



# ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12



Senior Pathways Booklet



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# SENIOR PATHWAYS

Having made the decision to continue in their final years of secondary education, Antonine College students are invited to express a high level of engagement in their learning and explore independence in their own individual pathway. The learner in the senior years must approach their studies with a high level of seriousness and have respect for their individual learning and respect the rights of other learners. These all make up key ingredients for a successful approach to learning.

Antonine College proclaims and commits itself to:

- provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically, and where the Gospel values are reflected in our daily practices;
- provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles;
- develop in each member of the College community, an awareness of the value of lifelong learning;
- develop a caring, family atmosphere in which the partnership between the home and the College is promoted;
- foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility;
- provide opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages;
- be a place where diversity is celebrated, differences are welcomed and the value of every individual as a child of God is affirmed;
- provide opportunities for all to experience success in learning, to participate in decision making, to become competent in life skills and to act co-operatively as active and socially responsible citizens.

With this in mind, Antonine College is delighted to offer a wide range of options for all students entering the senior years. Students can choose subjects including Vocational Educational Training (VET), School Based Apprenticeships and Traineeships (SBAT) within the Victorian Certificate of Education (VCE) and VCE Vocational Major (VCE VM).

It is crucial that all students select units and programs based upon interests and talents, thus creating an individual pathway to their future career.

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# GLOSSARY

<b>Australian Tertiary Admissions Rank (ATAR)</b>	The overall ranking on a scale of 0.05 to 99.95 that a student receives based on his or her <i>Study Scores</i> . The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
<b>Competency</b>	Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies.
<b>Satisfactory completion VCE</b>	The school or other VCE provider assess that a student has demonstrated achievement of the <i>outcomes</i> for a unit. Students receive an ‘S’ for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an ‘N’ for it. Students qualify for the VCE when they satisfy units, which meet the program requirements.
<b>School-Assessed Coursework</b>	A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence. School-assessed Coursework assessment consists of a set of assessment tasks that assess students’ achievement of Units 3 and 4 outcomes.
<b>School-Assessed Task</b>	A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. This task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
<b>Structured Workplace Learning</b>	On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programs.
<b>School Based Apprenticeships</b>	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
<b>Study Design</b>	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students’ work is to be assessed. Schools and other VCE providers must adhere to the study designs.
<b>Study Score</b>	A score from zero to fifty which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student’s results in school assessments and examinations.
<b>Units</b>	The components of a VCE study, usually four units in a VCE study: 1, 2, 3 and 4.
<b>Victorian Certification of Education (VCE)</b>	An accredited senior secondary school qualification.
<b>Vocational Education and Training (VET)</b>	Nationally recognised vocational certificates integrated within the VCE or VCE/VM.
<b>VTAC</b>	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR).

# RESULTS GUIDE FOR SUBJECT SELECTION

For a Year 10 student to be accepted into the senior years at Antonine College, the student will need to receive a Satisfactory (S) result in all ten subjects studied in Year 10. If a student has received a Not Satisfactory (N) result in one subject there may be the possibility to progress to senior studies, but the student will be required to have a compulsory interview with a parent/guardian to discuss future subject choices or pathways. This is to ensure that each student has adequately prepared for the rigor that VCE studies will present in the senior years.

If a student receives an N result in 2 or more subjects the student will be guided and recommended to:

- Repeat Year 10
- Investigate an alternative enrolment and pathway at another school
- Select VCE subjects where they have experienced success (including English or Literacy).

If a student is in this situation, the College will provide all the necessary support to assist a student in choosing the most appropriate and realistic future academic pathway.

All Year 10 students will be required to complete a careers portfolio, complete work experience and attend a senior pathway interview with a parent/guardian before being considered for VCE studies.

Some senior subjects require a student to have demonstrated a specific standard of skill and ability. Therefore, students should use their data and be guided by the information in the table below. The school will also use data collected (PAT, NAPLAN and class assessments) to support decisions on subject selection.

A student application form for Unit 3 & 4 subjects in Year 11 and Unit 1 & 2 subjects in Year 10 must be completed, and students must also attend an interview. The subject selection process for senior pathways will occur during term three.

Subject	Recommended Results	Class
<b>Unit 1 &amp; 2 Math Methods</b>	Above 70% Overall Result	10A Maths
<b>Unit 3 &amp; 4 Math Methods</b>	Above 70% Overall Result	Unit 1 & 2 Math Methods
<b>Unit 1 &amp; 2 General Maths</b>	Above 60% Overall Result Above 90% Overall Result	10B Maths 10C Maths
<b>Unit 3 &amp; 4 General Maths</b>	Above 80% Overall Result Above 90% Overall Result	10A Maths 10B Maths
<b>Unit 1 &amp; 2 Chemistry, Physics or Biology</b>	Above 80% Assessment Average across Science Subjects	10 Science
<b>Unit 1 &amp; 2 Arabic</b>	Above 70% Overall Result	Year 9 Arabic
<b>Unit 3 &amp; 4 Religion &amp; Society</b>	Above 80% Overall Result NAPLAN and PAT Data	Year 10

\*Making adjustments to coursework and assessment may limit selection of some VCE subjects

# CAREERS DEVELOPMENT AT YEAR 10

*“Career development is a lifelong process of managing life, learning, work, leisure and transitions in order to move towards a personally determined and evolving future”*  
(Career Industry Council of Australia, 2013).

Subject and Course Counseling at Antonine College is informed by the Victorian Careers Curriculum Framework. Students in Year 10 approach the stage of career development where they are planning to make informed and considered choices.

Students have been encouraged to ‘access their allies’, the people most important to them in their lives, so they can work together to identify and assess their goals, interests and academic ability. Students develop their own career action plan as a working document which helps guide them when making decisions about their senior school program and beyond.

The careers development practitioner is available to support students selecting their senior school program during and after the subject selection planning days. Students will be assisted to select the most appropriate course of study based on their individual learning needs and career interests.

## How to choose a Pathway?

Please follow the pathway plan as outlined below:

1. Participate in career development lessons:
  - Subject selection preparation activities and complete a Career Action Plan
  - Referring to the following websites:  
<https://www.antoninecareers.com> , [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - VTAC Year 10 guide: Choosing VCE studies for the right reasons.
  - VCAA – Where to now?
2. Read the Antonine College Senior Pathways Flipbook and discuss with allies: Parents, Career Practitioner, Teachers.

Consider a VCE/VET program and subjects that:

- Are of interest to you
- You are good at
- May provide you with options for employment
- May be a prerequisite for further study
- View VTAC guide

<https://www.vtac.edu.au/before/guides/y10guide.html>

3. Participate in the VCE Pathways activities- presentations, interview

## Subject Selection Resources

### Where to now?

This is a VCAA publication, a guide to VCE, VCEVM, VET and Apprenticeships and Traineeships.

### Choice

This is a VTAC publication, which helps you choose your VCE studies and explain terms.

### Important Points to Consider

- To be **successful** in a study, you **must be interested and able to do it well**. If a course demands a particular prerequisite study where you have little or no interest or ability, your chances of success will be limited as will your chance of getting into the course.
- Not all courses have prerequisite studies.

### Additional Resources

- [VET Handbook: Northern metropolitan](#)



# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## What is the VCE?

The Victorian Certificate of Education (VCE) is the certificate that most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at University or TAFE and to employment.

## When can I start my VCE?

The VCE is usually completed in Year 11 and 12.

## What studies can I choose?

There are over 90 VCE studies, or subjects, and over 30 VCE VET programs to choose from. The VCE VET programs can also provide a nationally recognised industry qualification. Please view the following to see subjects offerings

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

VCE Vocational Model or VM is available to students who are seeking a vocational pathway. If achieved students receive a VCE Certificate but no ATAR.

## What can I choose from at my school?

Each school decides what VCE studies and VCE VET programs it will offer. Your school will advise you on subject choice and if a VCE subject that interests you is not available it may be possible to do it outside school, for example at:

- Virtual School Victoria ([www.distance.vic.edu.au](http://www.distance.vic.edu.au))
- Victorian School of Languages ([www.vsl.vic.edu.au](http://www.vsl.vic.edu.au)).

## What should I consider when choosing my studies?

When making your choice you should consider studies that:

- interest you
- you are good at
- lead to a job that interests you
- prepare you for further training or tertiary courses

## How is the VCE organised?

A VCE study is made up of a minimum number of units. A unit is one semester, in length. Unit 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Unit 3 and 4 must be taken as a sequence of two units and in the one year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE.

Units 3 and 4 are normally taken in your final year at school. If you are planning to take Unit 3 and 4 studies in Year 11, remember that these are more difficult than Unit 1 and 2. You will need to satisfy criteria for acceleration.

## What must I do to get my VCE certificate?

To get the VCE, a student must satisfactorily complete at least 16 units.

Regardless of how many units a student completes altogether, they must satisfactorily complete at least three units from the English Group listed below. Of these three units a Unit 3 and 4 sequence is necessary.

- Literacy Unit 1 - 4
- English Unit 1 - 4
- English as a Additional Language (EAL) Unit 3 and 4

Also, three sequences of Unit 3 and 4 studies, in addition to meeting the English requirement, with a satisfactory result, is required for attainment of the VCE certificate. These sequences can be from VCE studies and/or VCE VET programs.

To satisfactorily complete VCEVM, students are required to complete:

- Minimum 3 units of a VCE English or VM Literacy study including units 3 and 4 sequence
- Minimum 2 units of any VCE or VM Maths
- Minimum 2 units of VM Work Related Skills
- Minimum 2 units of VM Personal Skills
- A VET course of study

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## How do I get an ATAR?

An ATAR is calculated by VTAC using VCE study scores. VTAC uses the ATAR in the process of offering university places. To get an ATAR you must complete both Unit 3 and 4 of an English study (from the group above) and three other Unit 3 and 4 studies in addition to the English requirement. You must also get a study score for these. VTAC places restrictions on certain combinations of VCE and VET studies so if you intend to apply for an ATAR at the end of your VCE talk to your Learning Coordinator and Careers Practitioner about these rules.

## Information adapted from:

<http://www.vtac.edu.au/results-offers/atar-explained.html>

## VCE Assessment Policy

It is important that students and parents at Antonine College receive ongoing and accurate information about current student progress and receive adequate notification if a student is not meeting classroom or assessment expectations. The Assessment Policy is outlined below.

## Satisfactory VCE unit result

A student receives **Satisfactory** for the unit when the following outcomes are achieved:

- The work demonstrates achievement of the outcome/s
- The student has met all school deadlines for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work can be authenticated
- There has been no breach of rules including school attendance rules

## Not Satisfactory VCE unit result

A student receives Not Satisfactory for the unit when one or more of the outcomes are not achieved because:

- The work does not demonstrate achievement of the outcome/s
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules. The Not Satisfactory result should be used for students who only partly complete work or whose attendance is not acceptable

## Attendance

- In order to satisfactorily complete the VCE, a student must attend all classes with a 90% attendance rate
- If a student is absent due to illness, a medical certificate must be provided and a phone call made to the school informing of the student's absence
- Travelling overseas is not recommended and is not approved by the College and may risk an N result based on attendance

## Absence from a School Assessed Coursework (SAC)

- School Assessed Coursework (SAC) and School Assessed Tasks (SAT) are a compulsory element in a scored VCE certificate. SACs and SATs are conducted by the school and must be done primarily in class time.
- Both SACs and SATs are scaled by the VCAA against external assessment. In instances where a student is absent on the day of a SAC for unforeseen reason, ie. reasons of a medical nature, a medical certificate or statutory declaration must be supplied.
- A student will then have the opportunity to complete the assessment at an alternative time in consultation with the Learning Coordinator. (There is a designated afternoon catch up time).
- In instances where no evidence for absence is supplied, a student may not receive a graded score.

# POSSIBLE VCE PROGRAM

<b>Unit 1 (Year 11)</b>	<b>English Unit 1</b>	<b>General Maths Unit 1</b>	<b>VET Beauty (external)</b>	<b>Biology Unit 1</b>	<b>Business Management Unit 1</b>	<b>Religion &amp; Society Unit 2</b>
<b>Unit 2 (Year 11)</b>	<b>English Unit 2</b>	<b>General Maths Unit 2</b>	<b>VET Beauty (external)</b>	<b>Biology Unit 2</b>	<b>Business Management Unit 2</b>	<b>Religion &amp; Society Unit 2</b>

<b>Unit 3 (Year 12)</b>	<b>English Unit 3</b>	<b>General Maths Unit 3</b>	<b>VET Beauty (external)</b>	<b>Biology Unit 3</b>	<b>Business Management Unit 3</b>	
<b>Unit 4 (Year 12)</b>	<b>English Unit 4</b>	<b>General Maths Unit 4</b>	<b>VET Beauty (external)</b>	<b>Biology Unit 4</b>	<b>Business Management Unit 4</b>	

## ENGLISH

### UNIT 1

In this unit students engage in reading and viewing texts with a focus on personal connections with the story. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

- **Outcome 1**

Make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

- **Outcome 2**

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.

### UNIT 2

In this unit students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Also, students consider the way arguments are developed and delivered in many forms of media.

- **Outcome 1**

Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

- **Outcome 2**

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

### UNIT 3

In this unit students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. Also, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

- **Outcome 1**

Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

- **Outcome 2**

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

In this unit students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Also, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

- **Outcome 1**

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.

- **Outcome 2**

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

#### SUBJECT REQUIREMENT

Students must satisfactorily complete Units 3 and 4 English or EAL to receive their VCE Certificate.

 [CLICK TO SEE CAREER PATHWAYS](#)

## ENGLISH (EAL)

To enrol in EAL English, you must have been a resident of Australia for no longer than seven years. It is important to note that the structure of the examination will differ to that of the mainstream English class.

### UNIT 3

In this unit students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. Also, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

- **Outcome 1**  
Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
- **Outcome 2**  
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 comment on their decisions made through writing processes.

### UNIT 4

In this unit students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Also, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

- **Outcome 1**  
Discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
- **Outcome 2**  
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.

### SUBJECT REQUIREMENT

Students must satisfactorily complete Units 3 and 4 English or EAL to receive their VCE Certificate.

# MATHEMATICS DOMAIN

## FOUNDATION MATHEMATICS

### UNIT 1 & 2

Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. The areas of study include: Algebra, number and structure, Data analysis, probability and statistics, Discrete mathematics, and Space and measurement.

- **Outcome 1**

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

- **Outcome 2**

Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

- **Outcome 3**

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

### UNIT 3 & 4

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. The areas of study include: Algebra, number and structure, Data analysis, probability and statistics, Discrete mathematics, and Space and measurement.

- **Outcome 1**

Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

- **Outcome 2**

Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

- **Outcome 3**

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

 [CLICK TO SEE CAREER PATHWAYS](#)

# MATHEMATICS DOMAIN

## GENERAL MATHEMATICS

### UNIT 1 & 2

Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study include: Data analysis, probability and statistics, Algebra, number and structure, Functions, relations and graphs, Discrete mathematics, and Space and measurement.

- **Outcome 1**  
Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- **Outcome 2**  
Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- **Outcome 3**  
Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### UNIT 3 & 4

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'. The areas of study include: Data analysis, probability and statistics, and Discrete mathematics.

- **Outcome 1**  
Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- **Outcome 2**  
Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- **Outcome 3**  
Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

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# MATHEMATICS DOMAIN

## MATHEMATICS METHODS

### UNIT 1 & 2

Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study include: Functions, relations and graph, Algebra, number and structure, Calculus, and Data analysis, probability and statistics.

- **Outcome 1**  
define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- **Outcome 2**  
Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- **Outcome 3**  
Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### UNIT 3 & 4

Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. The areas of study include: Functions, relations and graph, Algebra, number and structure, Calculus, and Data analysis, probability and statistics.

- **Outcome 1**  
Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- **Outcome 2**  
Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- **Outcome 3**  
Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

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# SCIENCE



# SCIENCE DOMAIN

## BIOLOGY

### UNIT 1

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.

- **Outcome 1**  
Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- **Outcome 2**  
Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- **Outcome 3**  
Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

### UNIT 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

- **Outcome 1**  
Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- **Outcome 2**  
Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- **Outcome 3**  
Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

### UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes.

- **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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to.

- **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.
- **Outcome 3**  
design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

 [CLICK TO SEE CAREER PATHWAYS](#)

# SCIENCE DOMAIN

## CHEMISTRY

### UNIT 1

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.

- **Outcome 1**  
Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
- **Outcome 2**  
Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
- **Outcome 3**  
Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

### UNIT 2

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions.

- **Outcome 1**  
Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
- **Outcome 2**  
Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
- **Outcome 3**  
Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

### UNIT 3

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

- **Outcome 1**  
Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
- **Outcome 2**  
Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

### UNIT 4

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds.

- **Outcome 1**  
Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
- **Outcome 2**  
Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.
- **Outcome 3**  
Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

 [CLICK TO SEE CAREER PATHWAYS](#)

# SCIENCE DOMAIN

## PHYSICS

### UNIT 1

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy.

- **Outcome 1**  
Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- **Outcome 2**  
Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- **Outcome 3**  
Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

### UNIT 2

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

- **Outcome 1**  
Investigate, analyse, mathematically model and apply force, energy and motion.
- **Outcome 2**  
Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
- **Outcome 3**  
Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

### UNIT 3

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact.

- **Outcome 1**  
Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
- **Outcome 2**  
Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
- **Outcome 3**  
Analyse and evaluate an electricity generation and distribution system.

### UNIT 4

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe.

- **Outcome 1**  
Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- **Outcome 2**  
Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

 [CLICK TO SEE CAREER PATHWAYS](#)

# SCIENCE DOMAIN

## PSYCHOLOGY

### UNIT 1

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected.

- **Outcome 1**  
Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- **Outcome 2**  
Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- **Outcome 3**  
Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

### UNIT 2

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

- **Outcome 1**  
Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- **Outcome 2**  
Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- **Outcome 1**  
Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

### UNIT 3

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

- **Outcome 1**  
Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.
- **Outcome 2**  
Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

### UNIT 4

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span.

- **Outcome 1**  
Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning. analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- **Outcome 2**  
Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- **Outcome 3**  
Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

 [CLICK TO SEE CAREER PATHWAYS](#)

# BUSINESS AND ECONOMICS DOMAIN

## ACCOUNTING

### UNIT 1

In this unit students explore the establishment of a business and the role of accounting in the determination of business success or failure.

- **Outcome 1**  
Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
- **Outcome 2**  
Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

### UNIT 2

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

- **Outcome 1**  
Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- **Outcome 2**  
Record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.
- **Outcome 3**  
Record and report for non-current assets and depreciation.

### UNIT 3

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

- **Outcome 1**  
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.
- **Outcome 2**  
Record transactions and prepare, interpret and analyse accounting reports for a trading business.

### UNIT 4

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system.

- **Outcome 1**  
Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- **Outcome 2**  
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.

# BUSINESS AND ECONOMICS DOMAIN

## BUSINESS MANAGEMENT

### UNIT 1

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

- **Outcome 1**  
Describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- **Outcome 2**  
Describe the internal business environment and analyse how factors from within it may affect business planning.
- **Outcome 3**  
Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

### UNIT 2

In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

- **Outcome 1**  
Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
- **Outcome 2**  
explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- **Outcome 3**  
Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

### UNIT 3

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives.

- **Outcome 1**  
Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
- **Outcome 2**  
Explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.
- **Outcome 3**  
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

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

- **Outcome 1**  
Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- **Outcome 2**  
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.

 [CLICK TO SEE CAREER PATHWAYS](#)

# BUSINESS AND ECONOMICS DOMAIN

## LEGAL STUDIES

### UNIT 1

In this unit students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts.

- **Outcome 1**  
Describe the main sources and types of law, and evaluate the effectiveness of laws.
- **Outcome 2**  
Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- **Outcome 3**  
Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

### UNIT 2

In this unit students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.

- **Outcome 1**  
Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical.
- **Outcome 2**  
Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
- **Outcome 3**  
Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

### UNIT 3

In this unit students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes.

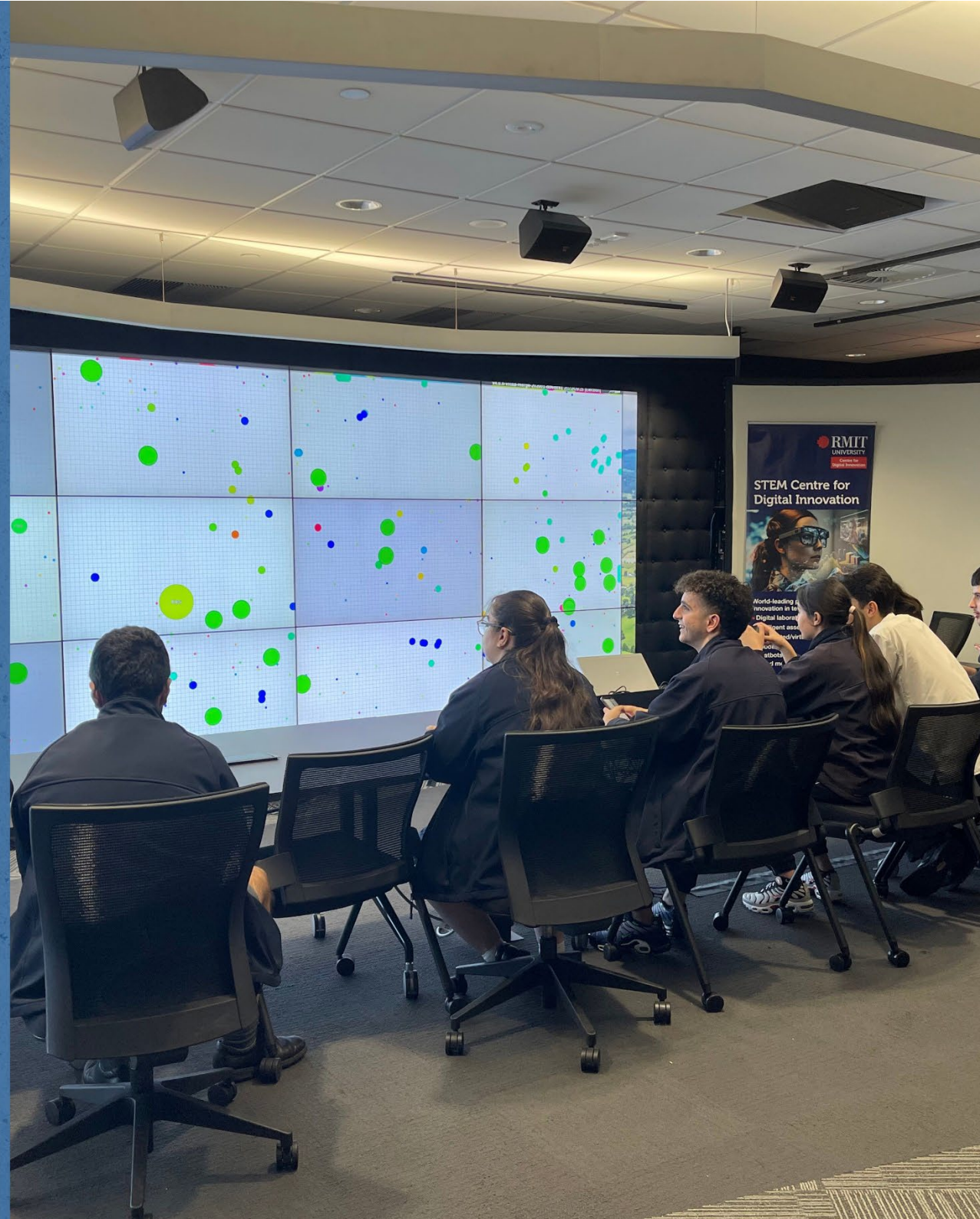
- **Outcome 1**  
Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
- **Outcome 2**  
Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

### UNIT 4

In this unit students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.

- **Outcome 1**  
Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
- **Outcome 2**  
Explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

# DIGITAL TECHNOLOGY



## APPLIED COMPUTING

### UNIT 1

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming language to develop a working software solution.

- **Outcome 1**  
Interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.
- **Outcome 2**  
Interpret teacher-provided solution requirements to design and develop a software solution using an object-oriented programming language.

### UNIT 2

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

- **Outcome 1**  
Identify a problem, need or opportunity to analyse, design, develop and evaluate an innovative solution.
- **Outcome 2**  
Respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

### UNIT 3

In this unit students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

- **Outcome 1**  
Interpret teacher-provided solution requirements and designs, extract data from large repositories, manipulate and cleanse data, conduct statistical analysis and develop data visualisations to display findings.
- **Outcome 2**  
Propose a research question, formulate a project plan, collect and prepare data, and generate design ideas and a preferred design for creating infographics and/or dynamic data visualisations.

### UNIT 4

In this unit students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

- **Outcome 1**  
Develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan.
- **Outcome 2**  
Respond to a teacher-provided case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies and make recommendations to improve security strategies.

 [CLICK TO SEE CAREER PATHWAYS](#)

# HUMANITIES DOMAIN

## HISTORY

### Empires

In Units 1 and 2 students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period.

### UNIT 1

- **Change and conflict**

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century.

- **Ancient Mesopotamia**

In this unit students investigate the emergence of early societies in Ancient Mesopotamia and examine the invention of writing – a pivotal development in human history.

### UNIT 2

- **The changing world order**

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

- **Ancient Egypt**

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

- **Early China**

In this unit students investigate the features of civilisation in early China and the representation of power during the Qin and Han empires.

### UNIT 3 & 4

- **Ancient History**

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies.

- **Australian History**

In Units 3 and 4 Australian History, students 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.

- **Revolutions**

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution.

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# LANGUAGES DOMAIN

## ARABIC

### UNIT 1

In this unit students develop an understanding of the language and culture/s of Arabic-speaking communities through the study of three or more topics from prescribed themes.

- **Outcome 1**  
Exchange meaning in a spoken interaction in Arabic.
- **Outcome 2**  
Interpret information from two texts on the same subtopic presented in Arabic, and respond in writing in Arabic and in English.
- **Outcome 3**  
Present information, concepts and ideas in writing in Arabic on the selected subtopic and for a specific audience and purpose.

### UNIT 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from prescribed themes.

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

### UNIT 3

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

- **Outcome 1**  
Participate in a spoken exchange in Arabic to resolve a personal issue.
- **Outcome 2**  
Interpret information from texts and write responses in Arabic.
- **Outcome 3**  
Express ideas in a personal, informative or imaginative piece of writing in Arabic

### UNIT 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics.

- **Outcome 1**  
Share information, ideas and opinions in a spoken exchange in Arabic.
- **Outcome 2**  
Analyse information from written, spoken and viewed texts for use in a written response in Arabic.
- **Outcome 3**  
Present information, concepts and ideas in evaluative or persuasive writing on an issue in Arabic

 [CLICK TO SEE CAREER PATHWAYS](#)

# HEALTH & PHYSICAL EDUCATION



# HEALTH & PHYSICAL EDUCATION DOMAIN

## HEALTH AND HUMAN DEVELOPMENT

### UNIT 1

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people.

- **Outcome 1**

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

- **Outcome 2**

Interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.

- **Outcome 3**

Apply nutrition information, food selection models and initiatives to evaluate nutrition information.

### UNIT 2

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood.

- **Outcome 1**

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

- **Outcome 2**

Explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

### UNIT 3

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry.

- **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.

- **Outcome 2**

Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

### UNIT 4

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

- **Outcome 1**

Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.

- **Outcome 2**

Analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

 [CLICK TO SEE CAREER PATHWAYS](#)

# HEALTH & PHYSICAL EDUCATION DOMAIN

## PHYSICAL EDUCATION

### UNIT 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement.

- **Outcome 1**

Participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.

- **Outcome 2**

Participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

### UNIT 2

In this unit students develop an understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

- **Outcome 1**

Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.

- **Outcome 2**

Explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

### UNIT 3

In this unit students are introduced to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise.

- **Outcome 1**

Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.

- **Outcome 2**

Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

### UNIT 4

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

- **Outcome 1**

Undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.

- **Outcome 2**

Participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.

 [CLICK TO SEE CAREER PATHWAYS](#)

# VISUAL ARTS



# VISUAL ARTS DOMAIN

## ART MAKING AND EXHIBITING

### UNIT 1

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.

- **Outcome 1**  
Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
- **Outcome 2**  
Make and present at least one finished artwork and document their art making in a Visual Arts journal.
- **Outcome 3**  
Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

### UNIT 2

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks.

- **Outcome 1**  
Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
- **Outcome 2**  
Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
- **Outcome 3**  
Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

### UNIT 3

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

- **Outcome 1**  
Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- **Outcome 2**  
Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
- **Outcome 3**  
Research and plan an exhibition of the artworks of three artists.

### UNIT 4

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

- **Outcome 1**  
Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
- **Outcome 2**  
Plan and display at least one finished artwork in a specific art form, and present a critique.
- **Outcome 3**  
Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

 [CLICK TO SEE CAREER PATHWAYS](#)

# VISUAL ARTS DOMAIN

## VISUAL COMMUNICATION DESIGN

### UNIT 1

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

- **Outcome 1**  
Use human-centred research methods to reframe a design problem and identify a communication need.
- **Outcome 2**  
Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
- **Outcome 3**  
Develop a sustainable object, considering design's influence and factors that influence design.

### UNIT 2

In this unit students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

- **Outcome 1**  
Present an environmental design solution that draws inspiration from its context and a chosen design style.
- **Outcome 2**  
Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
- **Outcome 3**  
Apply the VCD design process to design an interface for a digital product, environment or service.

### UNIT 3

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences.

- **Outcome 1**  
Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
- **Outcome 2**  
Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
- **Outcome 3**  
Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

### UNIT 4

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review.

- **Outcome 1**  
Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.
- **Outcome 2**  
Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

# VISUAL ARTS DOMAIN

## MEDIA

### UNIT 1

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms.

- **Outcome 1**  
Explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
- **Outcome 2**  
Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- **Outcome 3**  
Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

### UNIT 2

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts.

- **Outcome 1**  
Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
- **Outcome 2**  
Apply the media production process to create, develop and construct narratives.
- **Outcome 3**  
Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

### UNIT 3

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

- **Outcome 1**  
Analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
- **Outcome 2**  
Research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.
- **Outcome 3**  
Develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

### UNIT 4

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation.

- **Outcome 1**  
Produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.
- **Outcome 2**  
Use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

 [CLICK TO SEE CAREER PATHWAYS](#)

# RELIGION & SOCIETY DOMAIN

As a Catholic school the study of Religious Education in Year 11 is compulsory. Students can choose between:

- Unit 1 & 2 Religion and Society
- Units 3 & 4 Religion and Society

## UNIT 1

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time.

- **Outcome 1**  
Discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples.
- **Outcome 2**  
Discuss the changing roles of religion and the interrelationship between religion and society over time.
- **Outcome 3**  
Discuss the presence of religion in Australia, past and present.

## UNIT 2

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions.

- **Outcome 1**  
Explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist.
- **Outcome 2**  
Analyse how ethical perspectives and moral judgments are formed within at least two spiritualities, religious traditions and/or religious denominations, in societies in which multiple worldviews coexist.
- **Outcome 3**  
Examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute.

## UNIT 3

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.

- **Outcome 1**  
Analyse the nature and purpose of religion and religious beliefs.
- **Outcome 2**  
Examine how beliefs and their expression through other aspects of religion are intended to respond to the search for meaning.
- **Outcome 1**  
Analyse the interplay between religious beliefs and their expression through related aspects of religion and significant life experiences.

## UNIT 4

In this unit students explore 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.

- **Outcome 1**  
Analyse and compare stances and supporting responses taken by religious traditions or religious denominations as they are challenged.
- **Outcome 2**  
Discuss the interactions within a religious tradition or religious denomination and between a religious tradition or religious denomination and wider society in relation to a significant challenge, and evaluate the influence of the stances and responses on these interactions.

# VCE VOCATIONAL MAJOR (VCE VM)

## LITERACY

### UNIT 1

In this unit students will focus on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Also, students will build on and work to consolidate their digital literacy skills.

- **Outcome 1**  
Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.
- **Outcome 2**  
Apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

### UNIT 2

In this unit students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Also, students will practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform.

- **Outcome 1**  
Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.
- **Outcome 2**  
Interpret the values and opinions of others and present in oral form points of view supported by evidence.

### UNIT 3

In this unit students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Also, students will focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups.

- **Outcome 1**  
Demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.
- **Outcome 2**  
Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

### UNIT 4

In this unit students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Also, students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

- **Outcome 1**  
Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.
- **Outcome 2**  
Negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

### SUBJECT REQUIREMENT

Students choosing the Vocational Major (VM) must satisfactorily complete 3 units of Literacy in their VCE program to gain their VCE certificate.

**Please note: VCE VM Subjects don't receive a study score, so there is no ATAR**

# VCE VOCATIONAL MAJOR (VCE VM)

## WORK RELATED SKILLS

### UNIT 3

In this unit students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution.

- **Outcome 1**  
Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.
- **Outcome 2**  
Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
- **Outcome 3**  
Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

### UNIT 4

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

- **Outcome 1**  
Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
- **Outcome 2**  
Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.

#### SUBJECT REQUIREMENT

Students choosing the Vocational Major (VM) must satisfactorily complete 2 units of Work-Related Skills in their VCE program to gain their VCE certificate.

**Please note: VCE VM Subjects don't receive a study score, so there is no ATAR**

# VCE VOCATIONAL MAJOR (VCE VM)

## PERSONAL DEVELOPMENT SKILLS

### UNIT 3

In this unit students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

- **Outcome 1**  
Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.
- **Outcome 2**  
Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
- **Outcome 3**  
Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

### UNIT 4

In this unit students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

- **Outcome 1**  
Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.
- **Outcome 2**  
Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
- **Outcome 3**  
Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

#### SUBJECT REQUIREMENT

Students choosing the Vocational Major (VM) must satisfactorily complete 2 units of Personal Development Skills in their VCE program to gain their VCE certificate.

**Please note: VCE VM Subjects don't receive a study score, so there is no ATAR.**

# POSSIBLE VCE VM PROGRAM

<b>Unit 1 (Year 11)</b>	<b>VCE VM Literacy Unit 1</b>	<b>Foundation Maths Unit 1</b>	<b>VET Business</b>	<b>VET Make Up and Beauty</b>	<b>VCE VM Personal Skills Unit 3</b>	<b>Religion &amp; Society Unit 2</b>
<b>Unit 2 (Year 11)</b>	<b>VCE VM Literacy Unit 2</b>	<b>Foundation Maths Unit 2</b>	<b>VET Business</b>	<b>VET Make Up and Beauty</b>	<b>VCE VM Personal Skills Unit 4</b>	<b>Religion &amp; Society Unit 2</b>

<b>Unit 3 (Year 12)</b>	<b>VCE VM Literacy Unit 3</b>	<b>Foundation Maths Unit 3</b>	<b>VET Business</b>	<b>VET Make Up and Beauty</b>	<b>VCE VM Work Related Skills Unit 3</b>	
<b>Unit 4 (Year 12)</b>	<b>VCE VM Literacy Unit 4</b>	<b>Foundation Maths Unit 4</b>	<b>VET Business</b>	<b>VET Make Up and Beauty</b>	<b>VCE VM Work Related Skills Unit 4</b>	

# VOCATIONAL EDUCATION AND TRAINING (VET)

VET can be completed within VCE studies. It helps students explore possible career pathways in a practical hands-on setting while gaining valuable insight into an industry area. Structured Workplace Learning is recommended and in some VCE VET programs compulsory.

## Features of VCE VET:

- It is an Australia wide accredited Vocational Educational and Training Program usually completed over two years.
- It enables students to complete a nationally recognized vocational qualification and a senior secondary certificate such as VCE at the same time
- It allows students to go directly into employment or receive credit towards further study
- It focuses on students receiving industry specific and workplace skills
- It is a vocationally orientated school program designed to meet the needs of industry
- VET courses involve one day a week class time and between 40 – 80 hours of structured workplace learning in a workplace environment
- Structured Workplace Learning Recognition accounts for one VCE credit

## VET in VCE

VCE VET is delivered to students via a Registered Training Organisation (RTO) this could be Antonine College or a nearby school in our Northern region cluster.

## Contribution to VCE

**Scored VCE VET studies** are VCE VET Unit 3 and 4 sequences with a scored assessment treated in the same way as other Unit 3 and 4 VCE studies.

**Unscored VCE VET studies** are VCE VET Unit 3 and 4 sequences with no scored assessment available. VTAC may include the sequence as a 10% increment of the lowest scored and included as the fifth or sixth study. Up to two unscored VCE VET increments may contribute to the ATAR.

## ASSESSMENT

### Satisfactory (S) VET unit of competency result

Students will receive a **Satisfactory** for a unit of competency if they have demonstrated competence. Students receive a **Satisfactory** for a module when they have demonstrated achievement of all learning outcomes.

### Not Yet Satisfactory (N) VET unit of competency result

Students will receive a **Not Satisfactory** for a unit of competency if they have not yet demonstrated competence or attendance requirements. Students receive a **Not Satisfactory** for a module when they have not yet demonstrated achievement of all learning outcomes.

## VCE VET AT ANTONINE COLLEGE AND EXTERNAL PROVIDERS

A VET subject in VCE enables students to increase their career pathways. On successful completion, students will gain two qualifications instead of one; VCE and a nationally recognised VET certificate in an industry area. Students will either attend classes at Antonine College (within the school timetable) or at a participating registered training organization, another secondary school or TAFE provider (classes usually occur every Wednesday afternoon for Year 11 and Thursday afternoon for Year 12).

**Please note: When and where external classes are scheduled as they must align with the Antonine timetable**

## Payment

Due to State and Federal Government funding, students will not be charged the full fees of a VET course at either Antonine College or at an external provider. They will be required to pay a percentage of the course cost to the College to secure their placement, this cost shall be reimbursed to the student via the school fees, when in credit, once Melbourne Archdiocese of Catholic Schools grants for VET are allocated. This initial upfront payment is estimated to be between \$300 - \$900. However, it will be the student's responsibility to pay for any additional materials required, including booklisted items.

VET subjects that students can apply for study at Antonine are:

- Certificate III Sport, Aquatics and Recreation
- Certificate III Business

# VOCATIONAL EDUCATION AND TRAINING (VET)

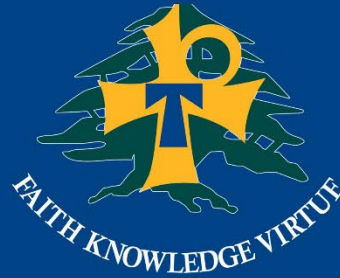
BSB30120 - CERTIFICATE III IN BUSINESS



CODE	UNITS	TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWHS311	Assist with maintaining workplace safety	Core	40	5
BSBTWK301	Use inclusive work practices	Core	30	4
BSBPEF201	Support personal wellbeing in the workplace	Core	50	7
BSBCRT311	Apply critical thinking skills in a team environment	Core	40	5
BSBSUS211	Participate in sustainable work practices	Core	20	3
BSBXCM301	Engage in workplace communication	Core	40	7



Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.



# ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12

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