources
SAC 3 Operate sound reinforcement systems and Install and disassemble audio equipment

Pathways

The Certificate III in Music Sound Production is a national training package qualification which is recognised throughout Australia. The certificate leads to further study in this field at the tertiary institution level and opens the doorway to working in the industry as an intern or in a trainee position. Further career prospects could include: Music Producer, Composer, DJ, Performer, Songwriter, Sound Designer, Electronic Music Producer, Film & Media Composer, Gaming & Interactive Mixed Media Specialist, Recording Studio Technician, Radio Producer, Video Post Production, YouTuber Producer, Podcast Producer.



SCIENCE

Year **11**

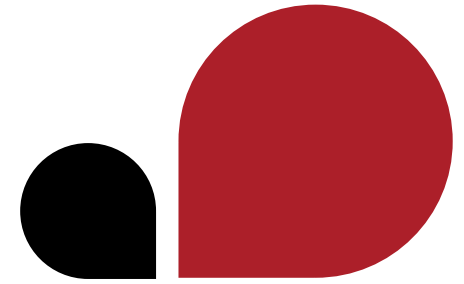
BIOLOGY UNITS 1&2	104
CHEMISTRY UNITS 1&2	105
PHYSICS UNITS 1&2	106
PSYCHOLOGY UNITS 1&2	107

Year **12**

BIOLOGY UNITS 3&4	108
CHEMISTRY UNITS 3&4	109
PHYSICS UNITS 3&4	110
PSYCHOLOGY UNITS 3&4	111



BIOLOGY UNITS 1&2



In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. They pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data.

Course Description

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students will develop an understanding that in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In practical contexts, students will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students will use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

Units Studied

- Cellular structure and function, the cell cycle, cell growth, death and differentiation
- Functioning systems, regulation of systems
- Scientific investigation related to the function and/or regulation of cells or systems
- From chromosomes to genomes, genotypes and phenotypes, patterns of inheritance
- Reproductive strategies, adaptations and diversity
- Research task on a bioethical issue

Assessment

- Unit tests
- Practical investigations
- Quizzes
- Examination

Pathways

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.



CHEMISTRY UNITS 1&2

Chemistry, students aim to develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

Course Description

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Students learn about sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students will apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry, students aim to develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. They will pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Units Studied

- Elements and the periodic table, covalent substances, reactions of metals and ionic compounds, separation and identification of the components of mixtures
- Quantifying atoms and compounds, families of organic compounds, polymers and society
- Investigation of how chemical knowledge can be used to create a more sustainable future in relation to the production or use of a selected materials.

- Water as a unique chemical, acid-base reactions, redox reactions
- Measuring solubility and concentration, analysis for acids and bases, measuring gases, analysis for salts
- Scientific investigation

Assessment

- Unit tests
- Practical investigations
- Quizzes
- Examination

Pathways

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.



PHYSICS UNITS 1&2



VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation.

Course Description

In VCE Physics examine some of the fundamental ideas and models used by physicists to understand and explain energy, models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students then apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs. Students will explore the power of experiments in developing models and theories, they investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students explore how forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion, this is then applied to the study of aerodynamics, astrophysics, cosmology and local physics research.

Units Studied

- Thermodynamics and electromagnetic radiation
- Radiation, fission and fusion
- Electrical circuits and household electrical systems
- Kinematics, forces, momentum and energy
- Option (a) How do astrophysicists investigate stars and black holes? or Option (b) How do heavy things fly?

Assessment

- Unit tests
- Practical investigations
- Quizzes
- Examination

Pathways

VCE Physics provides for continuing study pathways in research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.



PSYCHOLOGY UNITS 1&2

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Course Description

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour, to develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. In this study, students are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Units Studied

- The complexity of psychological development, defining and supporting psychological development
- Role of the brain in mental processes and behaviour, brain plasticity and brain injury
- Research task relating to contemporary psychology
- Social cognition, factors that influence individual and group behaviour
- Perception, distortions of perceptions
- Scientific investigation

Assessment

- Unit tests
- Case studies
- Logbook entries
- Examination

Pathways

Students who study VCE Psychology can consider a pathway as a registered psychologists that works in clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Other pathways that don't involve being a registered psychologist, include roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.



BIOLOGY UNITS 3&4

Conditional requirements: Units 1 and 2 Biology or the Year 10 Biology Elective if accelerating.

VCE Biology enables students to develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality to understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data.

Course Description

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students will develop their biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

Units Studied

UNIT 3

- Outcome 1 - analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Outcome 2 - analyse the structure and regulation of biochemical pathways in photosynthesis and cellular

respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

UNIT 4

- Outcome 1 - analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Outcome 2 - analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.



CHEMISTRY UNITS 3&4

Conditional requirements: Units 1 and 2 Chemistry

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students learn scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Course Description

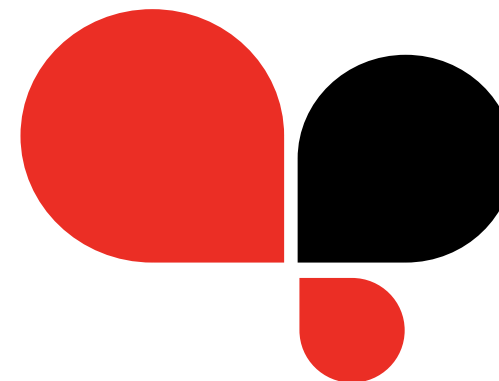
VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Students will pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings.

Units Studied

UNIT 3

- Outcome 1: carbon-based fuels, Measuring changes in chemical reactions, Primary galvanic cells and fuel cells as sources of energy. Outcome 2: Rates of chemical reactions, Extent of chemical reactions, Production of chemicals using electrolysis.



UNIT 4

- Outcome 1: Structure, nomenclature and properties of organic compounds, Reactions of organic compounds.
- Outcome 2: Laboratory analysis of organic compounds, Instrumental analysis of organic compounds, Medicinal chemistry. Outcome 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment

Units 3 and 4 SACs - 50%

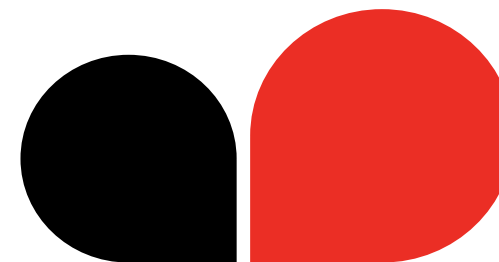
External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

PHYSICS UNITS 3&4



Conditional requirements: Units 1 and 2 Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Course Description

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

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

Units Studied

UNIT 3

- Outcome 1 - Kinematics expanded, circular motion, energy and mass

- Outcome 2 - Gravitational, electric and magnetic fields
- Outcome 3 - Generation and transmission of electricity.

UNIT 4

- Outcome 1 - Light, the photoelectric effect and special relativity
- Outcome 2 - Experimental practical investigation

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.



PSYCHOLOGY UNITS 3&4

Conditional requirements: Units 1 and 2 Psychology

Students will be encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Course Description

VCE Psychology is designed to enable students to explore the complex interactions between thoughts, emotions and behaviour. Students will develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research.

Units Studied

UNIT 3

- Outcome 1: nervous system functioning, stress as an example of a psychobiological process. Outcome 2: approaches to understanding, the psychobiological process of memory.

UNIT 4

- Outcome 1: the demand for sleep, importance of sleep to mental wellbeing.
- Outcome 2: defining mental wellbeing, application of a biopsychosocial approach to explain specific phobia, maintenance of mental wellbeing.
- Outcome 3: scientific investigation related to mental processes and psychological functioning.

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist and include roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.



TECHNOLOGIES AND INNOVATION

Year
11

**APPLIED COMPUTING
UNITS 1&2** 113

**SYSTEMS ENGINEERING
UNIT 1&2** 114

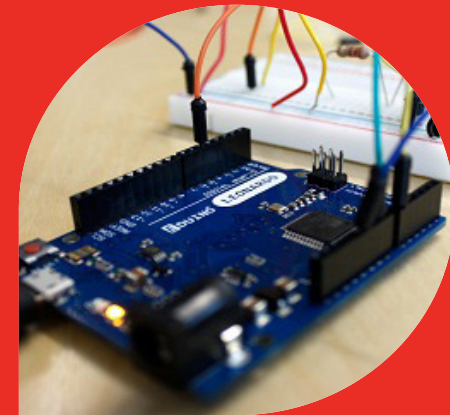


Year
12

**ALGORITHMICS (HESS)
UNITS 3&4** 115

**SOFTWARE DEVELOPMENT
UNITS 3&4** 116

**SYSTEMS ENGINEERING
UNITS 3&4** 117



APPLIED COMPUTING UNITS 1&2

Learn how to collect data and then analyse it effectively to create interesting and informative data visualizations. Learn how to create software and how to analyse a problem, design a solution, build the solution and then evaluate the system you have created. Experience a wide range of interesting technology, learn new ways to utilise these technologies and build skills and habits that will help you become more proficient in your use of new and emerging technologies.

Course Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level. Software Development enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Units Studied

Unit 1

Excel - folio of completed spreadsheet tasks
Survey for data collection
Data analysis of survey results and presentation
Programming - folio of completed coding tasks
Software Development - code an app from a given design

Unit 2

Group project - Emerging Technology
Network Security - report

Assessment

- Unit tests
- Practical work
- Class work
- End of semester examination

Pathways

Software Development provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

“Think analytically, rigorously, and systematically about a business problem and come up with a solution that leverages the available data.”
– Michael O’Connell

“Data scientists are involved with gathering data, massaging it into a tractable form, making it tell its story, and presenting that story to others.” – Mike Loukides



SYSTEMS ENGINEERING UNITS 1&2

Systems Engineering study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects. This course is a combination of technologies (computing, programming, robotics), electronics, engineering through problem solving, practical hands-on making and applied mathematics.

Course Description

VCE Systems Engineering is based on integrated mechanical and electro-technological engineered systems, that is how electronics can be programmed and automated to make mechanical parts function and move. The study promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The process involves the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design in a project management process.

Through the delivery of a structured four-unit study students will develop skills and conceptual understandings important to effective design, planning, production, diagnosis, performance analysis, maintenance, modification and control of technological systems. They will acquire knowledge of mechanical, electrotechnological and control systems and apply this knowledge to solve technological problems develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport.

Units Studied

- Unit 1: Mechanical systems
- Unit 2: Electrotechnological systems
- Unit 3: Integrated and controlled systems
- Unit 4: Systems control

A subject which makes a real and immediate impact on society

Launch your career into the engineering and technology industries

Pathways

It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. This study can lead to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management.



ALGORITHMICS (HESS) UNITS 3&4

Conditional requirements: Satisfactory completion of Mathematical Methods - Units 1 & 2

The course offers students a chance to experience and develop their problem solving skills and thinking in a structured scientific manner, and learn how many of the things we take for granted can be expressed as algorithms. Thinking algorithmically provides a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.

Course Description

The study investigates algorithmics, which provides a structured framework for solving real-world, practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of our modern society.

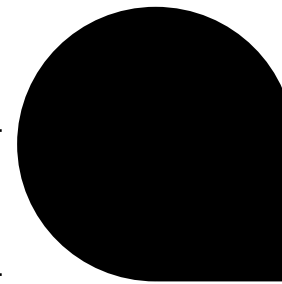
Algorithmics also provides a general discipline of rational thought by virtue of the methodical way it approaches problem solving. Algorithmics examines how information about the world can be systematically represented and how the processes can be made sufficiently explicit and precise so they can be implemented in a computer program. The focus is not on coding but on 'algorithmic thinking'. Algorithmics covers systematic methods for analysing real-world problems and identifying the salient aspects that need to be modelled as the basis for finding a solution. It explores the design of algorithms to solve these problems, resulting in a powerful approach to manipulating, and reasoning about structured information.

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

Units Studied

Unit 3 - Algorithmic problem solving

- Devise formal representations for modelling various kinds of information problems using appropriate abstract data types, and apply these to a real-world problem.
- Design algorithms to solve information problems using basic algorithm design patterns, and implement the algorithms.
- Evaluate and document algorithms and data representations, and solve a real-world problem, the solution for which requires the integration of algorithms and data types.



"I took a computer-science course to fill a prerequisite at Stanford, and I realized that every day was a new problem, and every day you got to think about how to solve something new, how to reason through something new, how to develop an algorithm to solve for something you hadn't worked on before."
Marissa Mayer

Unit 4 - Principles of algorithmics

- Establish the efficiency of simple algorithms and explain soft limits of computability.
- Solve a variety of information problems using algorithm design patterns and explain how heuristics can address the intractability of problems.
- Explain the scope of algorithmics as an approach to computational problem solving and the universality of computation, and its limits, using core concepts from theoretical computer science

Assessment

Unit 3 - School Assessed Task (20%)

Unit 4 - School Assessed Task (20%)

External Assessment

The VCE external Examination contributes 60% to the study score.

Pathways

This is a Higher Education Scored Study (HESS) and offers students who successfully complete the course credit towards the completion of Computer Science courses at some academic institutions.



SOFTWARE DEVELOPMENT UNITS 3&4

AVAILABLE FOR
ACCELERATION

“Programming isn’t about what you know; it’s about what you can figure out.” – Chris Pine

Software Development introduces students to a range of skills and activities relating to design thinking, computational thinking, and problem deconstruction. It involves activities that focus on project management, creative discovery, design folios, and communication skills to give the student a realistic experience of being a software developer. In this subject you will build a solution to a problem that you have analysed, designing and developing it over time to meet the needs of your client.

Course Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

Software Development enables students to build capabilities in critical and creative thinking, and to develop skills in communication, collaboration as well as personal, social and skills in digital literacy and using technologies. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Units Studied

- Software development: programming
- Software development: analysis and design
- Software development: development and evaluation
- Cybersecurity: software security

Assessment

Unit 3 Outcome 1 - SAC (10%)

Interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

Unit 4 Outcome 2 - SAC (10%)

Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

Unit 3 Outcome 2 & Unit 4 Outcome 1 - SAT (30%)

Analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution. Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Software Development provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.



SYSTEMS ENGINEERING UNITS 3&4

Systems Engineering study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects. This course is a combination of technologies (computing, programming, robotics), electronics, engineering through problem solving, practical hands-on making and applied mathematics.

Course Description

Unit 3

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating.

Unit 4

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. They effectively document the use of project and risk management methods throughout the creation of the system

Systems Engineering is the study of a hybrid set of skills applied to real problems to find real solutions.

Units Studied

Unit 3: Integrated and controlled systems

Area of Study 1 - Integrated and controlled systems design mechanical and electrotechnological systems (expanded), the systems design process with regard to designing an integrated and controlled system (first part of the SAT)

Area of Study 2 - Clean energy technologies
Non-renewable and renewable energy sources and the technologies to harness these.

Unit 4: Systems control

Area of Study 1 - Producing and evaluating integrated and controlled systems finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process

Area of Study 2 - New and emerging technologies evaluate a range of new or emerging systems engineering technologies and analyse the impacts of a selected technology.

Assessment

Unit 3 & 4 School Assessed Coursework – 20%

Unit 3 & 4 School Assessed Task – 50%

External Assessment

VCAA Administered Examination – 30%

VCE GLOSSARY

The following glossary is provided to assist in an understanding of the VCE.

ASSESSMENT IN VCE

Assessment in all VCE subjects is both school-assessed and externally assessed by examination. All School Assessed Coursework (SACs) and School Assessed Tasks (SATs) in all studies are statistically moderated against external examination performance and, the General Achievement Test (GAT).

AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

EXAMINATIONS

External assessments set and marked by the VCAA. All VCE Unit 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

GENERAL ACHIEVEMENT TEST (GAT)

The GAT is an assessment tool to ensure senior students meet minimum standards. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. In the assessment it tests skills: literacy and numeracy (Section A) and mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills (Section B). It is used by the VCAA to check that schools have rigorous marking practices for School-assessed Tasks. It is a part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks. From 2022 Students can access their Section A GAT results.

GRADED ASSESSMENT

All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

SEMESTER

Equivalent to half a school year (two terms or equivalent).

STUDY DESIGN

Each subject at the VCE has a study design that specifies curriculum through outcomes, knowledge and skills. Through study design documents, the VCAA specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

STUDY SCORE

A numerical score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

UNITS

The components of a VCE study that are a semester in duration, each semester = 1 unit. Each Study (subject) consists of 4 units. They are typically delivered in 1&2 and 3&4 combinations. Xavier students are required to complete 23 units to achieve VCE.

VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate in Victoria. Video overview: <https://vimeo.com/726575212/7418d71368>

VOCATIONAL EDUCATION AND TRAINING (VET)

Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.

VET

VET certificates are nationally accredited qualifications that can be developed into full programs of study within the VCE. Some VET courses can contribute to satisfactory completion of the VCE.



OUR LIBRARY

LEARNING FOCUS

Our library is central to learning and education at Xavier College. The library strives to provide resources and spaces that foster empowerment, innovation and collaboration. Xavier College Libraries offer students an extensive fiction and non-fiction collection, as well as a plethora of digital resources, to inspire them to become lifelong learners. Our library staff are dedicated to developing collections and creating learning spaces that spark imagination and curiosity.

INFORMATION LITERACY SKILLS

The library, at its core, is an information and learning hub. Our library prioritises the ongoing education of students and staff on the efficient, ethical and accurate use of information. The library has implemented an information literacy skills program, that provides students with the tools and knowledge to explore our vast collection of digital resources and to extract relevant information. Teacher librarians work in conjunction with faculties to ensure that we are providing contemporary resources that strongly align with the context of their teaching programs. The library aims to develop digital literacy skills across the College, in order to create a community that feels aware, informed and supported.

ARTIFICIAL INTELLIGENCE

At Xavier College, we are guiding the way our students to utilise and access generative AI as a tool for their learning. We are altering and adapting our services to meet the informational needs of our Senior Campus students. We are actively providing guidelines for students and staff, to foster an understanding of authorship and ethical information use. Originality, integrity and transparency is our focus.

RED15

Our library staff are passionate about developing and maintaining a reading culture amongst the Xavier College Community. We are determined to create an environment at school where reading for pleasure is paramount. The RED15 initiative at Xavier College encourages all members of the school to Read Every Day for 15 minutes. We believe in providing opportunities throughout the day to enjoy a good book. During this time of rapid development in the digital landscape, we want to encourage and support a strong love for reading as much as we can. We believe that reading every day must be a universal commitment across the College. Reading is more than just a tool for learning. What we can gain from reading a story goes beyond just academic and cognitive development. Reading allows us to enter new worlds, be introduced to different perspectives and improves human empathy. Our RED15 program is at the forefront of our mission as a library.

OUR PROGRAMS

- The Magis Scholars tutoring program offers an after-school tutoring service for all students. This program is led by past Xaverian students who received an ATAR of 95 or above. The Magis Scholars are available every afternoon/evening in the Brennan Library.
- The Your Voice program is an annual creative collaboration between Xavier College and Loreto Mandeville Hall Toorak. This initiative invites students from Year 5 to Year 12 to submit a creative writing, art, drama or music piece that will be published in a compilation book. This book is then launched at our annual performance evening and gallery viewing. The 2023 theme is Your Voice Your Words.

- Creating Conversation runs every Tuesday at lunchtime in the Brennan Library. Creating Conversation is a student led initiative, where students from Year 9 to Year 12 can talk to a group about any topic that interests them. So far this year, we have created conversations about intelligence, philosophy, tea, poetry and music.
- Battle of the Books is our 2023 interschool reading challenge. The book list has been sent out to participating schools, inviting a team of six students from each school to collectively read the books and partake in the challenge in August. Students will have to put their book knowledge to the test and work together in order to win the battle.

LIBRARY HOURS

The Senior Campus Library is open to all students:

Monday to Thursday: 8:00am – 8:00pm

Friday: 8:00am – 6:00pm



Our Intent

At Xavier, we aspire to form **exceptional graduates** through **inspiring learning** experiences and our distinct **Jesuit character**.

Our Pillars

Our Intent is developed through seven Pillars:

- 1 Our **Jesuit Identity**
- 2 Our **Inspiring Learning**
- 3 Our **Student Life**
- 4 Our **Xavier Family**
- 5 Our **Professional Expertise**
- 6 Our **Operational Excellence**
- 7 Our **Global Engagement**

Each have core Values and Priorities that direct and drive our ongoing actions.

Our Graduates

Our students are at the heart of all we do.

Through their Xavier journey, we strive to form exceptional Xavier graduates who are:

Authentic by their integrity, inquiry, reflection and conscience

Spiritual through faith, hope and love

Positive in their action, their diverse intelligence and competence, their leadership and accomplishment

Inspiring, courageous and committed in making a difference in the world

Resilient, embracing vulnerability and diversity and thriving on challenge and adversity

Empathetic, compassionate, with generous hearts, who value community and act for and with others

