

# ASHWOOD HIGH SCHOOL



## 2025 SENIOR SCHOOL CURRICULUM HANDBOOK

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## PRINCIPAL'S FOREWORD – SENIOR SCHOOL



We are proud of our students' achievements at Ashwood High School. The Senior School curriculum provides students with a depth and breadth of VCE subjects to maximise opportunities and choices to further tertiary studies and career pathways. We understand the importance of decisions being made at this critical stage of education. Ashwood High School offers a range of resources and programs to guide, challenge and support Senior School students (and their families) with relevant, engaging and purposeful course objectives and outlines.

### SCHOOL CONTEXT

At Ashwood High School we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming, and orderly learning environment.

We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success. Ashwood High School is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

### SCHOOL MOTTO AND MISSION STATEMENT

The school motto is '*Vision Inspired Action*'. In order to realise this motto, Ashwood High School has developed an agreed "Mission Statement":

*Ashwood High School is a school of high trust with outstanding academic and social outcomes for students; a learning community of staff, students, parents and partners who come together to realise a proud culture of empowerment and excellence based on mutual respect.*

### GREAT TO EXCEPTIONAL

Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four pillars of a GREAT school:

1. Strong emphasis on Academic Excellence;
2. Sporting Excellence program;
3. Significant commitment to the Creative Arts;
4. Focus on Civics, Citizenship and Leadership.

### 'CHOIR' – ASHWOOD HIGH SCHOOL'S FIVE CORE VALUES:

In order to support our School's Motto and Mission, our school community has developed the Ashwood High School 'CHOIR'. 'CHOIR' reflects Ashwood High School's five core values that underpin our teaching, leadership and learning behaviours, actions and decisions.

### Community (of Learning and Trust) – Active Engagement

It is an honour and source of pride to be part of the Ashwood community. A strong sense of community empowers trust, autonomy and self-efficacy. Our school culture, structures and processes recognise and appreciate diversity. Our teaching and learning programs address, support and encourage the range of learning styles, capabilities and interests of all members of our school community ensuring access and inclusion through a belief that there is strength in difference. The school focuses on the holistic development of each person through a strong emphasis on the value of co-curricular programs that enhance learning, personal development, school and community connectedness.

### High Expectations – Learning Effectiveness

Students and staff alike will aspire to do their personal best. Each student and staff member will continue to be challenged and supported to achieve their best academically and personally through effort. The school achieves high standards through having high expectations. The school believes in high levels of accountability and transparency that creates a culture of responsibility and discipline.

Our school has a firm but fair and consistent approach to discipline where students gain an understanding of the balance between rights and responsibilities and all members of the community are accountable for their own actions. Our school aims to provide for a safe, ordered and secure learning and working environment for all.

### **Optimism (Reflection and Resilience) – Responding to Feedback**

The school will thrive as a result of a positive attitude and spirit towards continuous improvement (at an individual and school level). All members of the community will aspire to demonstrate an intense 'heart felt' enthusiasm (passion) to achieve school and personal goals, striving for excellence at an individual and collective level. A positive attitude towards reflective practice, coupled with a culture of honest giving, receiving and interpreting feedback will instil resilience and self-belief, which involves the ability to maintain positive and consistent effort in the face of personal challenge.

### **Innovation (Creativity and Sustainability) – Learning Independence**

Our school believes that significant positive change must be explicitly linked to our moral purpose. This involves the application of new ideas and use of highly effective structures, processes and thinking tools to solve problems in transformational contexts. This involves harnessing creative thinking and emerging technologies to create a sustainable future. Sustainability also refers to a purposeful use of human and physical resources to improve student learning, wellbeing, engagement and pathways towards a bright future within a global economy and community.

### **Respect – Respectful Behaviour**

The four respects: Respect for teachers, Respect for peers, Respect for School and Community, Self- Respect. This includes **courtesy and manners**, which our school will teach, model, encourage and expect. These are honourable behaviours that underpin mutual respect and community expectations.

### **FOUR KEY SCHOOL PRIORITIES**

Our school is committed to realising student wellbeing, engagement and achievement through focused effort on our school's four key priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

### **EDUCATIONAL PHILOSOPHY**

At Ashwood High School we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming and orderly learning environment.

We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements in 2023:

- Average Study Score of **32**
- A number of 40+ scores in English, Maths Methods, Biology, Media and Psychology
- 20% of students with ATARS of 90 or above
- 56% of students with ATARS 80 or above
- 100% satisfactory VCE completion.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success.

Ashwood High School is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

#### **PRINCIPAL'S COMMITMENT**

Create a high performing school environment where people matter most, and in which:

- Students are safe and thrive
- Teachers are passionate and highly effective
- Parents are highly satisfied

#### **APPROACHES TO LEARNING AND STUDY IN THE SENIOR SCHOOL AT ASHWOOD HIGH SCHOOL**

The Senior School endeavours to promote an adult style learning environment that is appropriate for 15–18-year-olds. Consistent with this approach, we encourage students to be proactive in keeping themselves informed of developments around the school and to initiate action to solve any learning, engagement and wellbeing challenges that may arise.

We strongly encourage our Senior School students to keep their parent(s) / guardian(s) well informed of developments at school as appropriate. The school communicates and consults actively with parent(s) / guardian(s) in regard to issues that are sensitive and difficult to resolve. We encourage parent(s) / guardian(s) to maintain regular contact with the school about pastoral matters and for information regarding student progress and growth.

Students in our Senior School will experience a diverse range of teaching styles commensurate with the pedagogical content knowledge that is intrinsic to the subject of study. Senior School students will also be expected to participate in a wide variety of learning and co-curricular experiences. The Senior School curriculum at Ashwood High School is comprised of The Victorian Certificate of Education (VCE), which may also include a Vocational Education and Training (VET) subject, and the Victorian Certificate of Education Vocational Major (VCE VM) – formally called the Victorian Certificate of Applied Learning (VCAL). The VCE VM may also include VET subjects. All courses within the Senior School require students to develop independent working, learning and study skills.

The increased focus on independent working, learning and study skills in the Senior School is considered to be necessary for establishing a successful transition and pathway to tertiary education or to the world of employment. The aim of the Senior School program is to provide students with comprehensive breadth and depth of curriculum choices. In addition, we provide Senior School students with appropriately challenging and rigorous learning experiences that ensure their development of key concepts, knowledge, skills and capabilities to achieve excellence through endeavour.

The Senior School curriculum provides our students with opportunities to:

- explore individual and group identities
- develop relationships with peers and adults in an environment which supports diversity, access and inclusion
- negotiate and collaborate with each other in a variety of complex and challenging real-world contexts
- develop organisational and inquiry skills.

All Senior School students benefit from ongoing developments in the field of information and communication technologies. Senior School students at Ashwood High School have available to them the most current and appropriate equipment and facilities in this regard such as wireless-enabled internet access and an ever-growing collection of relevant software and networked resources.

#### **SENIOR SCHOOL STRUCTURE**

Senior School at Ashwood High School comprises of Years 10, 11 and 12. In 2024, it is managed by an executive team which consists of Senior School Student Engagement, Wellbeing and Pathways Leader and three-Year Level Coordinators. The Senior School Executive is supported by the Victorian Curriculum Assessment Authority (VCAA) Curriculum Services Coordinator who ensures that the school's processes are aligned with the VCAA policies,

requirements and guidelines. There is also a Careers and Pathways Coordinator, Jobs, Skills, and Pathways Assistant Coordinator, and International Student Program (ISP) Manager who support students in this mini school.

For Year 10 students, the first point of contact is the Year 10 Form Group Teacher followed by the Year 10 Coordinator. At this level, Form Group Teachers provide additional support to Year Level Coordinators and Directors in delivering programs aimed at developing the dispositions and capabilities that will equip students for success in the completion of high school and positive futures beyond school.

The first point of contact for Years 11 and 12 students are the Year Level Coordinators. The Year Level Coordinators work closely with the students and their subject teachers to look after the learning and wellbeing of the students under their care.

The Year Level Coordinators are managed by the Senior School Student Engagement, Wellbeing and Pathways Leader who is responsible for managing the engagement, wellbeing and academic achievement of all students in the Senior School. The Senior School Student Engagement, Wellbeing and Pathways Leader, and other staff working within the Senior School, report to the Senior School Assistant Principal.

#### **OUTSTANDING STATE OF THE ART SENIOR SCHOOL CENTRE AND FACILITIES**

Senior School students have access to the Senior School Centre which opened in February 2018. The Senior School Centre incorporates architectural design principles to optimise student learning and educational outcomes. The facility provides senior students with classrooms that encourage disciplined and accountable learning. The Senior School Centre provides flexible teaching and learning spaces that support explicit formal teacher instruction, quiet study and collaborative group work. Senior School students also have access to our state-of-the-art STEAM and Research Centre, providing students with a new and innovative learning environment that will further enhance student learning and educational outcomes.

Dr Brett Moore  
**Executive Principal**

## YEAR 10 STUDIES

The Ashwood High School Senior School Course Information Handbook is designed to inform students and parents of the requirements for the successful completion of the Years 10-12 curriculum, and to provide an overview of the studies available in the Senior School. Please note elective subjects listed are **proposed** subjects only.

All students are advised that the subjects offered will only run if there are sufficient student numbers.

## THE STRUCTURE OF THE CURRICULUM

The curriculum for Year 10 comprises a range of compulsory and elective studies chosen to cover the Victorian Curriculum.

Students will study the following compulsory subjects:

- English / EAL – full year
- Form Group – full year
- Mathematics – full year
- Science – full year
- Humanities – select one or more of the semester-long units: History, Accounting and Economics or Legal and Politics
- PE / Health – one semester.

In addition, students choose from a broad range of semester-based elective studies, listed on the following pages.

Students may also apply to study a full-year VCE Early Commencement subject, in which they would join a Year 11 VCE Unit 1 and 2 class.

## COURSE FEE STRUCTURE

Schools provide students with free instruction to fulfill the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

Payments have been simplified with a parental payment fee of \$600 for Year 10 students in 2025.

Curriculum Contributions: \$300

Other Contributions: \$150

Year 10 Electives: \$150

## YEAR 10 ELECTIVE PROGRAM

Ashwood High School offers a broad range of elective choices at Year 10. These are semester-based, and most lead on to VCE and VCEVM subjects. A range of electives are offered allowing students to explore diverse curriculum areas and pursue areas of interest. In 2024 students will be able to select from 2D or 3D Art, Accounting and Economics, Legal and Politics and History (students must study at least one of the Humanities offerings), Computing, Design Technologies, Engineering, Food Studies, French (full year), Geography, Health and Human Development, Journalism, Media Studies, Music, Outdoor Studies, Sports Science, Theatre Studies, and Visual Communication Design.

Students who wish to study French in Year 10 should select it from the elective blocks in both semesters, as it is a year-long subject which will count as two elective choices.



## YEAR 10 VCE EARLY COMMENCEMENT

Ashwood High School offers eligible students the opportunity to study one VCE subject at Year 10. Studying a VCE Unit 1 & 2 subject in Year 10 provides students with an opportunity to broaden their learning experiences and allow them to be immersed in the academic rigors of VCE whilst in Year 10. These are year-long subjects, so students undertaking VCE Early Commencement would have two fewer elective choices.

To be considered for this program, students must submit an application which shows that they meet the following criteria:

- The student achieves an average assessment of B or higher across all subjects, and consistently works to their personal best
- Reported Learning Values show the student to be reliable, diligent and committed to study across all subjects
- Student attendance is consistently at or above recommended VCE standards (at least 90%)
- Assessment task average of B+ or higher for the subjects most closely aligned to the requested VCE study
- The student request is endorsed by relevant subject teachers and coordinators.

Students may apply for Early Commencement in any VCE subject apart from Chemistry, Chinese (First Language), English, EAL, French, General Mathematics, Specialist Mathematics and Physics.

Applications for Mathematical Methods Units 1 and 2 are contingent on excellent performance and teacher recommendation. A student taking Mathematical Methods would not take Year 10 Mathematics.

Students who take History as an Early Commencement VCE subject are not required to study History, Accounting and Economics or Legal and Politics at Year 10. However, they are invited to choose these electives if they wish.

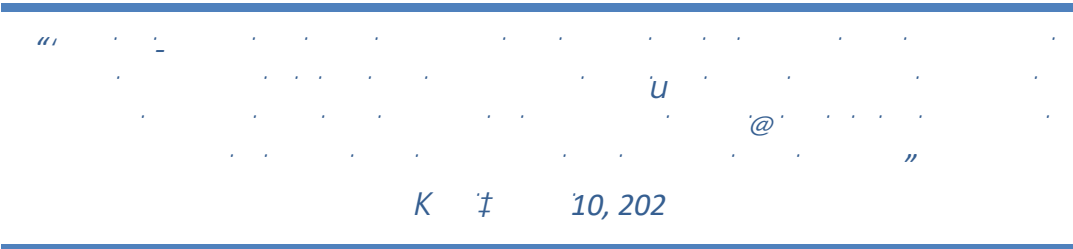
The application process for Early Commencement opens in June 2024.

## FORM GROUP

Students in Year 10 at Ashwood High School participate in the Form Group program, which is designed with the specific needs of this important stage of learning as students transition from the Middle School into their Senior School pathways. The important personal and social developments made during this period are also catered for by central components of the program design that support the wellbeing and achievement of Year 10 students through regular contact with their Form Group teacher.

The Form Group program is designed to prepare students for Year 11 and 12 studies and support them in career inquiry and development. Students engage in a diverse syllabus which provides specific educational programs and skill improvement to support Year 10 students in their unique experiences and stage of development. Once consolidated, these tangible skills can be applied to their learning in the classroom, community tasks, such as Ashwood High School co-curricular pursuits, and in their personal lives, such as part-time employment.

**YEAR 10 CORE SUBJECTS**  
English (10ENG)



## YEAR 10 CORE SUBJECTS

### English as an Additional Language (10EAL)



*"I have enjoyed being a part of the English as an Additional Language class very much. My teacher encourages me a lot and I have made so much progress in my ability to write analytical and persuasive responses."*

*– Jia Jia Liu 10, 2024*

#### **EAL Special Requirements**

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12. EAL Eligibility Assessment is carried out by the EAL Coordinator upon enrolment at Ashwood High School.

English as an Additional Language (EAL) is compulsory for students who qualify under the specific guidelines for EAL support. The course addresses the English language needs of the students and focuses on improving their reading, writing, speaking and listening skills in English, to support their secondary school goals and further education goals. In addition, improvement in English skills will enable students to more successfully interact socially with their English-speaking peers and negotiate their way through various aspects of Australian society.

This subject focuses on developing core skills in the three modes of reading and viewing, writing, listening and speaking. The focus of the speaking and listening is students' development in comprehending spoken English and in using it for communication in both formal and informal contexts. Students develop reading in English, including understanding, interpreting, reflecting upon, responding to and enjoying written and visual texts. The development of skills for encoding English into its written form as well as skills for composing, editing and presenting a range of written genres is focused. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

In Year 10, students will study texts, which must be purchased prior to the commencement of the school year. Students will analyse the set texts and respond analytically and creatively to them. The details of these texts are published in the booklists which are available in Term 4 each year.

#### **KEY KNOWLEDGE:**

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film, media and other multimodal texts
- Personal and analytical writing

#### **KEY SKILLS:**

- Produce and respond to oral texts, read and respond to written texts and communicate in written English for social interaction and in the school context across the curriculum
- Understand and produce written English texts which are used in a variety of contexts
- Identify how different contexts affect the way spoken and written English is used and interpreted
- Understand the relationship between text and context, audience and purpose
- Control over the linguistic structures and features of written English.

#### **ASSESSMENTS TASKS:**

- Responding to texts
- Written tasks, listening and speaking tasks
- Examination

**STAFF CONTACT:** For further information regarding EAL at Ashwood High School please contact the English Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 CORE SUBJECTS

### Mathematics (10MAT)



"Maths has been a core essential in my life. I have loved it from top to bottom, from financial maths all the way to trigonometry and linear relations!  
I love Maths!"  
- Louis Vo 10, 2024

At Ashwood High School, we believe it is critical for all students to achieve success in Mathematics. Mathematics forms a crucial foundation for many life skills, as well as a basis for a host of careers, and is a key component of the curriculum. We understand that each student is different and will progress through the range of mathematical standards at a different pace. By Year 10, many students have considered their future mathematical studies at VCE level and will have decided whether to pursue studies in General Mathematics, Mathematical Methods or Specialist Mathematics in Year 11.

The aim at Ashwood High School is to prepare every student for their chosen Mathematics pathway. With this in mind, all students complete a core Mathematics curriculum during Semester One which provides the background knowledge common to all Year 11 Mathematics subjects. In Semester Two, a differentiated program is offered which is based on the career aspirations of the students, their chosen VCE pathway and recommendations from their Maths teacher.

#### KEY KNOWLEDGE:

In Mathematics students investigate the key areas of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students are expected to solve problems with and without the use of technology.

#### KEY SKILLS:

- Solve measurement problems involving volume, surface area, similarity, Pythagoras' theorem and trigonometry
- Calculate measures of centre and spread, interpret the relationship between two variables and discuss the validity of statistical claims
- Use algebra to solve equations and model real world situations with and without the use of technology
- Graph a range of functions including parabolas, circles, hyperbolas and exponential functions
- Understand the symmetry of the unit circle and use radians as an alternative measure of angle
- Determine probabilities, use Venn diagrams and probability tables to determine probabilities of chance events
- Apply knowledge of percentages to real world contexts such as profit and loss, discounting, GST and simple and compound interest
- Simplify and perform the four operations with surds and algebraic fractions
- Implement algorithms using a general-purpose programming language.

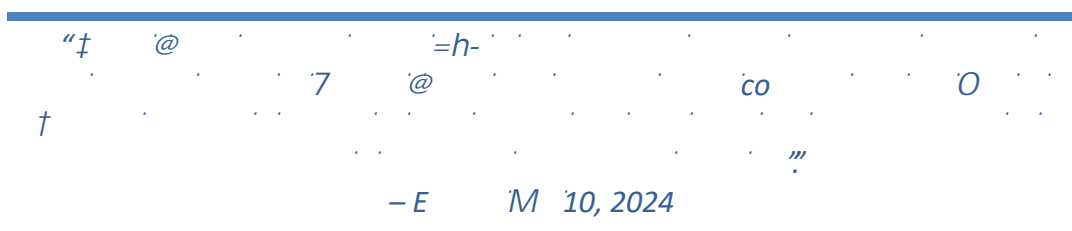
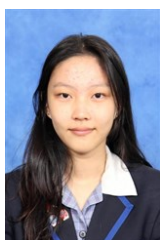
#### ASSESSMENT TASKS:

- Coursework
- Topic tests
- Examination

**STAFF CONTACT:** For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 CORE SUBJECTS

### Health and Physical Education (10HPE)



This semester-based subject will allow students to study all three key learning aspects of the HPE curriculum, consisting of a Health, Practical Physical Education, and a Theory Physical Education focus.

**Health Focus:** The focus for Health classes in Year 10 is on Respectful Relationships and the role of consent, including a focus on gender-based violence. Emerging issues such as gambling, drug use and sexual health will also be examined and they will develop the knowledge, understanding and skills to support them to establish and manage respectful relationships. The role of food and nutrition in enhancing health and wellbeing will be addressed. This focus links to the Year 10 Health elective and VCE Health and Human Development.

**Practical Physical Education Focus:** The focus for the semester will be on physical activity as a lifelong activity. Students will participate in a variety of sports and activities that promote health related fitness and wellbeing across the lifespan. We will explore the importance of physical activity as a social and cultural practise through participation in a range of sports from around the world. Students will take part in a disability awareness unit.

**Theoretical Physical Education Focus:** The focus during these lessons will be on planning and practising responses to emergencies where they may be required to administer first aid to a friend. The role of the cardiorespiratory system is also studied.

The Physical Education focus (practical and theory) link to the Year 10 Sports Science Elective and VCE Physical Education.

#### KEY KNOWLEDGE:

In Health and Physical Education students will develop knowledge about:

- Respectful Relationships
- Lifelong Physical Activities
- Cultural Games & Disability Sports
- First Aid
- Body Systems

#### KEY SKILLS:

Health and Physical Education aims to develop the skills to enable students to:

- Devise, implement and refine strategies to demonstrating leadership and collaboration skills when working in groups or teams.
- Engage in and enjoy regular movement-based learning experiences and transfer understanding from previous movement experiences to create solutions to movement challenges.
- Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk.
- Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices.

#### ASSESSMENT TASKS:

- First Aid Task
- Nutrition Task
- Participation in Physical Activities
- Examination

**STAFF CONTACT:** For further information regarding Physical Education and Health at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Teaching and Learning.



## YEAR 10 CORE SUBJECTS

### Science (10SCI)



*"O Science, thou art the most beautiful of things, and the most useful. Thou art the most beautiful of things, and the most useful."*

*– Eleni Tsamis 10, 2024*

Students enter the classroom with a range of ideas and conceptions about the physical and natural world. The Science classroom extends and explores these ideas so that students are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

#### KEY KNOWLEDGE:

- The transmission of characteristics between generations involves DNA and genes
- The theory of evolution by natural selection explains biodiversity and is supported by scientific evidence
- Global systems, including the carbon cycle, rely on interactions between spheres of the Earth
- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer
- Different types of chemical reactions are important in both living and non-living systems and involve energy transfer
- The atomic structure and properties of elements are used to organise them in the periodic table
- The motion of objects involves the interaction of forces and the exchange of energy
- The Universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the Universe
- Scientific understanding is refined over time through a process of review by the scientific community
- The values and needs of contemporary society can influence the focus of scientific research.

#### KEY SKILLS:

- Questioning and predicting: Formulate scientific questions and hypotheses and identify variables
- Planning and conducting: Independently plan and conduct safe and ethical investigations to collect data with accuracy, precision and reliability
- Recording and processing: Construct and use a range of representations to summarise and represent qualitative and quantitative relationships, and distinguish between discrete and continuous data
- Analysing and evaluating: Analyse patterns and trends in data, identify inconsistencies and draw evidence-based conclusions; use scientific knowledge to evaluate conclusions, critically analyse validity and suggest possible alternative explanations and describe specific improvements
- Communicating: Communicate scientific evidence-based arguments for a particular purpose

#### ASSESSMENT TASKS:

- Investigations
- Tests
- Examination

**STAFF CONTACT:** For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Two-Dimensional (2D) Art (10AR2)



*"I chose 2D Art because I like being creative and having the opportunity to find my own style. I like that in Art, I can have an outlet for my creativity inside school. I would recommend this subject to people who want to explore their interests creatively."*

*- Allegra Beadle 10, 2024*

In this unit, students analyse and evaluate how artists communicate ideas and convey meaning in two-dimensional (2D) artworks. They identify the influences of other artists and analyse connections between techniques, processes and visual conventions to assist the development of students' own art practice. They select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks focusing on illustration, drawing and painting. Students annotate these to analyse and evaluate their own work and development of skills.

#### KEY KNOWLEDGE:

- A range of techniques, processes and mediums used to create 2D artworks
- Artworks from different times, places and cultural contexts
- Different ideas and intentions behind artworks
- Presenting artworks for specific audiences.

#### KEY SKILLS:

- Develop skills in illustration, painting and drawing
- Research and investigate artworks made for different purposes in different cultural settings
- Respond to and interpret art through analysis, interpretation and evaluation of artworks
- Explore and express personal ideas through the design and creation of artworks
- Effective presentation of artworks for a particular audience
- Develop an awareness of safe and sustainable practices in art.

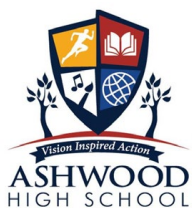
#### ASSESSMENT TASKS:

- Final Artworks
- Visual Diary
- Examination

**STAFF CONTACT:** For further information regarding 2D Art at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Three-Dimensional (3D) Art (10AR3)



*\*\*\* This subject is offered in 2024, Semester 2 \*\*\**

In this unit, students analyse and evaluate how artists communicate ideas and convey meaning in three-dimensional (3D) artworks. They identify the influences of other artists and analyse connections between techniques, processes and visual conventions to assist the development of students' own art practice. They select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks focusing on ceramics and sculpture. Students annotate these to analyse and evaluate their own work and development of skills.

#### KEY KNOWLEDGE:

- A range of techniques, processes and mediums used to create 3D artworks
- Artworks from different times, places and cultural contexts
- Different ideas and intentions behind artworks
- Presenting artworks for specific audiences.

#### KEY SKILLS:

- Develop skills in ceramics and sculpture
- Research and investigate artworks made for different purposes in different cultural settings
- Respond to and interpret art through analysis, interpretation and evaluation of artworks
- Explore and express personal ideas through the design and creation of artworks
- Effective presentation of artworks for a particular audience
- Develop an awareness of safe and sustainable practices in art.

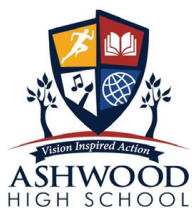
#### ASSESSMENT TASKS:

- Final Artworks
- Visual Diary
- Examination

**STAFF CONTACT:** For further information regarding 3D Art at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Accounting and Economics (10AEC) - Previously Commerce



*\*\*\* This subject is offered in 2025\*\*\**

This elective unit forms part of the Commerce stream for the Humanities, which is designed to prepare students for VCE studies in Accounting, Economics and Business Management.

- Accounting: Examine the importance of financial data in allowing business owners the ability to report and make decisions for the future. Students will also learn personal finance skills through budgeting a holiday using financial knowledge.
- Economics: Examine the fundamentals of supply and demand, scarcity, opportunity cost and market systems. This will enable to students to explore how governments uses consumer knowledge to create taxes and subsidies.
- Business Management: Explore the importance of innovation for Entrepreneurs in the modern workforce students will be entering one day.

#### KEY KNOWLEDGE:

- Purpose of Financial Statements: Balance Sheet and Income Statement
- Role of Inventory within a trading business
- Evaluating performance of a trading business
- Purpose of the Budgeting process for a business and personal finance
- How consumer decisions impact supply and demand of products
- Understanding how scarcity and opportunity cost impact market systems
- Examine different types of governments and market systems around the world
- Role of taxes and subsidies in an economy
- Role of Entrepreneurship in the modern-day workforce

#### KEY SKILLS:

- Apply business management knowledge to practical and/or simulated business situations
- Apply accurate terminology
- Describe and use financial and economic information presented in reports and graphical representations
- Research and analyse case studies and contemporary examples
- Discuss the impact of data and statistics
- Identify, classify and record data manually and through the use of ICT

#### ASSESSMENT TASKS:

- Investigations and Reports
- Case Studies
- Oral Presentations
- Exam

**STAFF CONTACT:** For further information regarding Commerce at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Legal Studies and Politics (10LPO) - Previously Commerce



*\*\*\* This subject is offered in 2025\*\*\**

This elective unit forms part of the Commerce stream for the Humanities, which is designed to prepare students for VCE studies in Legal Studies and Politics.

- Legal Studies: Examine the institutions and principles that are essential to the Australian legal system. Students will also develop an understanding of the rule of law, law-makers, legal institutions within Victoria and the relationship between the people and the Australian Constitution.
- Politics: Provides 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 of contemporary global issues.

#### KEY KNOWLEDGE:

- Operation of Australia's representative democracy and how governments are formed in parliament
- The democratic values and key features of Australia's system of government compared with Asia
- How social media and traditional media are used to manipulate and influence voters
- The Australian government's roles and responsibilities at a global level, including the United Nations
- Threats to Australian democracy and other democracies, such as organised crime and corruption
- International conventions, declarations, and agreements and how they have shaped government policies
- Key principles of Australia's justice system
- The Australian Constitution and the role of the High Court in interpreting the Constitution

#### KEY SKILLS:

- Creating an article, argumentative essay, panel discussion or debate about a contemporary issue
- Defining key political and legal terminology
- Investigating the roles of actors in Australia's political system and contributions to government policy
- Comparing political systems and interviewing people with connections to a country in the Asia region
- Analysing a range of strategies used to persuade citizens' electoral choices
- Researching case studies of Australia's involvement in global political systems
- Researching international agreements and explaining how they influence Australian law
- Categorising sample cases in relation to the courts in which they would be heard

#### ASSESSMENT TASKS:

- Oral or digital presentation
- Political inquiry or research report or media analysis
- Mock trial or debate
- Essay
- Exam

**STAFF CONTACT:** For further information regarding Commerce at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



## YEAR 10 ELECTIVES

### Computing (10COM)



*"I love how technology is always changing. It's exciting to learn new things, create software, and solve problems using technology. Computing lets me connect with people and work together on projects. Technology is everywhere, and I want to be a part of making it better and helping people with it."*  
– Peter Nguyen 10, 2024

Computing and computer technology have become integral parts of our lives, used in every industry, every home and used on a daily basis to communicate, navigate and entertain us.

In the Digital Age, an understanding of how digital solutions are designed and developed, how data is collected, stored and analysed and how technology can be harnessed to solve complex problems will become an increasingly valuable and sought-after skill. Computing skills are often transferable from one job to the next and from one career to another. In this unit, students will develop their problem-solving skills and computational thinking by engaging in the use of databases, robotics and programming.

In Computing, students will access, analyse and present data from a relational database or spreadsheet package and implement digital solutions of their own or predetermined design. They will also consider the privacy and security implications of how data is used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

#### KEY KNOWLEDGE:

- Abstraction to solve problems in a general rather than specific way
- Data collection, storage, representation and interpretation
- Specifications, algorithms, development and testing
- Human interactions with information systems and the impact of these interactions.

#### KEY SKILLS:

- Problem-solving methodology
- Development of modular solutions to complex problems using an object-oriented programming language
- Testing the effectiveness of programs by tracing and developing test cases
- Consideration of the privacy and security implications of how data is used and controlled, and suggestions for how policies and practices can be improved to ensure the sustainability and safety of information systems
- Use of digital systems to automate the transformation of data into information and to analyse and present this information to a user
- Collaborative or individual design of digital solutions to meet a specific need and evaluation of alternative designs against user requirements
- Collaborative management of projects and roles within a development team.

#### ASSESSMENT TASKS:

- Practical design
- Development tasks
- Examination

**STAFF CONTACT:** For further information regarding Computing at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Design Technologies (10DTE)



*“Design Technologies allows me to unleash my creativity while honing practical skills. This subject offers hands-on experience in problem-solving and innovation and you learn how to use software like TinkerCAD and Fusion to easily create flat-pack designs for prototyping with 3D printers and laser cutters.”*  
– Cody Xhilaga 10, 2024

The Design Technologies course allows students to act as designers and makers of their own concepts, moving away from traditional workshop into STEAM and contemporary design processes.

Concepts will be realised through a range of selected materials which could include one or more of the following:

- Computer Aided Design (CAD)
- 3D-Printing
- Model making materials such as foam-core, balsa wood, Astroturf, cogs, etc.

Students will be introduced to both the functional and aesthetic uses of digital design, and how technology meets design. Students use Computed Aided Design programs (CAD) to develop ideas and concepts. Students will work on solving problems using the basic principles of design, with an emphasis on creative thinking and sustainability. Drawing skills both in digital and hand generated formats are also developed to increase design communication and presentation skills.

They will continue refining their design process experiences and need to demonstrate not only acceptable levels of knowledge and skill in this area, but also a capacity to analyse, design, plan and carry through a task from project to conception.

#### KEY KNOWLEDGE:

- How designers use design thinking to create solutions
- Sustainable, economic and ethical design considerations in meeting community needs
- A range of different materials and production techniques
- How developments in materials tools and equipment influence designers
- Computer Aided Design (CAD) and 3D Printing

#### KEY SKILLS:

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Use project management processes to coordinate production of designed solutions
- Use design thinking to develop, modify and communicate sophisticated design ideas
- Develop technical skills with an increasingly sophisticated range of tools and materials
- Investigate and make judgements on how to use materials to create products

#### ASSESSMENT TASKS:

- Practical Tasks
- Workbook Folio
- Examination

**STAFF CONTACT:** For further information regarding Design Technologies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Food Studies (10FST)



“ Food is the love letter we write to ourselves and the world. It’s a way of saying, ‘I care about you, and I want to take care of you.’ ”

– Anirudh Mallipudi 10, 2024

In this unit, students learn about the culture of food in Australia. Food and nutrition are important for maintaining a healthy life. Students will be involved in the practical side of preparing various foods and gaining an understanding of the importance of food in a variety of communities.

Food Studies is an important subject in assisting the positive development of young people, ensuring that they have accurate information and knowledge of the food that is available to them, and how they are able to take control and make informed decisions about their food choices.

Food Studies uses the design process to develop creative design solutions to a problem that is presented to the students. Using the Research, Design, Create and Evaluate processes, students find individual solutions that enable them to address the problem. This subject gives students the opportunity to explore both theoretical and practical tasks as they work each week in the kitchen producing recipes that combine theoretical learning with practical tasks.

#### KEY KNOWLEDGE:

- Modern Australian Cuisine
- First Nations culture and bush-tucker
- Food preparation and cooking methods
- Menus and planning for production.

#### KEY SKILLS:

- Investigate, generate and critique design solutions catering for food allergies and intolerances
- Create design solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- Transfer knowledge and skills from theoretical to practical applications
- Design skills: Investigating, Generating, Producing, Evaluating, Planning and Managing
- Investigate food choices and social factors.

#### ASSESSMENT TASKS:

- Practical tasks
- Coursework tasks
- Examination

**STAFF CONTACT:** For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### French – Full Year (10FRE)



*"Learning French has opened up a vast number of opportunities both inside and outside of school and the linguistic awareness that I have gained is extremely interesting."*

*– C J Baker 10, 2024*

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In an increasingly globalised world, it is important for people to be able to understand and express ideas in global languages such as French; there are over 52 French-speaking countries around the world.

Students acquire communication skills in French. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

The French curriculum aims to develop the knowledge, understanding and skills to ensure that students are able to communicate in and comprehend written and spoken French. Through engaging with a variety of texts and with French speakers, students will be able to understand the relationship between French language and culture and develop their intercultural capabilities. Students will be able to understand themselves as communicators.

By Year 10, students expand their vocabulary and experiment with different modes of communication. Students use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences.

In Year 10, French is an elective subject. Students wishing to study French must choose French in Semesters 1 and 2.

#### KEY KNOWLEDGE:

- Holidays and vacation plans
- Part-time work
- Expressing opinions and giving advice
- Recounting events which have occurred in the past
- Youth issues in contemporary France
- Future plans and employment.

#### KEY SKILLS:

- Recount events in the past using compound tenses
- Recount events in the past using the imperfect tense
- Describe events in the future using compound tenses
- Learn to conjugate a range of irregular verbs in varying tenses
- Use modal verbs to express ability, volition and obligation
- Use complex grammar patterns to express emotions
- Use direct and indirect object pronouns and the pronouns 'y' and 'en' to avoid repetition
- Use demonstrative adjectives to denote nearness.

#### Assessment Tasks:

- Reading and writing tasks
- Listening/Speaking activities
- Examination

**STAFF CONTACT:** For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Geography (10GEO)



*"In Geography we get to learn about the locations of different countries and the wellbeing issues that impact them. I have also become more comfortable reading world maps and have improved my skills in reading and analysing data. I like the range of activities that we complete in Geography."*  
- Dylan Zelos 10, 2024

Immersing oneself in Geography presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography as a discipline integrates the natural Sciences, Social Sciences and Humanities to build a holistic understanding of the world. Spatial thinking and geospatial technologies increasingly inform scholarship in these areas. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

This subject is a great pathway for any student interested in completing Units 1-4 Geography in VCE and developing that they will be able to apply to everyday life.

#### KEY KNOWLEDGE:

- Environmental change and management
- Geographies of human wellbeing

#### KEY SKILLS:

- Representing multi-variable data in a range of forms focusing on a variety of geographical phenomena
- Apply geographical concepts to synthesise information from various sources
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge.

#### ASSESSMENT TASKS:

- Research report
- Written tasks
- Topic tests
- Examination

**STAFF CONTACT:** For further information regarding Geography at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



## YEAR 10 ELECTIVES

### Health and Human Development (10HHD)



*"Health and Human Development explores health and wellbeing primarily for youth in a global context. We learn about sexual health, nutrients, the reproductive system and how they link with each dimension of health and much more."*

*- Olivia Schwatschko 11, 2024*

This Health elective acts as an introduction to VCE Health and Human Development. Students will be introduced to the concepts of individual and global health, with a deeper focus on the health and wellbeing of themselves and a variety of population groups. A study of the Australian Dietary Guidelines and Australian Guide to Healthy Eating will focus on how these programs promote health outcomes of all Australians. The Sustainable Development Goals (SDG's) will be introduced and how they promote global health and human development will be examined. Students undertaking this elective will learn the skills needed to develop health literacy and develop their ability to navigate information and apply their learning in a positive and resilient way.

This subject is a pathway to VCE Health and Human Development.

#### KEY KNOWLEDGE:

- Dimensions of Health and Wellbeing
- Health Indicators used to measure Health Status
- Nutrition
- Variations of health between different population groups
- Sustainable Development Goals.

#### KEY SKILLS:

- Explain the five dimensions of health and wellbeing and how they interrelate
- Outline health indicators
- Draw conclusions from health data about the health status of Australians
- Identify and explain how Nutrition impacts the health and wellbeing of individuals and groups
- Describe key features of some SDG's

#### ASSESSMENT TASKS:

- Structured Questions / Data Analysis
- Case Studies
- Examination

**STAFF CONTACT:** For further information regarding Year 10 Health and Human Development at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### History (10HIS)



*"Year 10 History explores World War 2 through several in-class activities and essays. Learning History makes sure that we don't make the same mistakes that were made in the past. World War 2 is one of the most relevant pieces of history in the modern era as these events shaped our current world today." - Jack Gebka Reid 10, 2024*

The study of History allows us to put ourselves and society into some perspective. Only by learning about the past can we try to understand the world we live in today and think about and shape the world of the future. The Twentieth century was a critical period in modern Australia's social, cultural, economic, and political development. The History curriculum provides a study of the history of the modern world from the 1930's to the present, with an emphasis on Australia in this global context. Through the study of this subject, not only will students broaden their knowledge of the world and their society, but will also, develop a wide range of skills such as the ability to research and apply relevant information, the use of appropriate modes of historical expression and consideration of a range of historians' perspectives.

#### KEY KNOWLEDGE:

- Post-World War II ideologies and how the Cold War influenced Australia
- Rights and Freedoms and how events in the US influenced Australia
- The Vietnam War and how post-Vietnam War migration influenced Australia.

#### KEY SKILLS:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and evaluate the broad patterns of change over the period 1939-present
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia.

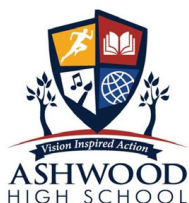
#### ASSESSMENT TASKS:

- Research report
- Written tasks
- Topic tests
- Examination

**STAFF CONTACT:** For further information regarding History at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Journalism (10JOU)



*\*\*\* This subject is new in 2024, Semester 2 \*\*\**

Through the introduction of a Year 10 Journalism course, Ashwood High School will be offering a pathway for students whose strength is English, allowing them to experience a semester of working in two English-based subjects at once, thus preparing them for undertaking the English/ English Literature pair at VCE. In terms of course content, studies in journalism present the opportunity for students to develop their general knowledge and understanding of real-world issues concerning them and their community, and thus better prepare them for their study of argument analysis in Units 1, 2 and 3 English. For the school this course can incorporate the publication of a student newspaper, engage with community topics in a mature and community-facing manner and thus add to the school's profile in the community.

#### KEY KNOWLEDGE:

- An understanding of arguments presented in texts
- Ways authors construct arguments to position audiences, including through reason and logic, and persuasive use of written, spoken and visual language
- Features of written, spoken and multimodal texts used by authors to position audiences, such as appeals, repetition, and vocabulary choice
- Explain and justify decisions made in the writing process
- Develop, test and clarify ideas using discussion and writing

#### KEY SKILLS:

- Extend their English language skills through thinking, listening, speaking, reading, viewing, and writing
- Enhance their understanding, enjoyment, and appreciation of the English language in its written, spoken and multimodal forms
- Analyse and discuss a range of texts from different periods, styles, genres, and contexts
- Understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- Understand how ideas are presented by analysing form, purpose, context, structure, and language
- Analyse their own and others' texts, and make relevant connections to themselves, their community, and the world.

#### ASSESSMENT TASKS:

- Research report
- Written tasks
- Topic tests
- Examination

**STAFF CONTACT:** For further information regarding Journalism at Ashwood High School please contact the English Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Media Studies (10MED)



*"Media Studies encourages the pursuit to finding beauty and purpose in subjective art. I personally enjoyed analysing photos and finding the message photographers were sharing through their work. Media Studies has helped me appreciate the work put into different forms."*

*– Louis Vo 10, 2024*

The media has a significant impact on young people's lives. In Media Studies, students will explore the way media texts are constructed by focusing on the study of film and storytelling conventions. Students will gain an understanding of the language of film by looking at the codes and conventions specific to this form of media. Students will also investigate the specialist production stages and roles within the media production industry and will be introduced to media industry issues through practical involvement in the production process.

Media units prepare students for the myriad challenges in interpreting and creating media products. As constant consumers of media, young people need to develop skills in recognising codes and conventions and the way they shape society's interpretations of events and narratives presented to them in different media forms. Students will deepen their understanding of the complexities of media production in terms of practical production and narrative structures.

#### KEY KNOWLEDGE:

In Media Studies, students explore the production and story elements that construct film narratives through investigation into and production of:

- Short film
- Extended film narratives
- Movie Trailers and other promotional products
- Photography
- Soundscapes.

#### KEY SKILLS:

- Develop production processes, equipment and technologies to collaboratively and individually create media products that meet and challenge audience expectations of genre and media form
- Evaluate how they and others use production and story elements in different media forms to make meaning for audiences
- Use and consider intent, structure, setting, characters and genre conventions combine with symbolic and technical codes to create representations
- Develop professional standards in organising and planning film production.

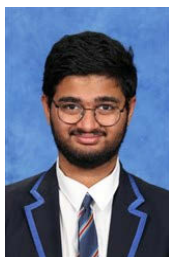
#### ASSESSMENT TASKS:

- Folio
- Topic tests
- Planning documents
- Examination

**STAFF CONTACT:** For further information regarding Media Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Music (10MUS)



*"Year 10 Music was informative, hands on, and most importantly, fun.  
We had a great mixture of theory, composition, and performance,  
and the class was very engaging."  
- Ved Karve 11, 2024*

In studying Music, students will cover four key areas which include exploring, creating, performing and responding to Music. Students will use their voices, instruments and technology with greater independence to develop as a soloist and work in small groups. They will develop their technical ability, expression and performance skills with a focus on their own performance style. Students explore music as an art form, drawing on complex performance techniques, compositional devices and forms and explore styles and genres in greater depth. Students draw on music from other cultures and identify characteristics of performance styles and genres and how musicians influence cultural expression. They will perform, analyse and evaluate a range of musical styles to study their social, cultural and historical influences on Music.

#### KEY KNOWLEDGE:

- Develop their own personal performance style
- Create, practise and rehearse a repertoire drawn from various styles
- Develop their technical, stylistic and expressive ability as a performer
- Perform both solo and small ensemble works with increased independence
- Analyse and interpret music works drawn from a range of styles such as Latin and Soul music and famous music works
- Develop their aural and compositional skills to communicate and interpret musical ideas.

#### KEY SKILLS:

- Explore specific aural skills aimed at enhancing students' understanding of music
- Refine students' analysis and listening appreciation of musical works
- Practise technical and expressive skills for solo and group performance
- Develop ensemble skills with an understanding of each member's role
- Interpret and evaluate their own performance and those of others
- Compositional and aural skills to communicate a particular style or genre.

#### ASSESSMENT TASKS:

- Performances
- Analytical and written work
- Research task
- Examination

**STAFF CONTACT:** For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Teaching and Learning.



## YEAR 10 ELECTIVES

### Outdoor Studies (10OST)



*"Outdoor Studies looks at vital topics related to the natural environment; including nature, its preservation, and how humans impact it. You learn outdoor theory and complete practical tasks leading up to a camp. Outdoor Studies is engaging and highly recommended for anyone interested in the environment."*  
- Layla Swindells 10, 2023

In Year 10 Outdoor Studies, students study how humans interact with and relate to outdoor environments through both theory and practical activities. Students develop practical skills and knowledge to help them live sustainability in outdoor environments and analyse the factors that affect an individual's access to outdoor experience and relationships with these outdoor environments. Students will examine case studies of specific outdoor environments including alpine, marine, coastal, wetlands, and grasslands, and how our relationships with these environments have changed over time. The concepts of minimal impact travelling, and living will be covered and how technology continues to impact our experiences in outdoor environments. Australian and global environmental issues will also be addressed and their effect on our personal, social and community health.

This subject is a pathway to VCE Outdoor and Environmental Studies.

#### KEY KNOWLEDGE:

In Outdoor and Environmental Studies students will develop knowledge about:

- Characteristics of outdoor environments
- Safe practices for outdoor activities
- Climate Change and sustainability
- Map reading and navigation
- Australian and Global environmental issues

#### KEY SKILLS:

Outdoor and Environmental Studies aims to develop the skills to enable students to:

- Use practical skills for safe participation in outdoor experiences
- Plan for and reflect upon a range of practical outdoor experiences and analyse relevant information collected during these experiences
- Describe, compare, and contrast the characteristics of different outdoor environments
- Explore, analyse, and understand the world around them

#### ASSESSMENT TASKS:

- Report
- Written tasks
- Examination

**COURSE FEE:** \$250 camp fees for compulsory camps

**STAFF CONTACT:** For further information regarding Outdoor Studies at Ashwood High School please contact the Health/PE Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Sports Science (10SPS)



*"During Sports Science, we have learned about anatomy which included bones, muscles, and joints. We have also undertaken practicals, that included playing sport and relating it to the theory we learned. Applying theory to movement is an awesome way to learn."*

*- Victoria Rushton 10, 2024*

The Sports Science elective acts as an introduction to VCE Physical Education. Students will be introduced to the concepts of biomechanics and energy systems that builds upon knowledge previously gained in Year 9HPE through the units of skill acquisition and body systems. Students will participate in laboratory sessions designed to highlight the principles of biomechanics including spin, height of release, Magnusson effect, levers, summation of force, reaction time, memory, angular motion, balance and stability.

This subject is a pathway to VCE Physical Education.

#### KEY KNOWLEDGE:

- Skill Acquisition Principles
- Functional Anatomy
- Fuels and Energy Systems
- Biomechanical Principles
- Performance Analysis

#### KEY SKILLS:

- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Perform and refine specialised movement skills in challenging movement situations
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences

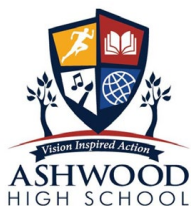
#### ASSESSMENT TASKS:

- Laboratory Activities
- Topic Tests
- Examination

**STAFF CONTACT:** For further information regarding Sports Science at Ashwood High School please contact the Health/ PE Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Engineering



*\*\*\* This subject is offered in 2025\*\*\**

In Year 10 Engineering, students are introduced to the fundamentals of Mechanical and Electrical Engineering. In the Mechanical Engineering Unit, students delve into principles such as mechanical subsystems and devices, their motions, elementary Applied Physics, and the mathematical calculations used to define and explain the physical characteristics of these systems. The Electrical Engineering Unit focuses on electrotechnological principles, exploring components and materials essential for operational electrotechnological systems. Students gain an understanding of commonly used components, including their typical performance, physical appearance, implementation, and representation in schematic circuit diagrams and simulation software. Equipped with this knowledge, students apply the systems engineering process to create an operational system, such as a windmill generator.

#### KEY KNOWLEDGE:

- Motion and the mechanical advantage of simple machines
- Digital applications for prototyping mechanisms such as Fushion360
- 3D printing and laser cutting
- Circuits using simulators
- Solder electrical circuits
- Motors
- Diodes: signal, power, light emitting (LEDs)

#### KEY SKILLS:

- Identify and select appropriate subsystems and components that will form operational systems
- Test, measure, and record appropriate system parameters to evaluate system performance
- Perform basic calculations on linkages, gear ratios, and pulleys
- Identify and represent electrotechnological systems in diagrammatic and symbolic forms
- Interpret the resistor values in four and five colour band resistors regarding a colour code chart
- Use digital technologies to simulate and demonstrate electrotechnological principles
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

#### ASSESSMENT TASKS:

- Windmill Generator Project
- Project Management Folio
- Oral Presentations
- Topic Test

**STAFF CONTACT:** For further information regarding Engineering at Ashwood High School please contact the Science Learning Area Coordinator or Middle School Student Outcomes Leader.

## YEAR 10 ELECTIVES

### Theatre Studies (10TST)



*"In Theatre Studies I have learnt many different acting skills and have thoroughly enjoyed learning about different styles of comedy and performing. Theatre Studies is a great class to take because many of the skills you learn or acquire are applicable to everyday life like public speaking and confidence." - Ava Morrin 10, 2024*

Theatre Studies enables students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. In Theatre Studies students interpret playscripts and produce theatre for audiences. Students work with playscripts in both their written form and in performance, studying various areas of stagecraft that can be used to interpret these playscripts.

In this area of study, students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students apply acting and other stagecraft to interpret playscripts. They learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for playscripts. Students also explore the nature of theatrical analysis and production evaluation, including the application of stagecraft and its effect on an audience. Periods from the pre-modern era of theatre that could be studied include Ancient Greek, Elizabethan and Naturalism/Realism. Practitioners of this era include Euripides, Sophocles, William Shakespeare, Chekhov and Ibsen. This subject is a pathway to VCE Theatre Studies.

#### KEY KNOWLEDGE:

- Characteristics and features of pre-modern theatre periods
- Theatrical styles from the pre-modern era
- Use and application of theatrical styles, acting skills and stagecraft to shape performances
- The nature of theatrical and performance analysis
- Theatre terminology and expressions.

#### KEY SKILLS:

- Describe characteristics of theatre from the pre-modern era
- Demonstrate knowledge of theatrical styles
- Research and apply stagecraft other than acting to interpret playscripts
- Perform playscripts from the pre-modern era
- Develop and sustain character
- Apply expressive skills through acting
- Analyse a theatrical performance
- Analyse the use of acting in a performance
- use theatre terminology and expressions appropriately.

#### ASSESSMENT TASKS:

- Individual/group performances
- Short answer and/or extended written analysis
- Research reports written and/or oral

**STAFF CONTACT:** For further information regarding Theatre Studies at Ashwood High School please contact the Arts/ Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10 ELECTIVES

### Visual Communication Design (10VCD)



*"Visual Communication Design helped me develop new art-related skills, an understanding of good design, and how to apply it to real design problems. I learned a wide range of communication designs, for example we developed floor plans based on an architectural movement of our choice- creating awareness of careers in Architecture or Product Design. VCD reminded me that a creative mind can take you anywhere."*

*- Cooper Stephens 11, 2024*

Visual Communication Design develops students' ability to think and solve problems creatively and imaginatively, utilising a structured design process. Students explore the world of design and embark on a mix of set design briefs and self-directed design projects, whereby they may explore areas such as architecture, industrial/product, graphic, interior, fashion and landscape design. Students can create two-dimensional (2D) drawings and three-dimensional (3D) models. Students will apply a combination of hand rendered and computer aided drawing methods. Students will use a range of digital techniques in CAD and Adobe suite. This study has a focus on design thinking, which teaches students creative, critical and reflective thinking tools to increase product creativity and uniqueness.

This subject is a pathway to VCE Visual Communication Design.

#### KEY KNOWLEDGE:

- Design Process
- Design Elements and Principles
- Design Thinking
- Drawing methods: Technical drawing, observational drawing, visualisation drawing
- Digital Design Techniques.

#### KEY SKILLS:

- Identify, analyse and evaluate the use of materials, techniques and technologies
- Explore and express ideas
- Manual and digital drawing methods
- Application of media and materials
- Development and presentation of visual communications for different purposes.

#### ASSESSMENT TASKS:

- Folio
- Final Presentation
- Examination

**STAFF CONTACT:** For further information regarding Visual Communication Design at Ashwood High School, please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## YEAR 10

### Accelerated Curriculum and Enrichment (ACE) Program



*"I enjoy being in ACE because everyone is willing to learn and improve in their studies, which keeps me motivated and focused on my tasks. The opportunities from ACE allowed me to undertake multiple VCE early commencement subjects which I really enjoy."*  
- Emma Anderson-Weir 10, 2024

The Accelerated Curriculum and Enrichment (ACE) Program is designed to cater for the special educational needs of high ability students. The ACE Program is a select entry program; successful students exhibit academic strengths across all subject areas and enjoy undertaking challenges. The structure of the program enables students to cover coursework at a faster pace and encourages the study of more abstract concepts with an emphasis on higher order thinking skills, creativity and problem-solving.

In Year 10, ACE students undertake English and Science as an ACE cohort; compulsory Humanities subject areas are completed with the mainstream cohort as part of the elective program with compulsory Mathematics options available within the mainstream cohort or as a VCE early commencement offering. All ACE students in Year 10 are expected to complete a VCE early commencement subject of the student's choosing. (Please Note: early commencement offerings are subject to availability).

#### **Advanced English:**

The Year 10 Advanced English course prepares students for VCE studies in either English or Literature, through exploring a range of texts that challenge students thinking and analysis skills. Students study a range of literary and philosophical texts and are challenged to develop and articulate personal interpretations of the texts they read.

#### **Advanced Science:**

The Year 10 Advanced Science course provides students with the opportunity to integrate new and existing content knowledge from the various domains of science to explore complex, high-order scientific concepts beyond the Year 10 level. This allows students to gain a deeper understanding of scientific issues affecting the real world and prepares them for the depth of study in the VCE Sciences. Students investigate various "Big Ideas" within science through deep study of Climate Change, The Big Bang and Evolution. Students witness and experience "Science in Action" through units on Experimental Psychology, Forensic Science and an extended Student-Led Investigation project. Students also participate in "Step-Up" units to prepare them and introduce them to the key concepts studied in VCE Biology, VCE Chemistry and VCE Physics. Students continue to develop their scientific inquiry and communication skills through the completion of practical investigations and research tasks.

**STAFF CONTACT:** For further information regarding the ACE Program at Ashwood High School please contact the ACE Coordinator.



## Instrumental Music Program



*"Ashwood's Instrumental Music Program provides a wonderful opportunity for students to progress their musical proficiency and express themselves in a school environment and manifest their creativity in an audible fashion, while also preparing them to take part in a selection of ensembles that enable students to perform and play in a social setting."*

*- Nathaniel Arnold-Moore 11, 2024*

Ashwood High School offers an extensive, inclusive and creative Instrumental Music Program and an environment for students to have the option to learn an instrument of their choice. The benefits of playing an instrument are well documented as having a positive impact on students' individual learning capacity in memory training, language, time management, creativity and critical thinking skills. Our Instrumental Music Program nurtures all levels of ability and experience from the classroom to the practice room, beginners through to VCE and ensemble players to soloists, whilst delivering the highest standards in music teaching, rehearsing, performing and appreciation. Our Instrumental Music Program offers nominal fee-paying instrumental tuition on a weekly basis, on a fixed day with a rotating timetable. Lessons are delivered by our outstanding Instrumental Music Staff on the following instruments: Woodwind (oboe, flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone); Brass (trumpet, trombone, euphonium, tuba); Percussion/Drum Kit; Electric Guitar, Bass Guitar and Strings (violin, viola, cello, double bass).

Ensemble playing is critical in establishing students' identity and sense of belonging, and this is core to our Music Department, bringing with it the opportunity for regular interaction between students from Year 7-12 whilst developing social skills and lifelong friendships.

As an enrolled instrumentalist, students are valued members of our Ensembles Program, making a significant contribution to the musical life of the school.

Instrumental music students participate in at least one of the following core, large music ensembles available according to their instrument including: Concert Band, Symphony Orchestra and String Orchestra. In addition to this, students are invited by the Director of Music to join the following smaller ensembles when positions become available including Stage Band, Jazz Ensemble, Percussion Ensemble and Guitar Ensemble. Performance opportunities throughout the year are both school based and external, including, but not limited to the following: Assemblies, alternating Biennial House Performing Arts Festival and School Production, Jazz Night, Music Concerts, Music Elective and Years 7 & 8 ACE Music Performance Evenings, Instrumental Soirees and Recitals and the Victorian Schools Music Festival.

Instrumental Music students have the opportunity to further their music studies to an advanced level through to their senior years with many specialist performance opportunities available, and in consultation with their instrumental music teachers and the Director of Music, may elect to undertake VCE Music Performance Units 1-4 in Years 11 and 12, pending student numbers.

**COURSE FEES:** Please see the Director of Music for further details regarding 2025 Instrumental Course Fees.

**STAFF CONTACT:** For further information regarding the Instrumental Music Program please contact the Director of Music or the Senior School Assistant Principal.

## INTRODUCTION TO VCE/VCE VM

If you are about to choose your Year 11 or 12 study program, the choices can seem a little daunting:

- How do you know what you will want to do (course, work, travel) in one or two years?
- What if you change your mind?
- How do you know what studies are going to complement your interests?
- How do you know what studies are going to give you a good ATAR?
- What if you don't get a good ATAR and what is a 'good' ATAR?

The good news is that while you are making a choice now, you are not bound to it for life. So, relax and think about what you like, are good at and what field of study and/or work you are interested in pursuing. There are no tricks to getting a good ATAR. The ATAR represents your overall performance across all studies, not individual studies. To get a good ATAR you should therefore choose subjects that interest you and in which you can perform well. Success is about reaching your goal and not giving in. Whatever your dream is, it requires hard work and dedication to make it happen. In most cases you will need to plan and, most importantly, have a number of options just in case. While there are no guarantees, there are some things you can do to make sure you get the most out of your chosen study program.

The Senior School Course Information Book is an important part of the course planning and subject selection process. The book is designed to inform students and parents/guardians of the requirements for the successful completion of secondary schooling and to provide an overview of the subjects available for study at Year 11 and 12 at Ashwood High School.

VCE study designs may be viewed online at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>.

Year 10 and 11 Students at Ashwood High School undertake a course planning program to equip them to make informed decisions about the subjects they will study in order to successfully complete their schooling in VCE, VET or VCE VM courses. The course planning program includes the following components:

- student and parent information sessions;
- course guidance;
- a formal subject selection process.

Students should choose subjects with a clear understanding of the requirements and recommendations for potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, build on their strengths and enable them to pursue their goals and aspirations.

Ashwood High School also provides many resources to assist students and their families in course development and subject selection. Leading Teachers, Learning Area Coordinators, House Coordinators, Year Level Coordinators and the VCAA Curriculum Services Coordinator are readily available, and students are encouraged to avail themselves of these services.

It is essential that students access a range of information and sources in order to make informed decisions about subject selections. There are a number of specific requirements for VCE and VCE VM subjects and students must ensure that they are aware of any such requirements during the process of subject selection.

Please use this Senior School Course Information Book as a resource to supplement your knowledge of current courses on offer at Ashwood High School in 2025.

**Please Note:** Subjects listed are those proposed for 2025. All students are advised that the subjects offered in this Senior School Course Information Book will only run if there are sufficient student numbers at the discretion of the Principal.

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education in Victoria. The VCE is a valuable pathway to further study at university, Technical and Further Education (TAFE) and to the world of work.

The Victorian Curriculum Assessment Authority (VCAA) defines the requirements for completion of the VCE. In most secondary schools, including Ashwood High School, a VCE program consists of 22 units taken over two years (6 subjects in Year 11 and 5 in Year 12). A total of 16 units must be successfully completed in order to attain the VCE. This must include the successful completion of a minimum of 3 units of English. In all subjects Units 3 and 4 must be taken as a sequence of two units and **MUST** be completed in the same year.

### VCE PROGRAMS

#### What must I include in my program?

To obtain your VCE, you must satisfactorily complete a **minimum** of 16 units in total. Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units of English/EAL including a Unit 3 & 4 sequence.
2. Three sequences of Units 3 & 4 studies in addition to the sequence chosen for the compulsory English/EAL. These sequences can be from VCE studies and/or VCE/VET programs.

Please note: To be in the primary four it must be a scored VET. You must have 4 scored 3/4 subjects to get an ATAR, no more than two of which may come from the same area of study. For example, only two mathematics may be used in the primary four.

You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an ATAR (Australian Tertiary Admissions Rank) at the end of your VCE you will need to be aware of these restrictions. Make an appointment to discuss with the Careers and Pathway Coordinator and the VCAA Curriculum Services Coordinator about these restrictions and check the online VTAC Guide at [www.vtac.edu.au](http://www.vtac.edu.au).

### YEAR 11 VCE REQUIREMENTS

In Year 11, a student undertakes **six** subjects at Ashwood High School. Included in these is the **compulsory study of English (or EAL)**. It is also expected that students will undertake **at least one Mathematics subject in Year 11**.

- English / EAL: Units 1 & 2
- Mathematics: Units 1 & 2 (at least one of the three offered)
- Students choose **4 other subjects**
- **Units 3 & 4 Subjects:** Students are able to apply to study an appropriate Unit 3 & 4 subject during Year 11
- Subjects are chosen for the **whole year (Semesters 1 & 2)**
- In Year 11 any external subjects (including VET or Victorian School of Languages (VSL)) are taken in addition to the six school-based subjects.
- **No study period** is allowed in Year 11 as the expectation is to undertake six subjects offered by the school.

## YEAR 12 VCE REQUIREMENTS

In Year 12 a student undertakes 10 units of study (**five** subjects) offered by the school. Included in these are **two** English/EAL units:

- English (or EAL): Units 3 and 4 (**compulsory**)
- Students choose **4 other subjects**, which may include a VET course or an external language course (e.g., Spanish) not offered by the school.
- VCE Subjects chosen for the **whole year (Semesters 1 & 2)**

## VCE ASSESSMENT:

VCE Subjects are authorised by the Victorian Curriculum Assessment Authority (VCAA). The curriculum standards for each subject are set by the VCAA. Each subject is based on a set of specified learning **outcomes** for each unit. Similarly, the VCAA specifies the types and styles of assessment appropriate for subjects. All VCE subjects include assessment of student learning outcomes.

Each VCE unit includes a set of two to four learning outcomes. Satisfactory completion of a unit is based upon demonstrated achievement of all of the learning outcomes. Satisfactory completion of the unit is determined by the school, in accordance with the requirements set by the VCAA.

### Assessment at Units 1 & 2:

Units 1 & 2 subjects are all internally assessed. Students will be awarded either **S** (satisfactory completion) or **N** (non-satisfactory completion) upon completion of each learning outcome. This is required by the VCAA. The school provides more comprehensive information to students and their parents/guardians on the level of performance on the learning outcomes, by grading the result. This appears on the student's semester report. In addition, examinations are held at the end of each unit (semester), which also provide an indication of the student's understanding of the course material as well as performance under examination conditions. This information is intended as diagnostic only and is provided to assist the student in identifying their areas of strength and those needing improvement. Assessments in Units 1 and 2 **do not contribute to the ATAR score**.

### Assessment at Units 3 and 4:

Students will be awarded either **S** (satisfactory) or **N** (non-satisfactory) upon completion of the learning outcomes. This is the same as for Units 1 and 2 and is subject to VCAA requirements.

Units 3 & 4 subjects are both internally and externally assessed. Internal Assessment tasks are called **School Assessed Coursework (SAC)** or **School Assessed Tasks (SAT)** and are assessed by an overall letter grade A+ to E. Assessment grades awarded for Units 3 and 4 subjects contribute to the Study Score, which is a combination of the internal and external assessment results. External examinations are set by the VCAA and take place during October, November and December.

Mid-year examinations may be held to provide students with an indication of their ability to demonstrate knowledge learned in Unit 3 and practise their exam performance. In preparation for the external VCAA examination assessments beginning in November, examinations of the whole year's work are held during the September school holidays.

The ATAR score for an individual student is calculated by VTAC using the student's results in:

- English (or EAL)
- Plus, the next 4 highest scored subjects
- Plus 10% of the 5<sup>th</sup> subject
- Plus 10% of the 6<sup>th</sup> subject (if applicable)

The ATAR is used by tertiary institutions for selection into courses. An ATAR will only be calculated if the student has successfully completed at least four sequences of Unit 3 & 4 studies including the compulsory English (or EAL) study.

**Further information on all courses of study can be found at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).**

## VCE VOCATIONAL MAJOR (VCE VM)

### What is the VCE Vocational Major (VCE VM)?

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies. The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

### How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

### What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units including:

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

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

### Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

### Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCEVM.

### Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

# VCE/VCE VM COURSE PROGRAM PLANNING

## SUBJECT SELECTION

Students are required to map out a **two-year VCE/VCE VM course**. Individualised VCE/VCE VM program planning is an important part of the subject selection process. Developing a two-year subject plan enables a broader vision of learning directions and informs career and study preparations. Initial subject choices should reflect a well-considered plan that provides a balanced course of study over Years 11 and 12 and indicates that some thought has been given to future study interests and work pursuits.

When selecting subjects, students should also be aware of the **specific requirements, prerequisites** and **recommended VCE/VCE VM subjects** for selection into tertiary courses at universities and TAFE Colleges. The careers guidance service at the school should be utilised and students should also be proactive in accessing post-compulsory resource guides, University and TAFE selection materials, open days and online electronic resources to look at post-secondary options available based on their proposed VCE, VCE VM or VET studies, in the year that they will be applying. These choices can be saved and revisited and updated each year. Please note:

- The **subject selection process** requires **students** to be **proactive** in **seeking out information** about subjects **before** they make final subject selection decisions and to participate in a **course counselling** session
- Students may be requested to discuss their subject selections with a variety of school staff including the VCAA Curriculum Services Coordinator, Careers and Pathways Advisor, Year Level Coordinator, classroom teacher or a member of the Leadership Team.

## SUBJECT SELECTION CHECKLIST

1. Here are some important questions to consider when selecting subjects:
  - What are you good at and what do you like to do?
  - Are you clear about the things that interest you both at school and outside school?
  - Do you know the areas of your studies where you perform well and achieve good results?
  - Do you understand the role of the VCAA and VTAC and how they affect you?
  - Are you clear about what the ATAR is and how it is used for tertiary entry?
  - Are you aware of the various options available for senior student programs including VCE, VET and VCE VM?
  - Do you know where you can access specialist advice about a study program should you need to?
2. Read the section of this Course Information book that contains details of the subjects offered by the school.
3. Use Course Search and the app – accessible through the VTAC website [www.vtac.edu.au](http://www.vtac.edu.au) to check the course requirements for courses that you are interested in taking beyond Ashwood High School. In particular, note down any restrictions on subjects you need to take, levels of performance required, or any special entrance requirements such as interviews or the preparation of folios, etc.
4. Discuss your proposed pathway with your parents/guardians and teachers. Make sure that you are clear that this is the pathway you wish to pursue and are fully informed about what you need to do to be successful in pursuing this option.
5. Complete the ONLINE subject selection and submit it on time.

### Important Information Regarding Enrolment

Enrolment in all VCE units is at the school's discretion and subject to student's performance and attendance. During the course counselling process current academic performance, attendance and submission of work will be taken into consideration in determining a course of study for 2025. Enrolment in Unit 4 is subject to satisfactory completion of Unit 3.

## SUBJECT DESCRIPTIONS

On the following pages you will find information about each of the VCE subjects offered at Ashwood High School. The names of the relevant Learning Area Coordinator and the Director of Teaching and Learning have been included in each description in case you would like further information about the course.



## COURSE FEE STRUCTURE

Schools provide students with free instruction to fulfill the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

Payments have been simplified with a parental payment fee of \$450 for Year 11 students in 2025.

Curriculum Contributions: \$300

Other Contributions: \$150

## ACCOUNTING

### Units 1 & 2



*"Accounting allowed me to make sense of real-world companies and their financial situation. It allows you to analyse and interpret data and turn it into information useful to everyone. Accounting can have heavy content, but if you focus and work hard you will enjoy it and benefit from it in the future."*

*- Shivas Handa 11, 2024*

#### WHY CHOOSE IT?

Accounting assists students to understand the world of business and finance, specifically learning about how to interpret, organise and report finances for businesses. Students develop knowledge on how to record financial data and report accounting information. They develop an understanding of the role of accounting in the management and operations of a small business. They also develop the capacity to identify, analyse and interpret financial data and accounting information and non-financial information which informs business stakeholders' decision-making processes.

#### COURSE DESCRIPTION:

##### Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

##### Unit 2: Accounting and decision-making for a trading business

In this unit students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

#### WHERE DOES IT LEAD?

Accounting, in all its various forms, is relevant to students who wish to pursue further study in Business Studies at TAFE and/or university. Various options include a Diploma and/or bachelor's degrees in accounting, Business or Commerce and Post Graduate studies of a Chartered Accountant (CA) or Certified Practising Accountant (CPA). Tertiary qualifications incorporating Accounting can lead to various careers including accounts payable/receivable officers, import/export clerks and/or treasurers as well as varied positions such as Financial, Managerial, Tax, Forensic Accountants and/or Chartered or Certified Practising Accountants.

#### ASSESSMENT TASKS:

- Written folio of exercises (manual and/or ICT based)
- Tests (manual and/or ICT based)
- Case Study (manual and/or ICT based)
- A written assignment (manual and/or ICT based)
- Classroom Presentation (oral or multimedia)
- Report (written, oral or multimedia)
- Written examination.

**STAFF CONTACT:** For further information regarding Accounting at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## ART MAKING AND EXHIBITING - (Previously Studio Arts) Units 1 & 2



*“Art Making and Exhibiting gives you a sense of freedom to be who you are and the ability to express that through many different styles of art: drawings, ceramics, fabric, and other forms of art. I get to learn new skills, such as planning and organising a layout of a room; utilising my surroundings in the space and making my artwork the center of attention.”*  
– Bethany Mangan 11, 2024

### WHY CHOOSE IT?

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

### COURSE DESCRIPTION

#### Unit 1: Explore, expand and investigate

In Unit 1, 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. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.

#### Unit 2: Understand, develop and resolve

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

### WHERE DOES IT LEAD?

Design Careers (Graphic Designer, Architect, Interior Designer, Architectural Landscape Designer, Industrial Designer, Games Designer, Animator; Fashion Designer, Textile Designer, Surface Designer), Fine Art (Artist, Sculptor, Illustrator, Cartoonist, Scientific and Medical Illustrator, Botanical Illustrator, Art Historian, Museum/Art Gallery Curator, Conservator, Gallerist/Art Broker, Art Conservator, Art Educator, Archaeologist, Historic Building Conservator), Trades and Specialist Trades (Prosthetic Technician, Dental Technician, Forensic Sculptor, Painting and Decorating Specialist).

### ASSESSMENT TASKS:

- Visual art journals
- Finished artwork
- Thematic exhibition
- Written examination.

**STAFF CONTACT:** For further information regarding Art Making and Exhibiting course at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## BIOLOGY

### Units 1 & 2



*"In Biology we get to learn all about living things, from tiny cells to organ systems. Learning about how these organisms work has been a highlight of Biology for me."*

*- Joshua Aitken 11, 2024*

#### WHY CHOOSE IT?

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

#### COURSE DESCRIPTION:

##### **Unit 1: How do organisms regulate their function?**

Students are introduced to some of the challenges an organism faces in sustaining life. 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. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

##### **Unit 2: How does inheritance impact on biodiversity?**

Students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in organisms. They apply their understanding of chromosomes to explain the process of meiosis. Students explore the mechanisms of reproductive strategies and consider the advantages and disadvantages of these types of reproduction. They explore the relationship between genes, the environment and the regulation of genes.

#### WHERE DOES IT LEAD?

VCE Biology enables students to pursue pathways within the discipline and leads to a range of career options. Branches of biology include microbiology, genetics, botany, immunology, pharmacology, and zoology. These career areas may include: dentistry, pharmacy, health care, horticulture, medicine, optometry, physiotherapy, nursing, veterinary science, forestry, horticulture, conservation, forensic science, and sports science.

#### ASSESSMENT TASKS:

- A report of fieldwork activity
- Annotations of a practical work folio of activities or investigations
- A scientific poster
- Data Analysis
- Problem solving involving biological concepts, skills and/or issues
- Written examination.

**STAFF CONTACT:** For further information regarding Biology at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## BUSINESS MANAGEMENT

### Units 1 & 2



*" Business Management has helped me to gain insight on businesses, why they make certain decisions and how they form the foundation of our nation. The subject encourages you to think outside the box and to be critical in decision making, which is an important skill in life."*

*- Cooper Leaper 11, 2024*

#### WHY CHOOSE IT

The study of Business Management assists students to understand the world of business and enterprise. Students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of society. Students develop an understanding of the complex and changing environments which businesses operate within. In Units 1 & 2, students follow the process of business development from the first ideas surrounding a business concept, to planning and establishing a business. Students also develop an understanding of a range of management theories and consider and compare them with management in practice through contemporary case studies.

#### COURSE DESCRIPTION:

##### Unit 1: Planning a business

This unit explores the factors affecting business ideas and the internal and external environments which businesses operate within. Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge and the issues that need to be considered before a business can be established. Students also explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

##### Unit 2: Establishing a business

This unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staffing and establishing a customer base. This unit also looks at effective marketing and the use of various management practices through contemporary case studies.

#### WHERE DOES IT LEAD?

The study of business management is relevant to students who wish to pursue further study in Business/Commerce in TAFE and/or university. Various options include a Diploma and/or Degree in Marketing/Management/International Business/Human Resources/ Public Relations, a Bachelor of Business/Commerce and further Post Graduate Degrees. Various careers include the roles of a project manager, human resource manager, operations manager, executive manager, marketing manager or small business owner.

#### ASSESSMENT TASKS:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis
- Written examination.

**STAFF CONTACT:** For further information regarding Business Management at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



*"Chemistry is extremely engaging and interesting as it connects our knowledge to the everyday world and encourages us to question how the world is made up."*

*- Arunali Mularachchi 11, 2024*

### WHY CHOOSE IT?

Chemistry explores the composition, properties and behaviour of matter and the chemical processes that occur on Earth and beyond. Units 1 and 2 focus on chemistry in the environment; the chemical reactions which take place around us, the analytical techniques used to monitor our environment and the properties of materials which make them suitable for various uses. Chemistry is a key science, and the development of our modern society is dependent on the successful integration of chemical knowledge into new technologies. An understanding of the complexities and diversity of chemistry leads to an appreciation of the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

### COURSE DESCRIPTION:

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

This unit focuses on the atomic structure of the elements and how electronic configuration affects the properties of elements, ionic compounds and molecular substances. The relative sizes of atoms and sub-atomic particles are investigated, and the development of the Periodic Table is investigated, including how it can be used as a means of categorising elements based on their properties. The patterns and trends that emerge are examined and used to explain the reactivity and types of intramolecular bonding in substances. Intermolecular bonding and molecular geometry are studied in order to explain the properties of polar and non-polar substances.

#### Unit 2: What makes water such a unique chemical?

This unit further examines the molecular geometry and polar nature of water and how these contribute to its unusual properties. The importance of water's high specific heat capacity and latent heat of vaporisation to living systems is studied. Students investigate acid-base, redox and precipitation reactions which commonly occur in aqueous solutions. The importance of balanced chemical equations is reinforced as students become more proficient with stoichiometric calculations involving excess and limiting reagents and gravimetric and volumetric analytical techniques. The pH scale as a measure of acidity is introduced and the effect of increased acidity in the environment is studied.

### WHERE DOES IT LEAD?

Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. VCE Chemistry is a prerequisite for many tertiary courses in science, medicine, biomedicine and engineering. In addition, chemistry is applied in many fields of endeavour including agriculture, dentistry, dietetics, environmental sciences, meteorology, sports science and veterinary science.

### ASSESSMENT TASKS:

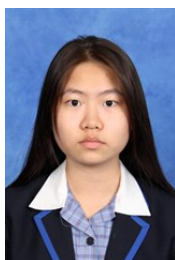
- Practical investigations
- A research investigation into the development of the Periodic Table
- Data analysis tasks
- Tests
- Written examination.

**STAFF CONTACT:** For further information regarding Chemistry at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.



## CHINESE FIRST LANGUAGE

### Units 1 & 2



*"In the Chinese First Language class, we practiced reading, writing, listening, and presenting oral presentations. By learning Chinese, we can properly use idioms and learn about ancient poems of cultural significance. I really enjoy learning Chinese."*  
- Qiyue Guan 11, 2024

#### WHY CHOOSE IT?

The study of Chinese contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides continued access to the cultures of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Chinese develops students' abilities to understand and use the language of a country that is Australia's most important trading partner. There are Chinese-speaking communities in Australia and around the world and there are strong links between Australia and China in areas such as business, tourism and education. The study of Chinese promotes the strengthening of these links.

#### COURSE DESCRIPTION:

VCE Chinese First Language is designed for students who will typically have spent some time as a resident of China and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. The language to be studied is the modern standard/official version of Chinese. For the purpose of this study design, Modern Standard Chinese is taken to be 'putonghua' in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either simplified or complex characters in their writing.

#### Unit 1:

In this unit students develop skills and knowledge in establishing and maintaining a spoken or written exchange related to an issue of interest or concern. They interpret and reorganise information and ideas from two texts. They also develop understanding of the conventions of both imaginative writing and speech.

#### Unit 2:

In this unit, students consolidate and extend vocabulary, knowledge of grammar and other language skills. They reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences. Students participate in a spoken or written exchange focusing on the resolution of an issue. Students also extract information, compare the perspectives expressed in texts to produce a spoken or written response.

#### WHERE DOES IT LEAD?

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

#### ASSESSMENT TASKS:

- Discussion or personal letter/email
- Responses to written, viewed or spoken texts, extracting and using information and ideas to produce a response in a different text type
- A journal entry or a spoken personal account or a short story.
- Role plays or formal letter/email
- Responses to a spoken, viewed or written text and comparison of information and ideas obtained in a given format
- An oral presentation or a personal blog or an article or an personal email
- Written examination.

**STAFF CONTACT:** For further information regarding Chinese (First Language) at Ashwood High School please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

## ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) Units 1 & 2



*"English this year has been challenging in a really good way - discussing real world ideas and issues as well as being able to reflect personally on texts has been interesting."*

*- Benjamin Booker 11, 2024*

### EAL SPECIAL REQUIREMENTS:

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for no more than 7 years by the end of Year 12.

The study of English is compulsory for all students in VCE. The study of English contributes to the development of literate individuals capable of critical and creative thinking. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English/EAL become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. Studying English will teach students to consider the ideas and arguments of others and manipulate language to persuade and influence audiences. English/EAL helps equip students for participation in a democratic society and the global community. Study of a course of English during VCE is compulsory. To attain the VCE, students must gain an S in at least 3 units from the English group, with at least one sequence at Units 3 & 4 level.

### COURSE DESCRIPTION:

#### Unit 1:

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. Students will also read and engage imaginatively and critically with mentor texts that model effective writing.

#### Unit 2:

In this area of study, 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. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations. Students also consider the way arguments are developed and delivered in many forms of media, closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience.

### WHERE DOES IT LEAD?

Studies in VCE English can lead to study and career paths in the following areas:

- |              |                   |                     |                       |
|--------------|-------------------|---------------------|-----------------------|
| • Actor      | • Journalist      | • Program director  | • Scriptwriter        |
| • Announcer  | • Literary critic | • Publicity officer | • Speech pathologist  |
| • Copywriter | • Media analyst   | • Publisher         | • University lecturer |
| • Editor     | • Playwright      | • Reviewer          | • Writer              |
| • Historian  | • Presenter       | • Scriptwriter      |                       |

### ASSESSMENT TASKS:

- A personal response to a set text
- A note-form summary of key connections and ideas within the set text
- Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- An analytical response to a set text
- An analysis of the use of argument and persuasive language and techniques in text(s)
- An oral presentation of a point of view text.

**STAFF CONTACT:** For further information regarding English or EAL at Ashwood High School please contact the English Learning Area Coordinators or the Director of Teaching and Learning.

## FOOD STUDIES

### Units 1 & 2



*"Food Studies is a very enjoyable subject as you get to learn about where the foods we eat daily have come from and the science behind cooking. We also get to cook every week which is a nice break from all of the theory classes in VCE."*

*– Maddy Rado 11, 2024*

#### WHY CHOOSE IT?

VCE Food Studies is an interdisciplinary subject, allowing students to develop their food knowledge and skills, through both theoretical and practical applications. Students explore food from a wide range of perspectives. They study past and present patterns of food consumption, and investigate Australian and global food production systems. Practical work is integral to Food Studies and includes cooking, demonstrations, dietary, sensory and product analysis, food sampling and scientific experiments, in order to support student learning in the Food Studies subject.

#### COURSE DESCRIPTION:

##### Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They evaluate the change of food patterns due to technology and globalisation. Specifically, how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. This incorporates the study of Australian indigenous foods and the influence of migration. Students investigate cuisines that are part of Australia's culinary identity today and undertake regular practical tasks to enhance and demonstrate the subject's theoretical perspectives.

##### Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

#### WHERE DOES IT LEAD?

Food Studies Units 1 and 2 are designed to build the capacity of students to make informed food choices. It provides students with life skills and knowledge, developing their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. From an employment standpoint, it will assist students in gaining hands-on experience relating to the hospitality industry and/or further study to gain employment in various industries including food manufacturing, food analytics, nutrition and/or dietetics.

#### ASSESSMENT TASKS:

**Assessment tasks for Units 1 and 2 will include both written and practical tasks (SACs) including:**

- Practical demonstrations that use ingredients found in earlier cultures and ingredients introduced through migration
- Written records, including production plans, evaluations of products, and/or analysis of dietary intake
- Media analysis, research inquiry, case study analysis, structured questions and/or an annotated visual report
- End of Semester 1 and End of Semester 2 Examinations

**STAFF CONTACT:** For further information regarding Food Studies at Ashwood High School please contact the Art/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## FRENCH Units 1 & 2



*"French has been delightful this year, and we have learnt a lot. So far, we have learnt about speaking about our family and we have been working on our pronunciation skills. I love learning about French culture and how French people live."*

*- Chris Sequeira 11, 2024*

### WHY CHOOSE IT?

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.

### COURSE DESCRIPTION:

#### Unit 1:

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

#### Unit 2:

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### WHERE DOES IT LEAD?

A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

### ASSESSMENT TASKS:

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial
- Participate in a conversation, interview or role-play
- Give a presentation to the class about the selected subtopic, asking and answering questions

**STAFF CONTACT:** For further information regarding French at Ashwood High School please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.



*\*\*\* New subject being offered in 2025 \*\*\**

### WHY CHOOSE IT?

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

### COURSE DESCRIPTION:

#### Unit 1: Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

#### Unit 2: Tourism issues and challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

### WHERE DOES IT LEAD?

Apart from preparing students for Units 3 & 4 Geography this subject helps students to develop a sense of wonder and curiosity about people, cultures and environments around the world. It encourages students to develop an understanding about global issues and why they are occurring, whilst developing empathy and encouraging activism for change. The skills refined in VCE Geography, such as graph analysis, analysis of primary and secondary sources and report writing also compliment learning and assessment in other VCE Subject Areas, including Humanities, Maths and Science.

### ASSESSMENT TASKS

- Fieldwork report
- Structured questions
- Case study
- Research report
- Analysis of geographic data
- Multimedia presentation.

**STAFF CONTACT:** For further information regarding Geography at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.





*"What I love about learning Politics is that we are encouraged to analyse and understand the world around us and to express our opinions on certain topics. If you are interested in debating political matters and keeping up with the planet we live on, then Politics is a perfect subject for you."*

*- Zachary Ingold 11, 2024*

### WHY CHOOSE IT?

VCE Politics is a dynamic and exciting subject in which students consider contemporary power at both national and global levels. Students explore, explain, analyse and evaluate key national and global issues and events to form a critical understanding of the world in which they live. As a result, students will also develop their skills of critical thinking, analysis, synthesis and argument. The course provides knowledge and skills that prepare students for formal study at the tertiary level and leads to opportunities in a range of careers, including academia, management, government, journalism, and law. In addition, students will become informed citizens, voters and participants in their local, local, national and international communities.

### COURSE DESCRIPTION:

#### Unit 1: Ideas, actors and power

Students will develop the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media and how all these forms of participation in Australian democracy influence the political agenda.

#### Unit 2: Global Connections

Students are introduced to the global community and the global actors that are part of this community. They explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Furthermore, they consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

### WHERE DOES IT LEAD?

Apart from preparing students for Units 3 & 4 Legal Studies this subject will develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

### ASSESSMENT TASKS:

- Social Media Campaign or Interactive Presentation
- Research Report
- Case studies
- Tests
- Written examination

**STAFF CONTACT:** For further information regarding Global Politics at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



## HEALTH AND HUMAN DEVELOPMENT

### Units 1 & 2



*"Health and Human Development has deepened my understanding of the dimensions of health and wellbeing and the interrelationship between them, including health priorities, health indicators, sociocultural factors, and healthy development. Through this subject, we can understand and manage our own health more effectively."*

*- Kyle Vu 11, 2024*

#### WHY CHOOSE IT?

VCE Health and Human Development Units 1 & 2 enables students to explore how aspects of everyday life have an impact on our health and wellbeing. Students develop an understanding of individual human development that occurs through the lifespan stages. Focusing on youth, students study the changes that occur to our bodies during adolescence in order to develop a greater understanding of ourselves. Students undertaking this subject are provided with the skills and knowledge to make informed decisions about their own health and recognise the importance of health in society. They will be able to actively participate in making appropriate choices that allows for good health and be able to seek appropriate advice.

#### COURSE DESCRIPTION:

##### Unit 1: Understanding health and wellbeing

Students identify personal perspectives relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices of Australians. With a focus on youth, they build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus.

##### Unit 2: Managing health and development

Students investigate transitions in health, wellbeing and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

#### WHERE DOES IT LEAD?

The study of Health and Human Development offers students a range of pathways and caters to those who wish to pursue further study in the areas of nursing, nutrition, health promotion, community health research and policy development, humanitarian aid work, allied health practices, education and the health profession.

#### ASSESSMENT TASKS:

Assessment tasks over Units 1 and 2 may include the following:

- Case study analysis
- Data analysis
- Multimedia presentation
- Visual presentation
- Oral Presentation
- Test
- Written examination

**STAFF CONTACT:** For further information regarding Health and Human Development at Ashwood High School please contact the Health and PE Learning Area Coordinator or the Director of Teaching and Learning.

## HISTORY — Twentieth Century Units 1 & 2



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*"History allows us to critically analyse and evaluate evidence and dive into famous events that broaden our understanding of the world around us. History involves lots of peer discussions which I enjoy because it allows us to speak freely and listen to others' opinions."*  
- Isabella Kent Jones 11, 2024

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### WHY CHOOSE IT?

The study of History assists students to understand themselves, others and their world, and broadens their perspective. Through studying VCE History, students will develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to current issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence.

### COURSE DESCRIPTION:

Unit 1: Twentieth century history 1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and brought about changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s.

Unit 2: Twentieth century history 1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

### WHERE DOES IT LEAD?

In addition to preparing students for Units 3 & 4 History (Revolutions) the study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

### ASSESSMENT TASKS:

- A historical inquiry
- An analysis of historical interpretations
- An essay
- Tests
- Written examination

**STAFF CONTACT:** For further information regarding History at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## LEGAL STUDIES

### Units 1 & 2



*"Legal Studies is a subject that is fun, challenging and full of learning. You learn about criminal law, court hierarchy, presumption of innocence and types of crime, whether it is a summary offence or indictable offence. Legal Studies is a challenging but rewarding subject."*

*- Alexander Pelletier 11, 2024*

#### WHY CHOOSE IT?

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

#### COURSE DESCRIPTION:

##### Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

##### Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

#### WHERE DOES IT LEAD?

Apart from preparing students for Units 3 & 4 Legal Studies this subject will develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

#### ASSESSMENT TASKS:

- Research Projects
- Mock Trial
- Case studies
- Tests and Written examination

**STAFF CONTACT:** For further information regarding Legal Studies at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## LITERATURE

### Units 1 & 2



*"From poetry to plays and novels to short stories, in VCE Literature we delve far beyond an initial reading of a text, or what is ostensible and plain to see. As the message of the words crystallises before you, Literature provides wisdom that will stay with you for life."*

*- Leah Ried 11, 2024*

#### WHY CHOOSE IT?

Literature offers students with a talent for Humanities subjects the chance to extend themselves and achieve success through undertaking studies in English that are focused more predominantly on the study of texts. With the introduction of the 'Crafting Texts' units into the VCE English curriculum from 2023, there is less demand on students to engage with extended literary texts in 'mainstream' English. Thus, students for whom this is both a strength and a passion need an additional avenue to play to their strengths.

**\*\* This subject must be undertaken in conjunction with Units 1 & 2 English. If students choose to continue this subject in Units 3 & 4, they are able to choose Literature in replacement of Units 3 & 4 English.**

#### COURSE DESCRIPTION:

##### Unit 1: Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

##### Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

#### WHERE DOES IT LEAD?

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

#### ASSESSMENT TASKS:

- Critical Text Response
- Creative Text Response
- Dialogic Comparative Response
- Written examination

**STAFF CONTACT:** For further information regarding Literature at Ashwood High School please contact the English Coordinator or the Director of Teaching and Learning.

## GENERAL MATHEMATICS

### Units 1 & 2



*"General Mathematics is a subject that introduces you to many practical concepts of Maths in everyday life. It provides the foundation for mastering various mathematical concepts, which can help enrich your problem-solving skills. Choosing this subject can be an excellent way to continue your mathematical skills in VCE and beyond."*

*- Yunal Lutfi 11, 2024*

#### WHY CHOOSE IT?

General Mathematics Units 1 & 2 are designed for students who would like to continue their mathematical studies at Year 12, but who find the abstract nature of the Mathematical Methods difficult to manage. The topics covered promote students' awareness of the importance of mathematics in everyday life in a technological society, and give them confidence in making effective use of mathematical ideas, techniques and processes. By completing Mathematics at VCE, many career options open up for students, ranging from some pre-apprenticeship TAFE courses through to Medicine and Law qualifications. Specific courses have pre-requisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended future courses by seeking up to date advice from their maths teacher, the VCE coordinator or careers counsellor. Ashwood High School strives to offer a General Mathematics course for a diverse range of students with widely varying career paths.

#### COURSE DESCRIPTION:

##### Unit 1:

The focus of Unit 1 is the study of simple arithmetic skills, modelling using linear equations and measurement. Students apply their mathematical skills to problems involving ratios, percentages and the unitary method. Students investigate real world problems which can be modelled on linear equations and use measurement and trigonometry to problem solve in various contexts. Students are expected to solve simple problems without the use of technology to satisfy Outcome 1 of the unit, however there is a strong focus on the use of CAS technology to efficiently and accurately solve problems in unfamiliar contexts in order to satisfy Outcomes 2 & 3.

##### Unit 2:

In Unit 2, students focus on statistics and financial arithmetic which make up the core areas of study in Year 12. Students investigate bivariate data which interprets data in different contexts and use lines of best fit to make predictions. Students apply their mathematical skills to calculate mark-ups and discounts, simple and compound interest and to compare various purchasing options. Other topics covered include matrices and networks. CAS technology is further explored to solve complex real world applications.

#### WHERE DOES IT LEAD?

General Mathematics is excellent preparation for students considering studying General Mathematics in Units 3 and 4. This subject fulfils many university and TAFE mathematics prerequisites. A pass in General Mathematics at Year 11 standard is looked on favourably by employers in general and employers looking for new apprentices in particular.

#### ASSESSMENT TASKS:

- Topic tests
- Application and analysis tasks
- Written examination

**STAFF CONTACT:** For further information regarding Mathematics courses at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.

## MATHEMATICAL METHODS

### Units 1 & 2



*"Mathematical Methods has proven to be an engaging and intellectually stimulating subject, keeping my mind active and alert. The teachers consistently demonstrate kindness, encouragement, and a genuine commitment to pushing students to achieve their best. Their support adds a positive dimension to the learning environment, motivating us to excel and reach our full potential."*

*- Joel Chuang 11, 2024*

#### WHY CHOOSE IT?

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications. They are designed as preparation for Mathematical Methods Units 3 and 4 and Specialist Mathematics 3 and 4 and cover assumed knowledge and skills for those units. Students wishing to study Specialist Mathematics Units 1 and 2 must have successfully completed or be concurrently studying Mathematical Methods Units 1 and 2. Successful completion of Mathematical Methods at Year 11 will enable you to choose any of the Mathematics subjects offered at Year 12.

#### COURSE DESCRIPTION:

##### Unit 1:

The content of Units 1 and 2 will be presented so that there is a balanced and progressive development of skills and knowledge. The focus of Unit 1 is the study of simple algebraic functions and their graphs and probability and statistics. Students use correct mathematical symbology when determining inverses, using function notation, set theory and describing the behaviour of graphs. Students are expected to solve problems without the use of technology to satisfy Outcome 1 of the unit. CAS technology is introduced to efficiently and accurately solve problems and there is a focus on using mathematical skills to solve problems in unfamiliar contexts in order to satisfy Outcomes 2 and 3. Students should be proficient in relevant mental and by-hand approaches to estimation and computation.

##### Unit 2:

In Unit 2, students continue to study functions with the introduction of circular, exponential and logarithmic functions and their graphs. Transformations of functions are determined using mapping and matrix methods. Average and instantaneous rates of change begin the formal study of calculus. Differentiation from first principles is studied and expanded upon to allow students to differentiate a range of functions. Discrete probability distributions continue the study of probability and statistics. CAS technology is further explored to solve complex real world applications.

#### WHERE DOES IT LEAD?

Mathematical Methods Units 1 and 2 allow you to choose any single or combined mathematics course in Year 12. They are excellent preparation for all TAFE courses, apprenticeships and arts or humanities based university degrees. Combined with Mathematical Methods at Year 12 they prepare you for all science, engineering or commerce university degrees.

#### ASSESSMENT TASKS:

- Topic tests
- Application and analysis tasks
- Regular work authentication tasks
- Written examination

**STAFF CONTACT:** For further information regarding Mathematics courses at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.



## SPECIALIST MATHEMATICS

### Units 1 & 2



*"Specialist Maths is a great subject where we are truly challenged beyond anything we have done before. Covering everything from proofs and logic, to complex numbers, this subject propels its students to new levels."*

*- Oscar Barke 11, 2024*

#### WHY CHOOSE IT?

The study of Specialist Mathematics Units 3 and 4 provides a course of study for students interested in advanced study of mathematics. It is relevant to students who wish to pursue tertiary studies in Engineering, Physical Sciences, Mathematics or a double degree.

#### COURSE DESCRIPTION:

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

##### Unit 1:

This unit will cover the prescribed topics of Number Systems, Recursion, Geometry in the Plane and Proof. Other topics covered in this unit include: Algebra, Circle Geometry and Trigonometric Applications. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, diagrams and geometric constructions, algebraic manipulation with and without the use of technology.

##### Unit 2:

This unit will cover the prescribed topics of Vectors in the Plane and Graphs of Non-linear Relations. Other topics covered in this unit include: Sampling Distributions, Variation and Kinematics. Students are expected to be able to apply techniques, routines and processes involving equations and graphs, statistics, vectors and kinematics with and without the use of technology.

#### WHERE DOES IT LEAD?

This subject will open every VCE mathematics pathway and all associated careers that require good mathematical skills. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

#### ASSESSMENT TASKS:

- Assignments
- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Written examination

**STAFF CONTACT:** For further information regarding Mathematics courses at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.





*"In Media, I have enjoyed viewing and analysing various, interesting videos and posters, and have increased my knowledge through the analysis process. We have learned how to analyse stereotypes and also have learned to describe gender representation in different periods of time and contexts."*

*- Chuhan Hu 11, 2024*

### **WHY CHOOSE IT?**

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. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences. Developments in technologies have transformed media at a rapid pace. Media audiences are no longer constrained by physical, social and political boundaries but are now consumers, users, creative and participatory producers of product.

### **COURSE DESCRIPTION:**

#### **Unit 1: Media forms, representations and Australian stories**

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products and how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production and develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

#### **Unit 2: Narrative across media forms**

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

### **WHERE DOES IT LEAD?**

VCE Media Studies prepares you for tertiary education at university or TAFE. It provides an excellent grounding for entry into Arts, Fine Arts, Humanities, Communications, Journalism, Film Production, Multimedia, Publishing, Audio and Sound Engineering, Advertising and Marketing, Photography and many other areas.

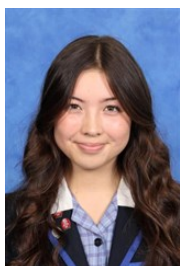
### **ASSESSMENT TASKS:**

- Production plans and tasks: film, photography, sound, animation, print/magazine
- Theory exercises: question sheets, research tasks, analysis tasks
- Tests
- Written examination

**STAFF CONTACT:** For further information regarding Media at Ashwood High School please contact the Art/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## MUSIC PERFORMANCE

### Units 1 & 2



*"Music is one of those subjects that you look forward to when it appears on your schedule - knowing that you not only learn the theory of musical elements but also get to play your favourite instrument makes Music a great subject!"*

*- Kirsten Leow 11, 2024*

#### **Why Choose it?**

Students who currently learn an instrument, including Voice and have done so for a minimum of 3 years, study Music Performance to further their confidence, technical ability, creativity and performance skills. VCE Units 1&2 Music Performance offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and their ability to communicate their understanding through music making; performing, composing, arranging and/or improvising. Students develop their music language skills in aural perception, analysis and theory.

#### **COURSE DESCRIPTION:**

##### **Music Performance Unit 1**

This unit focuses on building performance and music language skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and must practise technical work to address these challenges. Students study aural, theory and analysis of music styles and concepts.

##### **Music Performance Unit 2**

This unit further develops skills in practical music and performance in solo and group contexts, using one or more instruments. Students develop their musicianship skills of aural, theory and analysis. Students also create an original composition or improvisation.

#### **Assessment Tasks:**

Music Performance Assessment – at least two contrasting pieces (10min)

Technical SAC performance with students' written and verbal justification

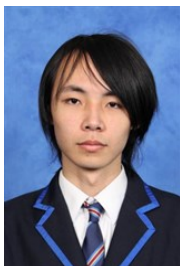
Music Performance Assessment – at least two contrasting pieces with and without accompaniment (15min)

Technical SAC performance with students' written and verbal justification

**STAFF CONTACT:** For further information regarding Music Performance at Ashwood High School please contact the Director of Music or the Director of Teaching and Learning.

## PHYSICS

### Units 1 & 2



*"Physics is all around us, from the small-scale phenomena to modern technology. Year 11 Physics is a great way to get to know our world better through defining how things work."*

*- Yicheng Xie 11, 2024*

#### WHY CHOOSE IT?

The study of Physics assists students to understand how things work in the world around them. Through studying Physics students will gain an understanding of how and why things that they observe in the natural and built world occur as they do. They will develop inquiry skills that will enable them to compare and contrast the theoretical and practical while undertaking self-directed research and practical investigations.

#### COURSE DESCRIPTION:

Students conduct investigations, develop hypotheses, collect and analyse data, utilise a range of technologies and techniques as they explore and appreciate the application of physics in the real world.

#### Unit 1: How is energy useful to society?

This unit looks at electromagnetic radiation (light) through a wave model to understand ideas of reflection, refraction and dispersion. This focus is then shifted to thermal energy concepts such as heat and temperature so that students can investigate the interaction between thermal energy and electromagnetic radiation, allowing students to explore how society can combat or reduce the greenhouse effect and other environmental issues. The next area of study considers how energy from the nucleus is utilised, properties of nuclear radiation, the effects of this radiation on human cells and tissues, and the use of radioisotopes in medical therapy. Students will also explore fission and fusion, to evaluate nuclear energy as an energy source for Australia. The final area of study focuses on electric circuits including the behaviour of charged particles, electric currents, circuits and energy. This topic investigates the practicality of serial and parallel circuits as well as using electricity and electrical safety.

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

The focus of the first area of study is on scalars and vectors, linear motion, momentum and force and then on energy, work and power. The unit then moves to an investigation of the question "How do Heavy Things Fly?" where students explore the physical nature of flight. The topic will focus on the forces involved in flight and will also examine the practical aspects of design of aircraft. The final area of study is a practical scientific investigation of the student's own choice, building on their analytical skills developed during the previous areas of study.

#### WHERE DOES IT LEAD?

Knowledge gained through the study of physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources, which is highly valued in a wide range of fields including industrial, medical, engineering and technology applications. The study of Physics prepares students for enrolment in Engineering, Science and the biomedical fields. Some IT courses suggest that a knowledge of Physics is an advantage.

#### ASSESSMENT TASKS:

- Topic tests
- Research assignments
- Theory exercises
- Data analysis
- Practical laboratory investigations
- Written examination

**STAFF CONTACT:** For further information regarding Physics at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## PHYSICAL EDUCATION

### Units 1 & 2



*"I love Year 11 Physical Education as I can relate it to the sports I play and my own body. Anatomy (bones and muscles) has been really interesting to study."*  
- Mason Boltuc 11, 2024

#### WHY CHOOSE IT?

In VCE Physical Education students explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examine behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students will combine theory about 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.

#### COURSE DESCRIPTION:

##### Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities they explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

##### Unit 2: Physical activity, sport and society

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines.

#### WHERE DOES IT LEAD?

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.

#### ASSESSMENT TASKS:

Assessment tasks over Units 1 and 2 might include:

- A written report
- Written plan and reflective folio
- A data analysis
- Practical laboratory
- Written examination

**STAFF CONTACT:** For further information regarding PE at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Teaching and Learning.

## PSYCHOLOGY

### Units 1 & 2



*"Psychology focuses on how behaviour and mental processes are shaped, and how external factors (like culture and environments) influence our behaviour and mental processes. Psychology is a great way to get to know how people understand and communicate with others, whilst also getting involved in practicals and designing studies."*

*– Imogen Roder 11, 2024*

#### WHY CHOOSE IT?

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. This study enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline.

#### COURSE DESCRIPTION:

##### **Unit 1: How are behaviour and mental processes shaped?**

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

#### WHERE DOES IT LEAD?

Future career opportunities may involve working in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

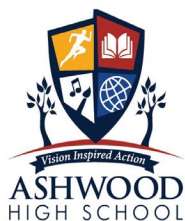
#### ASSESSMENT TASKS:

- A report of a practical activity involving the collection of primary data
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- A report of an investigation into psychological concepts
- Written examination/ tests

**STAFF CONTACT:** For further information regarding Psychology at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## THEATRE STUDIES

### Units 1 & 2



\*\*\* *This subject is a new offering in 2025* \*\*\*

#### WHY CHOOSE IT?

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition.

#### COURSE DESCRIPTION:

##### Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

##### Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

#### WHERE DOES IT LEAD?

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes.

#### ASSESSMENT TASKS:

- Performance/production Tasks
- Written tests
- Structured questions
- Oral presentations
- Written examination

**STAFF CONTACT:** For further information regarding Theatre Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.



## VISUAL COMMUNICATION DESIGN (VCD)

### Units 1 & 2



*"Visual Communication Design has been a practical and interactive subject which has allowed me to utilise my creative skills to investigate and find design solutions to relative everyday issues."*

*– Ava Lillywhite 11, 2024*

#### WHY CHOOSE IT?

The study of Visual Communication Design provides students with the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. This study assists student to develop and apply drawing and computer rendering skills using a range of techniques and programs to make their design thinking visible in design fields as diverse as graphic design, architecture and product design. Students learn to draw, and interpret, Australian Standard AS 1100 technical drawing conventions; which all Australian engineers, architects, designers, surveyors and patternmakers follow.

#### COURSE DESCRIPTION:

##### **Unit 1: Introduction to visual communication design**

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

##### **Unit 2: Applications of visual communication design within design fields**

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in various design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

#### WHERE DOES IT LEAD?

The study of Visual Communication Design can provide pathways in design and design-related studies, including graphic design, engineering, industrial and architectural design and website and game design. This study has a focus on design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, which supports skill development in areas beyond design, including science, business, marketing and management.

#### ASSESSMENT TASKS:

- Criteria based assessment of folio production and final presentations
- Analysis tasks: Short and extended responses, written reports, or structured questions
- Written examination

**STAFF CONTACT:** For further information regarding Visual Communication Design at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.



## ACCOUNTING

### Units 3 & 4



*"Studying Accounting is like being a detective. You get the thrill of finding missing numbers and financial information on businesses to solve their problems! Learning Accounting allows you to understand the operations of any business and how to improve their efficiency. This is why, I believe every student should study Accounting in today's world."*

*-Troy Meikle 12, 2024*

#### WHY CHOOSE IT?

Through the study of VCE Accounting, students develop knowledge on how to record financial data and report accounting information for relevant business stakeholders. They develop an understanding of the role of accounting in the management and operations of small business. They also develop the capacity to identify, analyse and interpret financial data and accounting information and non-financial information which informs business stakeholders' decision making processes in order to achieve greater profit margins, business growth and long term success.

#### COURSE DESCRIPTION:

##### **Unit 3: Financial accounting for a trading business**

This unit 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.

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

In this unit students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

#### WHERE DOES IT LEAD?

Accounting, in all its various forms, is relevant to students who wish to pursue further study in Business Studies at TAFE and/or university. Various options include a Diploma and/or Bachelor Degrees in Accounting, Business or Commerce and Post Graduate studies of a Chartered Accountant (CA) or Certified Practising Accountant (CPA). Tertiary qualifications incorporating Accounting can lead to various careers including accounts payable/receivable officers, import/export clerks and/or treasurers as well as varied positions such as Financial, Managerial, Tax, Forensic Accountants and/or Chartered or Certified Practising Accountants.

#### ASSESSMENT TASKS:

- Folios of exercises (manual and/or ICT based)
- Tests (manual and/or ICT based)
- Case Study (manual and/or ICT based)
- An assignment (manual and/or ICT based)
- Classroom Presentation (oral or multimedia)
- Report (written, oral or multimedia)
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Accounting at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



*"Biology has taught me how living things work based on their genes and how humans can change the genes in cells."*

*– Celina Hewerdine 11, 2024*

### **WHY CHOOSE IT?**

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

### **COURSE DESCRIPTION:**

#### **Unit 3: How do cells maintain life?**

Students investigate the workings of the cell from several perspectives. They explore the plasma membrane, the cell's internal spaces and the movement of molecules. Students consider base pairing, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions within the immune system. The synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes are investigated. They explore the chemistry of cells by examining the nature of biochemical pathways and how cells communicate with each other using a variety of signalling molecules.

#### **Unit 4: How does life change and respond to challenges over time?**

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine change in life forms using evidence. They explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

### **WHERE DOES IT LEAD?**

VCE Biology enables students to pursue pathways within the discipline and leads to a range of career options. Branches of biology include: microbiology, genetics, botany, immunology, pharmacology, and zoology. The study of biology develops critical thinking and inquiry skills that can also be applied to a wide variety of careers in cross-disciplinary areas. These career areas may include: dentistry, pharmacy, health care, horticulture, medicine, optometry, physiotherapy, medicine, veterinary science, forestry, horticulture, conservation, forensic science, and sports science.

### **ASSESSMENT TASKS:**

- A report of a practical activity
- Data Analysis
- A scientific poster
- A response to an issue
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Biology at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## BUSINESS MANAGEMENT

### Units 3 & 4



*"Business Management gives students the opportunity to learn about the foundational business concepts that are used in the real world. They learn about how management and operational strategies are developed and implemented."*

*- Matt Ry'dell 12, 2024*

#### WHY CHOOSE IT?

The study of Business Management assists students to understand the world of business and enterprise. Students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of society. Students develop an understanding of the complex and changing environments which businesses operate within. In Units 3 & 4, students develop an understanding of how businesses are managed day-to-day and consider changes that need to be made to ensure continued success of a business. Students also develop an understanding of a range of management theories and consider and compare them with management in practice through contemporary case studies.

#### Unit 3: Managing a business

This unit explores the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these.

#### Unit 4: Transforming a business

This unit explores the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

#### WHERE DOES IT LEAD?

The study of business management is relevant to students who wish to pursue further study in Business/Commerce in TAFE and/or university. Various options include a Diploma and/or Degree in Marketing/Management/International Business/Human Resources/Public Relations, a Bachelor of Business/Commerce and further Post Graduate Degrees. Students who wish to study business-related courses at a tertiary level or in a further technical and education setting can move onto various careers including the roles of project manager, human resource manager, operations manager, executive manager, marketing manager or small business owner.

#### ASSESSMENT TASKS:

- a case study
- structured questions
- an essay
- a media analysis
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Business Management at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



*"Chemistry is a fundamental science, it teaches us more about the world around us. My favourite part of Chemistry is the fun practical activities that allow us to apply our learning in the real world."*

*- Torbjorn Christensen 12, 2024*

### WHY CHOOSE IT?

Chemistry explores the composition, properties and behaviour of matter and the chemical processes that occur on Earth and beyond. Units 3 and 4 focus on energy transformations that occur during chemical reactions; the combustion of fuels, the development of fuel cells, organic chemistry and factors which affect manufacturing processes. Chemistry is a key science and the development of our modern society is dependent on the successful integration of chemical knowledge into new technologies. This will continue with emerging fields such as biotechnology and nanotechnology. An understanding of the complexities and diversity of chemistry leads to an appreciation of the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

### COURSE DESCRIPTION:

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

This unit focuses on the global demand for energy, emerging energy options and ways to minimise our impact on the environment as the world population increases. Students investigate renewable and non-renewable fuels comparing their efficiency and contribution to global CO<sub>2</sub> emissions. Galvanic, electrolytic and rechargeable cells are investigated and compared. Industrial processes are examined, as is the role of the industrial chemist to improve the efficiency, yield and environmental credentials of important manufacturing processes. Quantitative analysis involves the study and use of Faraday's Laws, equilibrium constants, Maxwell-Boltzmann distribution curves and enthalpy calculations.

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

This unit further examines organic chemistry introduced in Units 1 and 2. Instrumental analysis techniques such as nuclear magnetic resonance spectroscopy, infra-red spectroscopy and mass spectrometry are used to analyse organic compounds qualitatively and quantitatively. Volumetric analysis and chromatography are used to calculate concentrations of unknown solutions. Students study a wide range of organic compounds such as aldehydes, ketones, esters and haloalkanes, studying the reaction pathways and naming conventions for these molecules. The importance of intermolecular bonding to properties such as melting and boiling points and viscosity is investigated. Key food molecules and chemical reactions within the human body are studied. Students study the structure of proteins, carbohydrates, lipids, select enzymes and vitamins and their role in the metabolism of food and other biological processes.

### WHERE DOES IT LEAD?

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. VCE Chemistry is a prerequisite for many tertiary courses in science, medicine, biomedicine and engineering. In addition, chemistry is applied in many fields of endeavour including agriculture, dentistry, dietetics, environmental sciences, meteorology, sports science and veterinary science.

### ASSESSMENT TASKS:

- Practical investigations and reports
- A structured scientific poster
- Data analysis tasks
- Topic tests
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Chemistry at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## CHINESE FIRST LANGUAGE

### Units 3 & 4



*"In Chinese First Language class, I'm not just a student; I'm part of a community—a family, even. It's a space where I'm free to stumble over words, ask questions, and celebrate small victories. There's a warmth and authenticity in the class, that makes learning Chinese such a meaningful and rewarding experience."*  
- Huiying Jin 12, 2024

#### WHY CHOOSE IT?

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Chinese develops students' ability to understand and use a language, which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

#### COURSE DESCRIPTION:

Chinese (First Language) is designed for students who have typically spent some time as a resident and/or have had some experience of studying Chinese in a country in which Chinese is a major language of communication. The language to be studied and assessed is the modern standard/official version of Chinese ("Mandarin"). Students may choose to use either complex or simplified characters in their writing.

##### Unit 3:

In this unit, students will develop knowledge and skills that enable them to express ideas through the production of original texts. They will also be able to analyse and use information from spoken texts, and exchange information, opinions and experiences.

##### Unit 4:

In this unit, students will develop knowledge and skills that enable them to analyse and use information from written texts. They will also be able to respond critically to both spoken and written texts which reflect aspects of Chinese language and culture.

#### WHERE DOES IT LEAD?

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

#### ASSESSMENT TASKS:

- An imaginative written piece
- Two responses to specific questions, or instructions, analysing and using information requested
- An evaluative oral presentation focusing on points for and against an aspect related to texts studied
- A persuasive or evaluative written response (report, essay, article or review)
- An interview on an issue related to texts studied
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Chinese at Ashwood High School please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

## ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### Units 3 & 4



*"While English is focused upon academics, the unique learning styles and various interpretations of texts and themes create an enjoyable and dynamic course. I find English to be a good mix of cooperative and individual work that allows many people to feel comfortable in class while being fascinated at the sometimes absurd moments in the texts."*

*-Izzy Vulis 12, 2024*

#### EAL Special Requirements

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12.

#### WHY CHOOSE IT?

The study of a course of English is compulsory. English contributes to the development of literate individuals capable of critical and creative thinking. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English/EAL become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. Studying English will teach students to consider the ideas and arguments of others and manipulate language to persuade and influence audiences. English/EAL helps equip students for participation in a democratic society and the global community. To attain the VCE, students must gain an S in at least 3 units from the English group, with at least one sequence at Unit 3 & 4 level.

#### COURSE DESCRIPTION:

##### Unit 3:

In unit, students apply reading and viewing strategies to critically engage with a text. They analyse the ways authors construct meaning and are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is understood by different audiences. They read and engage imaginatively and critically with mentor texts, and expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

##### Unit 4:

In this unit, students engage with a text, and discuss and analyse the ways authors construct meaning through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, and to enhance their use of organisational structures such as formal essays. Students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

#### WHERE DOES IT LEAD?

Studies in VCE English can lead to study and career paths in the following areas:

- |              |                   |                     |                       |
|--------------|-------------------|---------------------|-----------------------|
| • Actor      | • Journalist      | • Program director  | • Speech pathologist  |
| • Announcer  | • Literary critic | • Publicity officer | • University lecturer |
| • Copywriter | • Media analyst   | • Publisher         | • Writer              |
| • Editor     | • Playwright      | • Reviewer          |                       |
| • Historian  | • Presenter       | • Scriptwriter      |                       |

#### ASSESSMENT TASKS:

- An analytical response to text in written form.
- A written text constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.
- An analytical response to text in written form.
- An analytical response to argument in written form.
- Point of view oral presentation.
- VCAA External Examination

**STAFF CONTACT:** For further information regarding English or EAL at Ashwood High School please contact the English Learning Area Coordinator or the Director of Teaching and Learning.



## FOOD STUDIES

### Units 3 & 4



*"Year 12 Food Studies is a very enjoyable subject that dives into the study of digestion and considers the Australian Dietary guidelines, which relates to everyday living. I have also really enjoyed the practical classes. It is my favourite Year 12 subject."*

*– Hava Samad 12, 2024*

#### WHY CHOOSE IT?

VCE Food Studies is an interdisciplinary subject, extending students' food knowledge and skill to ensure that are informed and can be confident when making food selections, and in their food preparation, when navigating today's complex food influences and choices. Specifically, students will analyse both the physical and functional roles of food and the impact on the body (this area of study provides strong links to the Health and Human Development subject). Students will also research economic, environmental and ethical food concerns, critically evaluate food marketing, diets and trends. Students will undertake regular practical tasks to enhance and demonstrate the subject's theoretical studies.

#### COURSE DESCRIPTION:

##### Unit 3: Food in daily life

In this unit students explore the many roles and influences of food. Students investigate the science of food – considering the physiology of eating, the microbiology of digestion, food's functional properties and food appreciation. They also investigate and analyse food choices, health and wellbeing – considering food values, behaviours and patterns that develop and change within social environments over time. The Australian Dietary Guidelines and the Australian Guide to Healthy Eating assist students to develop their understanding of diverse nutrient requirements and establish an understanding of lifelong, healthy dietary patterns. The practical lessons throughout the unit support students' understanding of food science terminology and apply specific methods and techniques to further evaluate the functional properties of food.

##### Unit 4: Food issues, challenges and futures

Throughout this unit students explore the effect food has on the environment and food information that is circulated in society. Students consider the environment and ethics, examining debates about global and Australian food systems. They focus on issues related to ecology, farming practices, development and application of technologies, and the challenges of food security, food safety and food wastage. Students also respond to food information and misinformation. They consider how to assess the development of food knowledge, skills and habits that empower consumers to make discerning food choices, applying this methodology to navigate contemporary food fads, trends and diets.

#### WHERE DOES IT LEAD?

Food Studies Units 3 and 4 complement and support further training and employment opportunities in various fields. At a tertiary level the units of study can be applied to health science and fitness, dietetics and nutrition, human resources, marketing and analytics. In a TAFE setting health and fitness is also applicable to hospitality, tourism, and event management. Most importantly, the Food Studies subject is designed to build the capacity of students to make informed food decisions. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food choices in their lives.

#### ASSESSMENT TASKS:

- Practical activities relating to the science of food
- Written reports, media analysis, research inquiries, case study analysis, structured questions, visual reports
- VCAA External Examination.

**STAFF CONTACT:** For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.



## FRENCH Units 3 & 4



*"It is really interesting learning another language and utilising it in parts of my work. We learn to read, speak and write completely in French. It is fun and great for students who enjoy learning about different languages and cultures."*

*- Annais Lewis 12, 2024*

### WHY CHOOSE IT?

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.

### COURSE DESCRIPTION:

#### Unit 3:

In this unit, students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Each area of study focusses on a different subtopic. Students interpret information, inform others, and reflect upon and develop persuasive arguments. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities.

#### Unit 4:

In Unit 4, students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities.

### WHERE DOES IT LEAD?

A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

### ASSESSMENT TASKS:

- A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.
- Written responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
- An approximately 250-word personal, informative or imaginative piece of writing.
- A three- to four-minute interview providing information and responding to questions about a cultural product or practice
- An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts
- An approximately 300-word evaluative or persuasive piece of writing.

**STAFF CONTACT:** For further information regarding French at Ashwood High School please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

## HEALTH AND HUMAN DEVELOPMENT

### Units 3 & 4



*"Health and Human Development allows you to explore a variety of aspects of health and how they relate to individuals, as well as on a global scale. This produces a more holistic view of the world we live in and how we can promote the health of those less fortunate than us."*

*- Tahia McPherson 12, 2024*

#### WHY CHOOSE IT?

VCE Health and Human Development Units 3 & 4 students investigate health and human development in local, Australian, and global communities. A global perspective to how health is achieved through the analysis of sustainable programs are key features of these units. We look at how Australia as a developed nation compares to other developed nations such as the UK and USA, as well as against developing countries. The role of the United Nations, and the World Health Organisation (WHO) are explored, and students will understand the current ideologies of health and human development in contemporary society.

#### COURSE DESCRIPTION:

##### **Unit 3: Australia's health in a globalised world**

Students begin to explore health and wellbeing within the global context. Students look at conditions required for health as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at various public health approaches and the interdependence of different health models as they research health improvements and evaluate successful programs.

##### **Unit 4: Health and human development in a global context**

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

#### WHERE DOES IT LEAD?

The study of Health and Human Development offers students a range of pathways and caters to those who wish to study further in the areas of nursing, nutrition, health promotion, community health research and policy development, humanitarian aid work, allied health practices, education and the health profession.

#### ASSESSMENT TASKS:

- Case study analysis
- Data analysis
- Test
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Health and Human Development at Ashwood High School please contact the Health / PE Learning Area Coordinator or the Director of Teaching and Learning.

## PHYSICAL EDUCATION

### Units 3 & 4



*"VCE Physical Education has provided me with a depth of knowledge about performance and how to apply the concepts in a real-life context. I love learning about things that directly pertain to my physiology. In this class, I am able to achieve a unique level of learning application."*

*- William Lee 12, 2024*

### WHY CHOOSE IT?

Physical Education introduces students to the biomechanical and skill acquisition principles used to analyse human movement, skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

### COURSE DESCRIPTION

#### Unit 3:

In this unit, students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills. Students also explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles.

#### Unit 4:

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### WHERE DOES IT LEAD?

The study of Physical Education offers students a range of pathways and caters to those who wish to pursue further study in the areas of exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### ASSESSMENT TASKS:

- a practical laboratory report
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a multimedia presentation
- structured questions
- a Laboratory report
- VCAA External Examination.

**STAFF CONTACT:** For further information regarding History at Ashwood High School please contact the Health / PE Learning Area Coordinator or the Director of Teaching and Learning.



*"Politics is fundamental to a holistic education that facilitates an active understanding of the world and a desire to make positive change, while fostering cynicism about the way people are exploited by those in power. Related career paths are numerous as there are philosophical, historical, economic, and sociological factors incorporated in this subject."*

*- Matthew Pirozek 12, 2024*

### WHY CHOOSE IT?

Politics is a contemporary study and focusses on political issues and events within the last 10 years. Students explore the key actors in contemporary global politics, where their power stems from and what impact these actors have on global politics. Students also explore power, why different ideas about national interests exist and how power is exercised by an Asia-Pacific state.

### COURSE DESCRIPTION

#### Unit 3:

Students who study Politics will use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

#### Unit 4:

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

### WHERE DOES IT LEAD?

The study of Politics offers students a range of pathways and caters to those who wish to study further in the areas of Politics, International Relations or Law.

### ASSESSMENT TASKS:

- a multimedia presentation
- a case study
- an essay
- a report
- short-answer questions
- an extended response
- VCAA External Examination

**STAFF CONTACT:** For further information regarding History at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## HISTORY – Revolutions

### Units 3 & 4



*"There is no sugar coating how challenging History Revolutions can be, however, that does not take away from my enjoyment of it. This subject provides an exciting way to challenge critical thinking skills and to learn about how impactful our history is on the modern world today."*

*- Alexander Butler 12, 2024*

#### WHY CHOOSE IT?

The study of VCE History – Revolutions assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

#### COURSE DESCRIPTION:

##### Unit 3: Causes of revolution

In both Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. Unit 3 covers 'The Russian Revolution of October 1917'. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology.

##### Unit 4: Consequences of revolution

Unit 4 investigates 'The French Revolution of 1789'. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

#### WHERE DOES IT LEAD?

The study of History in VCE may develop employability skills such as: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning. Some employment fields that History graduates may enter include; Journalism, Teaching, Information Management, Policy Advising, Research, Law, Museum/ Gallery Curation, Intelligence Work

#### ASSESSMENT TASKS:

- Document Analysis
- Research Report
- Historical Perspective Analysis
- Essay
- VCAA External Examination

**STAFF CONTACT:** For further information regarding History at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

## LEGAL STUDIES

### Units 3 & 4



*"In Legal Studies, we have delved into the principles of the justice system and explored Australian legal institutions like the High Court and constitutional law-making powers. This has given me a deep understanding of how our legal system operates and its broader implications. The knowledge I've gained will stay with me for life."*  
- Madeleine Schaxmann 12, 2024

#### WHY CHOOSE IT?

Students will consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

#### COURSE DESCRIPTION:

##### Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

##### Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

#### WHERE DOES IT LEAD?

Studying Legal Studies may lead to employment and further studies in the legal field in areas such as:

- |                                 |                    |                                |
|---------------------------------|--------------------|--------------------------------|
| • Barrister                     | • Judge/Magistrate | • Probation and Parole Officer |
| • Conveyancer                   | • Law Clerk        | • Relations Manager            |
| • Court Administrator/Registrar | • Lawyer           | • Security Guard               |
| • Court Officer                 | • Police Officer   | • Solicitor                    |

#### ASSESSMENT TASKS:

- Case Studies
- Tests
- Research projects
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Legal Studies at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.



## MUSIC

### Units 3 & 4



*"Music is my FAVOURITE subject! It is a joy to learn music theory, analyse songs to find out what makes them so good, and most importantly, play our instruments at any given opportunity. Regardless of what other subjects you may take, Music is a refreshing break and a great choice if you already enjoy Music!"*

*- Jason Suryanata 12, 2024*

#### WHY CHOOSE IT?

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions. Please note, Music Repertoire Performance and Music Contemporary Performance will run concurrently in one class.

#### COURSE DESCRIPTION: Music Repertoire Performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices.

##### Unit 3:

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance.

##### Unit 4:

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

#### COURSE DESCRIPTION: Contemporary Music Performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice.

##### Unit 3:

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

##### Unit 4:

In this unit, students perform regularly in a variety of contexts and use these performances to consolidate their development of technical skills and interpretation approaches relevant to the style(s) of the selected works. They consolidate their approach to reimagining an existing work in performance.

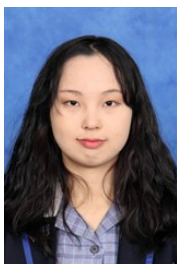
#### ASSESSMENT TASKS

- A demonstration of material selected to assist with development of general instrumental technique and preparation and presentation of works selected.
- A demonstration of an approach to reimagining of an existing work (Contemporary Performance)
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Music at Ashwood High School please contact the Director of Music or the Director of Teaching and Learning.



## GENERAL MATHEMATICS - (Previously Further Mathematics) Units 3 & 4



*"General Maths is one of my favourite subjects in Year 12, since it helps me a lot with my analytical skills. I think General Maths is a practical subject that can be applied in real-life situations as it helps in understanding statistical maths in a simple way."*

*- Cassie Lin 12, 2024*

### WHY CHOOSE IT?

The study of General Mathematics is intended for a diverse group of students and is designed to be widely accessible. It comprises a combination of non-calculus-based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, financial maths and measurement are important.

### COURSE DESCRIPTION:

Further Mathematics consists of two areas of study: a compulsory core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

#### Unit 3: Core Study

In the study of Data Analysis students will investigate data distributions, associations between variables, modelling linear associations and modelling time series data. Recursion and Financial Modelling covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities. 'Data analyses' comprises 40 per cent of the content to be covered. 'Recursion and financial modelling' comprise 20 per cent of the content to be covered.

#### Unit 4: Applications

The Applications area of study comprises two modules. The matrix module covers the definition of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. The geometry and measurement module covers the use of measurement, geometry and trigonometry to formulate and solve problems involving angle, length, area and volume in two and three dimensions, with respect to objects, the plane and the surface of the Earth.

### WHERE DOES IT LEAD?

Statistics is used in such varying studies as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry are used in Art and Design and Building Sciences. Recurrence and Financial Modelling and Matrices are used in all Business Studies and Marketing Courses and for everyday living skills with money that will be required in adulthood. Where possible the Further Mathematics course is made as relevant as possible to modern day situations.

### ASSESSMENT TASKS:

- An application task
- Three problem solving and/or modelling tasks
- VCAA External Examinations.

**STAFF CONTACT:** For further information regarding Mathematics courses at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.

## MATHEMATICAL METHODS

### Units 3 & 4



*"I find Mathematical Methods challenging and rewarding, as it pushes me to do the very best I can. It has given me the opportunity to explore complex mathematical concepts such as transformations and circular functions."*

*– Jordan Richardson 12, 2024*

#### WHY CHOOSE IT?

Mathematical Methods Units 3 & 4 are completely prescribed and extend 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. Many university courses have Mathematical Methods as a prerequisite subject and successful completion will provide many opportunities for tertiary study. Students wishing to study Specialist Mathematics Units 3 and 4 must have successfully completed or be concurrently studying Mathematical Methods Units 3 & 4. Mathematical Methods Units 3 & 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 & 4 General Mathematics Units 3 & 4, or both.

#### COURSE DESCRIPTION:

##### Unit 3:

The content of Units 3 and 4 will be presented so that there is a balanced and progressive development of skills and knowledge. The connections between and across the areas of study will be developed consistently throughout both Units 3 and 4. The level of complexity and sophistication of problem-solving tasks develops steadily throughout the two units. The focus of Unit 3 is the further study of polynomial and transcendental functions, differentiation techniques and the correct use of mathematical symbology. Students are expected to solve problems without the use of technology to satisfy Outcome 1 of the unit. CAS technology is fully utilised to efficiently and accurately solve problems and there is a focus on using mathematical skills to solve problems in unfamiliar contexts in order to satisfy Outcomes 2 and 3.

##### Unit 4:

In Unit 4, students continue to study calculus with the introduction of integration and antidifferentiation techniques. Students calculate net signed and exact areas under and between curves, learn to approximate areas and calculate average values. These skills are applied to problem solving and analysis tasks. Random discrete, continuous and normal probability distributions are studied, as are Bernoulli trials and binomial distributions. The mean, variance and standard deviation of probability distributions are calculated and applied to real world contexts. Population parameters, sample statistics and confidence intervals are investigated. CAS technology continues to play a major role in problem solving tasks.

#### WHERE DOES IT LEAD?

Whilst Units 3 & 4 Mathematical Methods will lead students into Engineering, Sciences, Humanities, Medicine, Economics, Commerce and Business it should not just be viewed as a prerequisite for university entrance. It is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and to develop confidence in making effective use of mathematical ideas, techniques and processes.

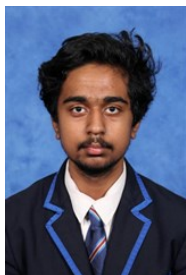
#### ASSESSMENT TASKS:

- Topic tests
- Application and analysis tasks
- Two VCAA External Examinations (one with and one without technology)

**STAFF CONTACT:** For further information regarding Mathematics courses at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.

## SPECIALIST MATHEMATICS

### Units 3 & 4



*"Specialist Maths is an extremely fun subject that tests my mathematical capabilities to its maximum extent. If you love Maths and you want a challenge, Specialist Maths is the subject for you."*

*- Pranav Karthik 12, 2024*

#### WHY CHOOSE IT?

The study of Specialist Mathematics Units 3 and 4 provides a course of study for students interested in advanced study of mathematics. It is relevant to students who wish to pursue tertiary studies in Engineering, Physical Sciences, Mathematics or a double degree.

#### COURSE DESCRIPTION:

Specialist Mathematics Units 3 & 4 are designed to be taken in conjunction with Mathematical Methods Units 3 & 4 or following previous completion of Mathematical Methods Units 3 & 4. The areas of study extend content from Mathematical Methods Units 3 & 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.

#### Unit 3:

The areas of study covered by this unit include: Functions and Graphs, Algebra, Vectors and Calculus.

#### Unit 4:

The areas of study covered by this unit include: Differential Equations, Mechanics, Probability and Statistics.

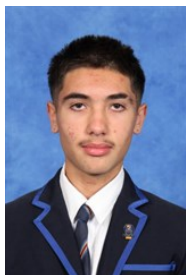
#### WHERE DOES IT LEAD?

Specialist Mathematics provides for specialisation by extending, in breadth or depth, work undertaken in Mathematical Methods Units 3 & 4. This course is designed to provide content specifically relevant to students intending to take Degrees in Engineering, Science/Engineering, Physical Sciences, Actuarial Studies or any other degree that has an emphasis on mathematics. It is a suitable course for students with a strong background in Mathematics.

#### ASSESSMENT TASKS:

- an application task
- two modelling or problem-solving tasks
- Two VCAA External Examinations (one with and one without technology)

**STAFF CONTACT:** For further information regarding Mathematics courses at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.



"Year 12 Media empowers students to shape and critique cultural narratives effectively."

- Jimmy Zelos 12, 2024

### **WHY CHOOSE IT?**

Media provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production. It provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society.

### **COURSE DESCRIPTION:**

#### **Unit 3: Media narratives and pre-production**

Students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception.

#### **Unit 4: Media production and issues in the media**

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the reflections of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

### **WHERE DOES IT LEAD?**

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.

### **ASSESSMENT TASKS:**

- Narrative and ideology – short and long answer questions
- Media Production Development – research portfolio and production exercises with accompanying documentation
- Production Design Plan
- Issues of Agency between media and audience - short and long answer questions
- VCAA External Examination.

**STAFF CONTACT:** For further information regarding Media Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.



"Our Year 12 Physics class feels like a journey about exploring and growing together."

- Huying Jin 12, 2024

### WHY CHOOSE IT?

The study of Physics assists students to understand how things work in the world around them. Through studying Physics students will gain an understanding of how and why things that they observe in the natural and built world occur as they do. They will develop inquiry skills that will enable them to compare and contrast the theoretical and practical while undertaking self-directed research and practical investigations.

### COURSE DESCRIPTION

As part of either Unit 3 or 4, students will undertake a student-designed practical investigation related to waves, fields or motion.

#### Unit 3: How do fields explain Motion and Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

#### Unit 4: How can two contradictory models explain both Light and Matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter, which enables students to consider the relationship between light and matter.

### WHERE DOES IT LEAD?

Knowledge gained through the study of physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources, which is highly valued in a wide range of fields including industrial, medical, engineering and technology applications. The study of Physics prepares students for enrolment in Engineering, Science, Technology, Electronics, Telecommunications, Materials Science, Medical Science and Allied Health careers.

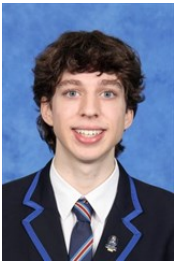
### ASSESSMENT TASKS:

- Topic Tests
- Research Assignments
- Theory Exercises
- Practical Laboratory Investigations
- Extended Practical Investigations and poster presentations
- Analysis tasks
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Physics at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

## PSYCHOLOGY

### Units 3 & 4



"In Psychology we get to learn about the brain and its functioning, allowing us to understand more about the people around us, and their cognitive processes."

- Caedan Walker 12, 2024

#### WHY CHOOSE IT?

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. Studying this subject helps you understand yourself and other people by learning about how individuals, groups, communities and societies think, feel and act. This subject will help you develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. This will promote your understanding of how society applies such skills and psychological concepts to resolve problems and make advancements. You may use the information you learn in various everyday situations in your life.

#### COURSE DESCRIPTION:

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

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 different factors that influence learning and memory. They investigate how the nervous system enables a person to interact with the external world and they learn about stress as a psychobiological process. Students explore how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. Strategies to improve memory are also explored.

##### Unit 4: How is mental wellbeing supported and maintained?

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 how sleep changes across the lifespan. They study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach to understand specific phobia. Students explore how mental wellbeing can be supported.

#### WHERE DOES IT LEAD?

A pathway within this discipline 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, and support services in educational and institutional settings. There are also many relevant careers and roles that do not involve being a registered psychologist.

#### ASSESSMENT TASKS:

- Analysis and evaluation of at least one psychological case study, experiment, model or simulation
- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- Analysis and comparison of two or more contemporary media texts
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries
- VCAA External Examination

**STAFF CONTACT:** For further information regarding Psychology at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.



## ART MAKING AND EXHIBITING (Previously Studio Arts) Units 3 & 4



*"I like how free Art Making and Exhibiting makes me feel. You can experiment with many different materials and art forms. The study is very self-guided, but you'll always have the support of your teachers. I would recommend it for anyone who has a creative passion."*

*- Eirini Vilianioti 12, 2024*

### WHY CHOOSE IT?

VCE Studio Arts gives students the opportunity to think and work creatively and express themselves in their chosen medium or mediums. It introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks.

### COURSE DESCRIPTION:

#### Unit 3: Studio practices and processes

Students prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken. They progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan. Students examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

#### Unit 4: Studio practice and art industry contexts

In Unit 4 students explore the production and presentation of artworks and study art industry contexts. They present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal. They identify and evaluate the extent that artwork reflects the selected potential directions, and effectively demonstrates a cohesive relationship between the works. Students also compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

### WHERE DOES IT LEAD?

Design Careers (Graphic Designer, Architect, Interior Designer, Architectural Landscape Designer, Industrial Designer, Games Designer, Animator, Fashion Designer, Textile Designer, Surface Designer), Fine Art (Artist, Sculptor, Illustrator, Cartoonist, Scientific and Medical Illustrator, Botanical Illustrator, Art Historian, Museum/Art Gallery Curator, Conservator, Gallerist/Art Broker, Art Conservator, Art Educator, Archaeologist, Historic Building Conservator) and Trades and Specialist Trades (Prosthetic Technician, Dental Technician, Forensic Sculptor, Decorating Specialist).

### ASSESSMENT TASKS:

- Written exploration proposal
- Completion of two or more artworks
- Criteria based assessment; a folio created following the Studio Process
- Theory SACs: visual analysis, short and extended responses, structured questions
- VCAA External Examination.

**STAFF CONTACT:** For further information regarding Studio Arts at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## VISUAL COMMUNICATION DESIGN (VCD)

### Units 3 & 4



*" I chose to study Visual Communications as I enjoy learning the ins and outs of the design industry. I am able to learn the about the deep-rooted history of design within society, and the many different waves of styles which influenced everything we see around us on a day to day basis."*

*- Freddie Thorpe 12, 2024*

#### WHY CHOOSE IT?

The study of Visual Communication Design provides students with the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications and nurtures their ability to think creatively about design solutions. This study assists students to develop and apply drawing and computer rendering skills using a range of techniques and programs to make their design thinking visible in design fields as diverse as graphic design, architecture and product design. Students learn to draw, and interpret, Australian Standard AS 1100 conventions.

#### COURSE DESCRIPTION:

##### Unit 3: Visual Communication Design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

##### Unit 4: Visual Communication Design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They investigate how the application of design elements and principles creates different communication messages with their target audience. As students revisit design stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

#### WHERE DOES IT LEAD?

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design- related studies, including graphic design, engineering, industrial and architectural design and web and game design. This study has a focus on design thinking, which supports skill development in areas beyond design, including science, business, marketing and management.

#### ASSESSMENT TASKS:

- Criteria based assessment of folio production and final presentation
- Analysis tasks: Short and extended responses, written reports, or structured questions
- Short class presentation "pitching" a proposed visual communication
- VCAA External examination

**STAFF CONTACT:** For further information regarding Visual Communication Design at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

## VCE VOCATIONAL MAJOR

### Units 1-4



*"VCE Vocational Major provides a hands-on learning approach. We explore broader topics that contribute to the TAFE courses of our choice and take part in excursions that contribute to our class projects. For example, we developed leadership skills as we planned and led the class in a learning activity for Personal Development class. While Numeracy develops practical life skills for our futures beyond school."*  
- Edyn Buckingham 11, 2024

## VCE VM Subject Overviews

### Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

### Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences. VCE VM Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

### **Personal Development Skills**

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. 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. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

### **Work Related Skills**

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

## GLOSSARY OF TERMS

**ATAR (Australian Tertiary Admissions Rank):** Derived from SAC/SAT and external assessment scores in Units 3 and 4 to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

**COURSEWORK ASSESSMENT:** The assessment of work, done mainly in class time, to establish how students are performing in Units 3 and 4. It must conform to the study design.

**GRADED ASSESSMENT:** School Assessment Coursework, School Assessed Tasks, Performance Exams, Oral exams and written examinations.

**OUTCOMES:** What a student is expected to know and be able to do (the key knowledge and skills as defined by the VCAA) in order to satisfactorily complete a unit as specified in the VCE and VCAL study design.

**SATISFACTORY COMPLETION OF UNIT:** Satisfactory completion of all units of study will be based on completion of all the Outcomes prescribed for the unit of study.

**SAC (School Assessed Coursework):** A task done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to the VCAA specifications.

**SAT (School Assessed Task):** Tasks completed to assess how students are performing in Units 3 and 4, set and marked by teachers according to the VCAA specifications. Applies only to Art, Studio Arts, Visual Communication Design, Design and Technology: Wood.

**SEMESTER:** Equivalent to half of a school year or two terms.

**STUDY:** A sequence of half year units in a particular area, for example; English, Mathematics, Spanish. Over 40 studies have been developed for the VCE.

**STUDY SCORE:** The aggregate score for the school assessments and examinations in Unit 3/4 sequences. They are used to derive the ATAR. \*\*\*The Study Score is actually a ranking of how a student performed in SACs and external assessments compared to all other students completing that subject. (Maximum score is 50).

**STUDY DESIGN:** Describes the units being taught within the study and prescribes the objectives, areas of study, work requirements and assessment tasks.

**UNIT:** A semester length component of a study

**VET (Vocational Education and Training):** A program in which students complete TAFE subjects (modules) as part of their VCE or VCAL.

**VCAA (Victorian Curriculum and Assessment Authority):** Responsible for curriculum, assessment and certification of curriculum in Victoria from Foundation to VCE.

**VTAC (Victorian Tertiary Admissions Centre):** Administers a joint selection system on behalf of tertiary institutions; is responsible for ATAR calculation.

**VCE:** Victorian Certificate of Education.

**VCE VM:** Victorian Certificate of Education Vocational Major (formerly VCAL)

