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FROM THE PRINCIPAL

Dear Students

The senior years at Star of the Sea College bring greater individual choice, as you embark upon subjects which allow for passionate engagement and individual career pathways. Whether you choose to study the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL), or the Vocational Education Training Certificate (VET), you will be involved in a learning community which is defined in our Education Charter as having “a passion for learning, sharing knowledge, celebrating achievement, encouraging future growth and striving for excellence”.

Our aim as a College is to promote independence and self-confidence and to create opportunities where you will be engaged in self-reflection to assist your journey as a learner.

Choose your programs carefully, taking into account the advice of your subject teachers and careers teacher, your passions and your future career pathway. We look forward to sharing in the development of you as a learner, in the holistic environment provided by Star of the Sea College.

Aim high and work hard and you will enjoy the fruits of your labour through the opportunities this provides.

Yours sincerely

Mary O’Connor
PRINCIPAL
### STAR OF THE SEA COLLEGE EDUCATION CHARTER

<table>
<thead>
<tr>
<th><strong>Learning and Teaching at Star</strong></th>
<th><strong>As teachers we...</strong></th>
<th><strong>As students we...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are a community of learners, who have a passion for learning, sharing knowledge, celebrating achievement, enabling growth and striving for excellence.</strong></td>
<td>• Demonstrate a love of learning and a passion for our learning area.</td>
<td>• Understand that it is our responsibility to exercise initiative in order to be active learners.</td>
</tr>
<tr>
<td><strong>We have a dynamic and holistic approach to life. We are responsive to the needs of others, strive for justice and empower young women to make a difference in the world.</strong></td>
<td>• Respect, value and support the diversity of learners and learning activities at Star</td>
<td>• Open our eyes and hearts to different people and issues and use the values we witness at Star to better our world and our future.</td>
</tr>
<tr>
<td><strong>We build authentic relationships founded on care, compassion and mutual respect.</strong></td>
<td>• Care for all members of our community and uphold the dignity of each individual</td>
<td>• Build mutual, trusting relationships by encouraging supporting, accepting and respecting each other.</td>
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<tr>
<td><strong>We value personalised learning that is rigorous, relevant and engaging and provides ongoing support, challenge and success for all students.</strong></td>
<td>• Develop relevant and innovative curriculum that seeks to challenge students and engage them in real world learning activities</td>
<td>• Take responsibility for discussing with our teachers how best to understand and improve our learning.</td>
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<tr>
<td><strong>We promote independence, interdependence and self-confidence through collaboration and effective communication.</strong></td>
<td>• Support differentiation and personalisation of the curriculum</td>
<td>• Optimize all learning opportunities</td>
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<tr>
<td><strong>We create opportunities to engage in self-reflection to assist in the development of meaningful learning.</strong></td>
<td>• Engage in respectful dialogue</td>
<td>• Uphold our identity as strong Star women in an environment that encourages and nurtures independence, creativity and positive relationships.</td>
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<td><strong>We encourage creativity and critical thinking, where risk-taking and problem-solving is valued as an important contribution to learning.</strong></td>
<td>• Foster curiosity and deep thinking by creating an environment where students are encouraged to question, explore and appreciate learning through inquiry</td>
<td>• Encourage each other in everything we do and collaborate with respect.</td>
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<tr>
<td><strong>We build authentic relationships founded on care, compassion and mutual respect.</strong></td>
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<td>• Are open to discovering ourselves as learners.</td>
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<td><strong>We value personalised learning that is rigorous, relevant and engaging and provides ongoing support, challenge and success for all students.</strong></td>
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<td>• Embrace constructive feedback by reflecting on our achievements and our failures.</td>
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<tr>
<td><strong>We promote independence, interdependence and self-confidence through collaboration and effective communication.</strong></td>
<td></td>
<td>• Invest in our learning through remaining open minded and curious in everything we do. We are prepared to question, explore more deeply and take risks to challenge ourselves. We value creativity and thinking outside the square.</td>
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# The Curriculum at a Glance

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<th>Year 10</th>
<th>Year 11</th>
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<td><strong>Core Subjects</strong></td>
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<th><strong>Languages (Choose 2)</strong></th>
<th><strong>Languages (Choose 1)</strong></th>
<th><strong>Elective Subjects (Choose 4 - 2 Per Semester)</strong></th>
<th><strong>Elective Subjects (Choose 5)</strong></th>
<th><strong>Elective Subjects</strong></th>
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<td>German</td>
<td>German</td>
<td>Art: 2D</td>
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<td>Italian</td>
<td>Italian</td>
<td>Art: 3D</td>
<td>Australian &amp; Global Politics</td>
<td>Business Management</td>
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<td>Japanese</td>
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<td>Design &amp; Technology</td>
<td>Biology</td>
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<td>in Textiles: Fashion &amp; Style Icons</td>
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<td>Design &amp; Technology in Textiles: Fashion &amp; Culture</td>
<td>Enhanced Methods/ Specialist Mathematics</td>
<td>Enhanced Methods/ Specialist Mathematics</td>
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<td>Drama</td>
<td>Food Studies</td>
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<td>Foundation Mathematics</td>
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<td>Environmental Science</td>
<td>General Mathematics</td>
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<td>Food Technology</td>
<td>Geography</td>
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<td>Geology</td>
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<td>ICT: Illustrate &amp; Animate</td>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
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<td>Literature: Stranger Things</td>
<td>History - 20th Century</td>
<td>History - 20th Century</td>
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<td>Literature: Dark Imaginings</td>
<td>Italian</td>
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<td>Music: All That Jazz &amp; All That Rocks</td>
<td>Japanese</td>
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<td>Music: So You Want To Be a Rock &amp; Roll Star</td>
<td>Law &amp; Order: Juvenile Justice</td>
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<td>Sports Coaching</td>
<td>Literature: Essential Reads</td>
<td>Literature: Essential Reads</td>
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<td>The Power of Persuasion</td>
<td>Literature: Literature Now!</td>
<td>Literature: Literature Now!</td>
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<td>Visual Communication &amp; Design</td>
<td>Media</td>
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<td>Music Performance</td>
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<td>Physical Education</td>
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<td>Product Design &amp; Technology (Textiles &amp; Fashion)</td>
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<td>Studio Arts (General)</td>
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<td>Texts &amp; Traditions</td>
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<td>Theatre Studies</td>
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<td>VET Business</td>
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<td>Visual Communication &amp; Design</td>
<td>Visual Communication &amp; Design</td>
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CRITERIA FOR VCE REQUIREMENTS & ASSESSMENT

What You Have to Do
- Students will undertake 23 units over two years.
- You will have to select within your 23 units, 4 units of English or English Literature.
- You need to select a program that includes units that are appropriate to your interests and aspirations for tertiary study, training and employment.

Choice of Units
- You can begin most studies at Units 1, 2 or 3.
- Units are at two levels:
  - Units 1&2 level is the equivalent of Year 11. You can choose to undertake one or both units at this level.
  - Units 3&4 level is the equivalent of Year 12. You have to undertake both units as a sequence at this level.
- It is possible to complete some Units 3&4 units in the first year (Year 11) of your VCE and some Units 1&2 units in the second year (Year 12).

How You Will be Assessed
- All units include outcomes which define what you should know and be able to undertake as a result of undertaking a study.
- They will be reported as S (Satisfactory) or N (Not Satisfactory).
- To be awarded the VCE you will have to satisfactorily complete 16 units including:
  - 3 units of English or English Literature including a 3/4 sequence
  - at least 3 sequences of Unit 3/4 studies (ie. 6 units) other than English, which may include any number of English sequences once the English requirement is met

Assessment of Level of Performance in a Unit
- Subjects undertaken at Units 1&2 level will be school assessed.
- Each study undertaken at Units 3&4 level will have 3 assessment components. These will be a combination of school-assessed tasks or coursework and examination. Percentage contributions to the final assessment will be subject-specific.
CAREERS INFORMATION

The current employment market is changing rapidly. A young person now entering the workforce will need to make a number of major career changes during her working life. Education, training and learning new skills will be an on-going part of people’s working lives in the future.

This calls for recognition that career decision-making is a process. It also requires flexibility and a willingness to work through the steps in this process which will lead to informed career decisions.

Recommended steps are outlined below.

1. **Identify your skills, values, interests and aptitudes**

   Create opportunities to develop these further. Explore your subject preferences and your attitudes to further study and training. In your fact-finding mission you should undertake thorough research and make an analysis of who you are and what you want.

2. **Explore the availability, content and requirements of the whole range of jobs and courses**

   Use the College Careers Resource Library, located in the Library corridor. Speak to the Careers Leader, teachers, parents and friends who are involved in occupations that interest you. Use the resources available on the Star Careers website (WIRL, My Big Tomorrow, My Future), read your copy of the Tertiary Entrance Requirements for 2022. Consider a broad range of occupations or courses. The Career Profile, which you completed in Year 10, is available in the Careers Office. Students can also complete the Careers Action Plan. It is an excellent way to identify your interests and job areas relevant to you. You may want to review this to note any changes in your interests or even to confirm your previous analysis.

3. **Once you have decided upon your general fields of interest, link what you know about yourself with the information you have gathered.** Ask yourself, "Does this occupation/course fit with who I am and the capabilities I have?". For example, if an occupation you think you are interested in requires that you spend long periods of time alone and you are someone who loves spending lots of time with people, you should reconsider that occupational choice.

Regular, comprehensive information is made available to students, their parents and the wider school community through the dedicated website: [www.starcareerscentre.com](http://www.starcareerscentre.com)
CAREERS INFORMATION

Full details of all aspects of Careers information, including universities, TAFE and private training providers, researching your career direction and the latest news from this most dynamic of curriculum areas, are posted on the site and updated regularly.

Careers Events at the College, Work Experience and Open Days at universities and TAFE institutions are very valuable in informing you about career possibilities and courses available. All students have access to the My Future Careers database. Information sessions offered by tertiary institutions and industry areas are advertised in the College newsletter, and in “Career News” which is distributed to all Senior School students online through http://www.starcareerscentre.com. All students in Years 10 to 12 receive regular information about Careers through the email system.

Planning a VCE program which incorporates tertiary prerequisites

1. List possible career aspirations.

2. Use the Prerequisites 2021 Online Guide, VTAC Year 10 Guide, My Future website and the TAFE Directory to identify any courses needed. These will suggest subjects you would need to incorporate into your VCE or VCAL program.

3. List all possible subjects that you “love” or that you “are good at”.

4. Design a program that includes as many of the above subjects as possible.

5. Check that your program meets all VCAA and VTAC requirements.

6. Discuss your program with your Mentor. If you need further help, make an appointment to Mr. Weegberg, Careers Leader – parents are welcome.

You must check the exact entry requirements of any course of interest.

The VTAC Prerequisites (2021, 2022) booklet is the definitive source of information on course entry requirements. As requirements change from year to year, you should make sure you check the correct version according to the year when you will be entering tertiary study.

Year 11 in 2019 ➔ Tertiary Entry in 2021 ➔ Refer to the booklet VTAC Prerequisites 2021
Year 10 in 2019 ➔ Tertiary Entry in 2022 ➔ Refer to the booklet VTAC Prerequisites 2022
CAREERS INFORMATION

Make sure you have all prerequisite studies needed for every course you are considering. Prerequisites refer to Units 3&4 studies, unless otherwise stated.

Look at the Star Careers Centre website - www.starcareerscentre.com


Study Score Calculation

The Study Score will be calculated by VCAA using scores obtained by a student from two sources:

- Coursework – a set of in-school tasks students undertake in the Units 3&4 sequence of their program (SACs)
- Examination – a task undertaken under VCAA examination conditions

A coursework score will be calculated using the assessments recorded for three coursework tasks. This score will be statistically moderated and will contribute a specified percentage towards the student’s final study score. It will be reported on the student’s Statement of Results as a letter grade.

VCAA uses the coursework score and the examination score to calculate the study score.

The ATAR (Australian Tertiary Admissions Rank) is calculated by VTAC. It is used for tertiary entrance purposes. It is a percentile rank gained by a student within the population of all students of that age group. Because all states (except Queensland) use the same processes, ATARs are now directly comparable.

Calculation of the ATAR

VTAC scales the VCAA Study Score for each subject according to the overall ability level of all the students who attempt that study. The scaled study score for English (or English Literature) and the next best three studies (these make up the student’s primary four studies) together with 10% of the scaled study score of fifth and sixth subjects are added to obtain the student’s aggregate score. These aggregate scores are arranged in rank order and then converted into a percentile ranking: the ATAR. The maximum ATAR is 99.95 and ATAR values decrease in steps of 0.05.

Repeating Units 3&4 studies: There is no penalty for repeating Units 3&4 studies but it is worth noting that some universities will consider how long a student has taken to complete their VCE.
CAREERS INFORMATION

Vocational Education & Training Program
Students may undertake a TAFE Certificate in conjunction with their VCE Studies. Scored VCE/VET studies are eligible for inclusion in the primary four components for the calculation of ATAR. The Certificate of Business II & III is offered at Star of the Sea College. Examples of courses offered through partner organisations include Hospitality, Screen and Media, Sport and Recreation, Animal Studies and Early Childhood.

Enhancement Studies
Students completing a tertiary study in combination with their VCE can count this as a 6th subject but not as part of the primary four. University of Melbourne, Monash University and other universities offer an extensive number of subjects at first-year university level which can be studied by VCE students in Year 12. These are usually restricted to academically-able students who have already completed a Units 3&4 study in that subject in Year 11. Consult the Careers Leader for a full list of subjects offered.

Selection by Tertiary Institutions for Courses
On completion of the VCE most students apply through VTAC for study at tertiary institutions. These Institutions select students using two procedures:

(a) By score alone

For these courses the student’s ATAR is the sole criterion upon which selection is made. At the end of the selection process, a Clearly-In score is declared. For students in Year 12, the previous year’s Clearly-In score is a good indicator of the ‘strength of competition’ to get into that course.

(b) By a Range of Criteria

For these courses selection officers use the student’s ATAR along with other criteria to make selection decisions. These may involve the presentation of a folio of work, attendance at an interview or information session, the submission of a Supplementary Information form or some sort of performance. Some courses have special admission tests such as UMAT or Casper.

All selection processes are clearly spelled out in the VTAC Course Information, supplied to Year 12 students in early July each year through the VTAC website. In addition, all Year 12 students will receive a copy of The ABC of Applying, published by VTAC.

Finally...

When choosing your VCE subjects it is best to pick subjects:

- you Love
- you are good at or
- that are a prerequisite to a course or line of work to which you aspire.
ESSENTIAL INFORMATION

Articulation
TAFE Colleges provide a range of Diploma and Certificate courses. Where these courses are in similar fields of study to university courses, links have often been established between some institutes of TAFE and some universities. This is called articulation. Students should not assume that access to university via articulation is always available or that it is guaranteed.

Credit Transfer
This is the recognition by a TAFE or university of prior studies that a student has completed.

TAFE to University, or University to University
When a university recognises subjects studied at TAFE as equivalent to subjects in a university course, this may reduce the length of that course. This can vary from university to university, even for the same TAFE course.

Look up credit transfer information about the courses you're interested in and confirm it with the institutes of TAFE and universities involved.

Vocational Education & Training
The development of dual recognition has allowed us to provide students with the opportunity to pursue a course that will enable them to attain a TAFE Certificate in combination with their VCE studies.

The course offered to our students at Star of the Sea College is the Certificate II & III in Business. There is also the opportunity for students to access vocational courses through a variety of TAFE providers.

It is anticipated that these courses will provide students with valuable skills to enable them to enter the work-force and to assist them in pursuing further studies at either university or TAFE institutes.

Block Credit for VET & Further Education in the VCE
Students who are participating in training in a nationally recognised vocational or further education qualification that sits outside the current approved VCE/VET programs (e.g. Certificate II in Retail at McDonald’s) are eligible to apply for Block Credit in the VCE for their training.

Block credit for Units 3&4 for recognised VET qualifications at Certificate III level and above are eligible for inclusion as the fifth or sixth study increment in the calculation of the ATAR (see page ix). At most three VCE/VET Units 3&4 sequences can contribute to the ATAR.

Level of Recognition with the VCE
- For Certificate II level training, credit is granted at Units 1&2.
- For training at Certificate III level and above credit is granted at Units 3&4 level.
ESSENTIAL INFORMATION

Achieving Satisfactory Results and Unit Credits

In some cases, students engaged in part-time work may be offered, through their employer, the opportunity to complete a workplace qualification that could (depending on the number of hours completed) contribute towards their ATAR. To verify enrolment procedures, students must notify the Head of Senior Studies, Mrs Jane Watkins, if they are undertaking any of these courses because they need to be enrolled through the VASS system to be eligible for credit.

Students enrolled in the Victorian Certificate of Education (VCE) are required to complete all parts of assessment tasks to satisfactorily complete each unit. In Units 3&4 these tasks contribute to the calculation of student study scores.

VCE subject teachers will inform students of the conditions under which assessment tasks will be completed for the particular study. Students need to be aware that the conditions for completing assessment tasks vary from study to study and it is the students’ responsibility to ensure that they meet all related requirements.

All students are required to complete the assessment tasks on the set dates and times.

In each study students will be issued with a timeline for the assessment tasks.

For each assessment task students will be given a task sheet detailing the requirements of the task, assessment criteria, space for teacher comment and an overall score.

Students will complete assessment tasks in class under teacher supervision. It is expected that students use all of the designated time to complete the task. The amount of time allocated to the task is the time required for the task to be completed to a satisfactory level.

The nature of the assessment tasks means that teachers will not mark or provide comments on any drafts that are late to be submitted for assessment.

Special Provision

Attendance

Students are required to attend all classes in order to gain satisfactory completion of their VCE. Should attendance fall below 90%, and if appropriate documentation is not provided, that student may receive an ‘N’.

Special Provision refers to actions which the school may take, or special arrangements made possible under the VCAA rules, to deal with situations where a student's ability to complete set work and where performance in set tasks and examinations is significantly affected in an adverse way. Parents and students should contact the Head of Senior Studies to discuss, apply for and organise these arrangements.
Re-scheduling of Assessment Tasks

**Units 3 & 4**
If a student is absent from a SAC she must download a reschedule application form from the school website requesting permission to attempt a re-scheduled task in order to achieve a score. The application form must be completed by the student and signed by parents and have relevant supporting documentation pertinent to the absence, such as a medical certificate or statutory declaration. This application will then be considered by the Head of Senior Studies and the subject teacher and the decision will be communicated to the student. The student will then be required to complete the task on the following Wednesday afternoon (3.30pm – 4.30pm) in Room 118.

**Units 1 & 2**
If a student is absent from an assessment task, she must download a reschedule application form from the school website. The completed form is to be given to the subject teacher and she will need to provide a medical certificate or other relevant documentation to account for the absence. The student will then be required to complete the task on the following Wednesday afternoon (3.30pm – 4.30pm) in Room 118. Students who do not provide adequate information for missing an assessment task will not be graded and will receive an ‘N’ for the unit. An alternative task must then be satisfactorily completed to achieve an ‘S’.
RELIGIOUS EDUCATION (Compulsory Unit)

Introduction
Religious Education at Star of the Sea is an integral part of the curriculum. In alignment with the College Mission Statement, the Religious Education program strives to empower our students to engage in critical reflection leading to positive, transformative action for our world. Through all dimensions of the Religious Education program we seek to affirm the dignity and worth of each student, and to provide opportunities for students to reflect on and develop their personal faith and worldview. Through focused study of Scripture, tradition and beliefs, and Catholic teaching on a range of issues including social justice and ethics, students have the opportunity to develop the knowledge and critical thinking skills that are foundational in forming a personal response to the gospel call to justice and compassion for all. Just as Nano Nagle, founder of the Presentation Sisters, responded to the needs of her time by taking up the challenge to serve those made poor and marginalised, we encourage our students to celebrate the College motto: Deeds, Not Words, as they prepare to engage in reflective action for the positive transformation of our world today.

While the VCE units are designed to address some aspects of the above curriculum framework, it is also important that students are provided with time, space and opportunities to develop their prayer life, skills of critical reflection and to form a community based on the sacramental life of the Church.

In Year 11 all students study either VCE Texts and Traditions Unit 2 Texts in Society, or VCE Religion and Society Unit 2 Ethics and Morality. At Year 12 students undertake the school-based course The Search for Meaning. At either year level, students may instead choose to study VCE Texts and Tradition Units 3 & 4. If students take up this option, they are exempt from other Year 11 or 12 Religious Education study.

Year 11 & 12 Reflection Days
Reflection Days at Star of the Sea College are grounded in Presentation charism and spirituality, with the aim of providing students with opportunities to develop understanding and reflective skills to enhance their personal faith journeys. Year 11 students participate in a two-day reflection program consisting of a Reflection Day and a Leadership Day. Students engage in a range of activities focused on personal spiritual growth and transformation, social justice and service, and Christian leadership in the Presentation context of the College. Year 12 students are invited to ponder the idea of searching for meaning in the context of Presentation spirituality as they participate in their Reflection Day at the commencement of the school year. This reflection day incorporates prayer and contemplation, input from guest speakers, and a range of experiences that challenge students to develop a personal response to questions about the human search for meaning and purpose.
Social Justice, Christian Leadership & Service
Senior students are encouraged to respond beyond the classroom program to issues of injustice in our local community and wider world. The College Social Justice Program offers many opportunities for students to volunteer their time and service, including Friday Night School tutoring, Edmund Rice Soup Van, Nano’s Walk, Caritas Australia Project Compassion, National Reconciliation Week, Refugee Week, Edmund Rice Ministry Retreat and leadership training for Eddie Rice Camp.

Prayer & Liturgy
Senior students experience daily prayer in their mentor groups and classes. They are provided with opportunities to lead prayer at whole school and House assemblies, and at Reflection Days. Students are encouraged to take the opportunity to be involved in a range of roles in liturgies and Eucharistic celebrations, including Foundation Day and Sacred Heart Masses, and House Liturgies.
VCE RELIGION & SOCIETY

Year 11, Unit 2, Religion and Ethics
In today’s world, religious traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that reflect a variety of ethical perspectives as well as numerous values centred on human dignity and justice.

Course Description
Religion and Society is designed for students to engage with the big questions of life. Unit 2 Religion and Ethics investigates various methods for making choices; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions.

In this unit, our students

• analyse various approaches to ethical decision-making and explore at least two religious traditions in detail
• explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives
• examine moral viewpoints in religious traditions.

Assessment
To satisfactorily complete this unit, students are required to demonstrate achievement of three Outcomes.

Key Skills
These include the ability to

• define and apply concepts associated with ethics and ethical decision-making
• identify and investigate the authorities, ideas, values and principles informing ethical perspectives
• interpret, synthesise and evaluate source material
RELIGIOUS EDUCATION
VCE TEXTS & TRADITIONS

Year 11, Unit 2, Texts in Society

Many religious traditions have a special relationship with a set of written texts often referred to as scriptures. Through this study, students are encouraged to think critically and independently; they can come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition’s social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Course Description

Texts and Traditions is based on the analysis and understanding of the texts of religious traditions. Unit 2 Texts in Society has a focus on how texts play a part in a tradition’s understanding of issues and the way believers should respond to particular issues.

In this unit, our students

- study and analyse the texts in their original historical and social setting
- investigate and explore the texts as pieces of literature and the inspiration others have found in the interpretation of such writings
- examine the impact such texts have had throughout history and on the world today

Assessment

To satisfactorily complete this unit, students are required to demonstrate achievement of three Outcomes.

Key Skills

These include the ability to

- explain why and how texts took shape and developed
- identify and describe the historical events, places and people relating to the development of social beliefs and teachings in selected texts
- interpret, synthesise and evaluate selected texts
**RELIGIOUS EDUCATION**

**Year 12, The Search for Meaning (School-based Course)**

**Year 12 Curriculum Statement**

**Overview**

This *school-based course* is designed to provide you with a framework to consider your emerging adult faith perspective and spirituality by:

- exploring concerns about yourself, your world, Church and future;
- identifying personal attributes (viewpoints, personal gifts and goals) as an integral part of your humanity;
- appreciating your personal and communal role in continuing to bring about the kin-dom of God in our world;
- exploring how Scripture and the traditions of the Church can inform and support your decision-making and planning now and into the future;
- preparing you to continue to live and develop your faith and spirituality beyond school (in the workplace, while travelling, in tertiary education);
- developing an awareness of the significant role of the Church in society, especially in the areas of social justice;
- applying Church teachings to critically evaluate a range of local and global justice issues and challenges in our contemporary context;
- developing an appreciation of the distinctive spirituality, story and contribution of the Presentation Sisters to the Catholic community and the mission of the Church, and your role as a Presentation person in that ongoing story;
- investigating the world views and experiences of a range of people who give expression to their faith in a variety of individual and communal ways;
- sharing a range of prayerful, liturgical and reflective experiences.

**Units**

The *school-based course* comprises the following units:

a) *Becoming Human*: an exploration of the human need to find and express meaning and purpose, and to develop a system of beliefs and values that form a strong foundation for a rich life.

b) *Becoming Community - Creating a Just World*: an investigation and critical evaluation of a range of local and global justice issues and challenges applying Catholic Social Teaching to develop a personal response to these issues.
c) *Being a Presentation Person*: a critical reflection on the distinctive spirituality, story and contribution of the Presentation Sisters to the Catholic community and the mission of the Church, especially as it is evidenced at Star of the Sea College; an evaluation of the role and potential of individual students, as Presentation people, to keep this story alive and relevant in our time.

**Assessment**

- Term 1 Reflection task: analysis and evaluation of the life journey of a selected individual, exploring themes relating to the search for personal meaning and identity, and the development of a personal faith / spirituality
- Term 2 Reflection task: critical analysis and evaluation of a range of social justice issues, applying Catholic Social Teaching to articulate a personal response to these issues
- Term 3 Reflection task

**Key Skills**

Capabilities developed in the Year 12 Religious Education *school-based course* include the development of

- **practical communication skills** – discussion and listening skills, communicating with clarity & precision, the development of empathy in listening
- **reflective skills** – meditation, reflective art techniques, lectio divina, development of awe and wonder
- **metacognitive skills** – enhancing self-awareness and self-reflection
- **analytical skills** – the contemplation of different world views, encouragement of an open-minded approach to life and issues, developing questions about and critically evaluating our world while examining a range of media sources, Scripture and Catholic Social Teaching
- **synthesis skills** – the appropriation of material examined into a personal life of faith and meaning
ACCOUNTING

Unit 1 Role of Accounting in Business

Course Description

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.

Areas of Study

1. **The role of Accounting** – Students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations.

2. **Recording financial data and reporting accounting information for a service business** – Students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.

Assessment

Tasks include: ‘Setting up a business’ assignment (including ICT), topic tests (some including ICT) and semester examination.

Unit 2 Accounting and Decision-making for a Trading Business

Course Description

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Areas of Study

1. **Accounting for inventory** – The strategic management of inventory is a key factor in the success or failure of a trading business. In this area of study students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business.

2. **Accounting for and managing accounts receivable and accounts payable** – Students record and report transactions relating to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas.
ACCOUNTING

3. **Accounting for and managing non-current assets** – Students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

**Assessment**

Tasks include: Topic tests and semester examination

**Key Skills for Units 1&2**

- **Analysis** – select, classify, analyse and interpret financial data and information
- **Application** – report presentation
- **ICT competence** – using ICT to create budgets, journals, graphs
- **Literacy** – use correct accounting terminology
ACCOUNTING

Unit 3  Financial Accounting for a Trading Business

Course Description

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.

Areas of Study

1. Recording and analysing financial data – Students focus on identifying and recording financial data for a business. This information is used to assist the owner in making informed decisions about the operation of the business. Students should also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

2. Preparing and interpreting accounting reports – Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. Students undertake an analysis of accounting reports and interpret the information, in order to evaluate the performance of the business.

Unit 4  Recording, Reporting, Budgeting and Decision-making

Course Description

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

Areas of Study

1. Extension of recording and reporting – Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation on the accounting reports and on the performance of the business.

2. Budgeting and decision-making – Students investigate both the role and importance of budgeting in decision-making for a business. Students prepare and analyse budgeted accounting reports and suggest strategies to improve the performance of the business.

Assessment

Percentage contributions to the study score in VCE Accounting are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-as End-of-year examination: 50 per cent
- School-assessed Coursework: 25 per cent
ACCOUNTING

Key Skills for Units 3 & 4

- **Analysis** – select, classify, analyse and interpret financial data and information
- **Application** – report presentation
- **ICT competence** – using ICT to create budgets, journals, graphs
- **Literacy** – use correct accounting terminology
AUSTRALIAN & GLOBAL POLITICS

Course Description

In this subject, you will be introduced to the key ideas relating to the exercise of political power. We explore the nature of power in our Australian democracy, as well as examining the global community and the key events that are currently shaping our world. We also investigate the ability of the global community to manage areas of cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and we use examples and case studies from within the last 10 years.

Unit 1  Ideas, Actors and Power

Areas of Study

1. **Power and ideas** – What is politics? What is meant by power and how can it be exercised? How is power distributed in the Australian political system? How do non-democratic systems distribute power? This area of study provides you with a general introduction to the concept and significance of politics, power, authority and legitimacy. You will also be introduced to the political spectrum: left, right, radical and conservative. You will investigate a case study on a non-democratic country such as China and study political ideologies such as Socialism and Liberal Democracy.

2. **Political actors and power** – What roles do political parties play in the Australian political system? How influential are political parties, interest groups and the media in shaping the Australian political agenda? How do parties, interest groups and the media facilitate political participation? In this area of study, we explore the roles and functions of key political actors in the Australian system. We focus on specific political parties (such as One Nation), specific interest groups (such as Amnesty International) and media organisations (such as Twitter).

Unit 2  Global Connections

Areas of Study

1. **Global links** – How are citizens of the 21st century linked – politically, socially and economically? How have people’s lives been affected by globalisation? Do citizens and states have global responsibilities? Can the global community meet the complex challenges of the 21st century? In this area of study students consider how citizens and global actors interact and connect with the world. Students investigate key economic, political and social links throughout this global community.

2. **Global cooperation and conflict** – How does the global community work in the 21st century and what are its responsibilities? How effective is the global community in managing cooperation and conflict? What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime? In this area of study students investigate the concept of global community whilst looking at a contemporary case study of cooperation and conflict.
AUSTRALIAN & GLOBAL POLITICS

Assessment

Assessment tasks include a research report, a case study and/or an essay, short answer questions and a semester examination.

Key Skills for Units 1&2

- **Literacy** – Extended response writing: you will be required to develop an argument in an extended response and be able to write concise and precise responses to definitional and short answer questions.

- **Analysis** – You will need to be able to analyse articles and develop insights into the nature and complexity of political activity in contemporary politics.

- **Evaluation** – You will need to be able to evaluate public policy, politicians and institutions within the political system.

- **Investigation** – You will need to be able to undertake individual research on an issue of public policy.

- **Application** – You will be able to gather insights into politicians, contemporary events, issues and political structures and relate your observations back to a theoretical model of democracy.
GLOBAL POLITICS

Unit 3 Global Actors

Course Description

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

VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

There is strong focus on the knowledge of contemporary political issues and debates drawn from digital media.

Area of Study

1. **Global Actors** – Who are the key actors in contemporary global politics? From where does their power and influence stem? What impact do these actors have on global politics? What challenges do these actors face in achieving their aims?

   In this area of study students examine the key actors in global politics: nation states like the USA and China, international institutions of world governance like the United Nations, Transnational Corporations and non-state actors.

   Students study issues that challenge the sovereignty of nations like border security, financial instability, human crises and environmental challenges.

2. **Power in the Asia Pacific** – The major study of a state analyses China’s stellar rise in the Asia Pacific region to rival The United States. Will China’s rise continue to be peaceful? Should countries such as Japan, the United States of America and Australia feel threatened by the economic miracle that has occurred in China? Will economic prosperity bring greater political rights in China and prosperity to the region? How will China deal with domestic issues such as political dissent in the secessionist movements in Tibet, Taiwan and Xinjiang, pollution and challenges to its continuing growth?

   In this study students examine the way in which China uses its power in the region to pursue its national interest. Foreign policy objectives usually relate to issues such as economic prosperity, national security, enhancing regional relationships and International standing.
GLOBAL POLITICS

Unit 4 Global Challenges
Course Description
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. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Areas of Study
1. Ethical Issues and Debates – Students examine the range of debates about two important global issues including human rights, people movement, development, arms control and disarmament.
2. Crises and Responses – What does crisis mean in the world today? What are the contexts for different crises and how were they created? How effective are responses to these crises? How does the world respond to the activities of terrorist groups like the ISIS in Syria for example or the refugee crisis in Europe? Environmental degradation, armed conflict, terrorism and economic instability feature in this study. In this area of study students investigate the context, causes and effectiveness of the responses to two ethical issues and two global crises.

Canberra Excursion
Students undertaking the study of Global Politics Units 3/4 are asked to consider participation in a two-day/one-night excursion to the national capital early in the parliamentary year. Students undertake visits to the Australian Parliament, The United States Embassy and the China in the World Institute, among other guest speakers and institutional visits. The cost of the trip is approximately $550 and is dependent on current airline pricing. The trip is highly recommended but not compulsory in undertaking this study. A more detailed itinerary will be available in November 2019.

Assessment – Units 3&4
Percentage contributions to the study score in VCE Global Politics are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent

Key Skills for Units 3&4
• Literacy – You will be required to develop an argument in an extended response and be able to write concise and precise responses to short answer questions.
• Analysis – You will need to be able to analyse articles and develop insights into the nature and complexity of political activity in contemporary global politics.
• Evaluation – You will need to be able to evaluate the effectiveness of various state and non-state activities in the Asia Pacific region.
• Investigation and Application – You will need to be able to undertake individual research on selected topics and apply information collected to specific tasks.
BIOLOGY

Unit 1  How do living things stay alive?

Course Description
In this unit students will learn about some of the challenges an organism faces in staying alive. They will examine cells and look at how they obtain their requirements for life. Different types of adaptations are explored and how they work to enhance an organism’s survival in a particular environment. The role of homeostatic mechanisms in maintaining the internal environment will be investigated and students will look at how a diverse group of organisms in a community are adapted to, and utilise, the abiotic resources.

Areas of Study
1. How do organisms function?
2. How do living systems sustain life?
3. Planning & conducting a practical Investigation

Assessment
- cell structure and function practical activity
- a student-designed investigation – scientific poster format
- adaptation analysis questions
- topic tests & semester examination

Unit 2  How is continuity of life maintained?

Course Description
In this unit students will focus on cell reproduction and the transmission of genetic information from generation to generation. They will learn about the cell cycle, the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Mechanisms of asexual and sexual reproductive strategies will be explored, and the advantages and disadvantages of each will be compared. The role of stem cells in the differentiation, and replacement of cells in humans is examined, and their potential use in medical therapies. They will analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. The uses of genetic screening and its social and ethical issues are examined.
BIOLOGY

Areas of Study
1. How does reproduction maintain continuity of life?
2. How is inheritance explained?
3. Investigation of an issue related to genetics and/or reproductive science

Assessment
- practical report – cell reproduction
- analysis exercises – genetic crosses & pedigrees
- research investigation – an issue related to genetics and reproductive science
- topic tests & semester examination

Key Skills for Units 1&2
- Analysis – analysing and evaluating data, drawing valid conclusions from their practical investigations
- Evaluation – writing scientific reports summarizing and evaluating their findings
- Practical Skills – confident use of equipment and accurate collection of data
- Problem solving – Applying their knowledge of biological concepts in order to solve new problems
- Application – ability to demonstrate an understanding of key biological concepts & processes under test conditions
BIOLOGY

Unit 3  How do cells maintain life?

Course Description
In this unit, students will investigate the inner workings of the cell. They will examine the importance of the plasma membrane, study the synthesis, structure and function DNA and proteins, and gain an understanding of how genes are regulated. They will explore the chemistry of cells by examining the nature of biochemical pathways such as photosynthesis and cellular respiration.

Students will learn how cells communicate with each other at the molecular level in regulating cellular activities. They will also study the immune system and how cells can detect ‘self’ from ‘non-self’ thereby allowing the body to respond appropriately to a variety of infections. Passive and active forms of immunity are explored and the implications of disorders of the immune system are examined.

Areas of Study
1. How do cellular processes work?
2. How do cells communicate?

Assessment
• topic tests
• School-assessed Coursework – these tasks contribute 16% to the study score
  → a report related to two practical activities from a practical logbook
  → a response to a set of structured questions

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

Course Description
Students will investigate the relatedness between species and the impact of various change events on a population’s gene pool. Natural selection as a mechanism for evolution is studied and evidence from fossils, molecular and anatomical comparisons are examined. They will analyse trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences of manipulating DNA and applying biotechnologies are also explored.

Areas of Study
1. How are species related?
2. How do humans impact on biological processes?
3. A student-designed or adapted practical investigation
BIOLOGY

Assessment

● **topic tests**

● **School-assessed Coursework** – these tasks contribute 24% to the study score
  - a report on evolutionary change using primary or secondary data
  - a response to an issue or a report of an investigation involving DNA manipulation and its applications
  - a structured scientific poster

● **examination** – This examination is completed over 2½ hours and contributes 60% to the study score.

Key Skills for Units 3&4

● develop aims and questions, formulate hypotheses and make predictions

● plan and undertake investigations to collect and record data

● analyse data, methods and scientific models, drawing evidence based conclusions

● communicate and explain scientific ideas
BUSINESS MANAGEMENT

Unit 3  Managing a Business

Course Description
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the 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. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business case studies.

Areas of Study

1. Business foundations – Students will discuss the key characteristics of businesses and stakeholders and analyse the relationship between corporate culture, management styles and management skills.

2. Managing employees – Students will explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

3. Operations management – Students will analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment
Case studies, structured questions.

Unit 4  Transforming a Business

Course Description
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. 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. They investigate the importance of leadership in change management and evaluate business practice against theory.
BUSINESS MANAGEMENT

Areas of Study

1. **Reviewing performance-the need for change** – Students will explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

2. **Implementing change** – Students will evaluate the effectiveness of a variety of strategies used by managers to implement change, look at the importance of leadership in change management, and discuss the effects of the change on the stakeholders of the business.

Assessment

Case studies, structured questions.

Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

“Consider the importance of reviewing key performance indicators necessary to position a business for the future”
CHEMISTRY

Unit 1  How can the diversity of materials be explained?

Course Description

What would life be like without medicines, synthetic fibres, detergents, man-made building materials, plastics and fertilizers? It is through chemistry that society has developed these materials. In this fascinating subject students will start by looking at the structure of the atom. By learning about the patterns of how atoms are arranged in the Periodic Table they can predict how atoms will join together and also how substances react. They will find out why some substances are hard and brittle and why some substances are soft and flexible. The important study of organic chemistry will be introduced. The language of chemistry formulas and calculations will be used as tools to explain observations. Practical investigations and modelling exercises will help students understand the different concepts.

Areas of Study
1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation

Unit 2  What makes water such a unique chemical?

Course Description

Living things on earth need water to sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. This involves looking at the chemistry of water and different types of reactions that occur in water including precipitation reactions, acid/base and redox reactions. The opportunity to perform practical activities based on the different reaction types is an essential part of this unit. The origin and chemical nature of substances that may be present in water will be examined. They will investigate how laboratory and instrumental techniques are used to analyse water samples for the presence of contaminants.

Areas of Study
1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation
CHEMISTRY

Assessment in Units 1&2

- practical exercises
- problem solving exercises
- quantitative exercises
- topic tests & semester examination
- research investigation and report
- practical investigation and report

Key Skills for Units 1&2

- analysis and evaluation
- calculation skills
- investigation
- research
- practical skills and report writing
- use of chemical language
- problem solving
CHEMISTRY

Unit 3  How can chemical processes be designed to optimize efficiency?

Course Description

The global demand for energy and materials is increasing with world population growth. Students will explore energy options and the chemical production of materials. Different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells, including the combustion of fuels and the energy transformations will be evaluated. Calculations of the amounts of reactants and products in the reactions, and the energy released will be studied. Galvanic cells, fuel cells and electrolytic cells will be investigated. The electrochemical series will be used to manipulate redox equations and Faraday’s laws are used in calculations related to the use of electrolytic cells. Factors that influence the reaction rates and extent of manufacturing processes will be examined. The equilibrium law is used to predict and explain how to improve the efficiency and yield of chemical processes. There is a focus on the conventions of chemistry including symbols, units, chemical formulas and equations.

Areas of Study

1. What are the options for energy production?

2. How can the yield of a chemical product be optimized?

Assessment

School-assessed coursework: each assessment contributes 8% to the school-assessed coursework.

A report of a practical activity or responses to written exercises for Outcomes 1 and 2:

1. Outcome 1 - comparison of fuels or galvanic cells or energy resources.

2. Outcome 2 - application of rate and equilibrium principles to chemical reactions or electrolysis reactions.

3. Outcome 3 - a Practical Investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4 or both. The findings of the investigation are presented in a scientific poster format.
**CHEMISTRY**

Unit 4  How are organic compounds categorized, analysed and used?

**Course Description**

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in many other materials. Students will investigate the structural features, names, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Instrumental analyses of organic compounds, is used to confirm or deduce organic structures, and volumetric analyses will be used to determine the concentrations of organic chemicals. The reactions involved to predict the products of reaction pathways will be investigated. The chemical structures of key food molecules will be explored, as well as reactions. The role of enzymes and coenzymes is explored. They will use calorimetry to determine the energy released in the combustion of foods.

**Areas of Study**

1. How can the diversity of carbon compounds be explained and categorized?
2. What is the chemistry of food?
3. Practical investigation

**Assessment**

A report of a practical activity or responses to written exercises related to:
1. Outcome 1 – investigation and analysis of organic compounds.
2. Outcome 2 – the structure, reactions and energy content of food molecules.

The final score is made up of the following assessments:
- School-assessed course work of Outcomes 1 and 2 in Unit 3 contributes 16%
- School-assessed course work of Outcomes 1 and 2 in Unit 4 contributes 16%
- practical investigation contributes 8%
- final 2½ hour examination in November contributes 60%

**Key Skills for Units 3&4**

- analysis, evaluation and problem solving
- correct use of chemical terminology
- ability to apply theory to questions in familiar and unfamiliar contexts
- application of mathematical principles to quantitative problems
- ability to design, undertake and report on a practical investigation using scientific conventions
CLASSICAL STUDIES

Units 3&4 Classical Works

Course Description
As with Units 1 & 2, students undertaking the Unit 3 & 4 Classics will examine the fundamental questions that have plagued humanity across millennia. What is a hero? What is beauty? What makes a leader? What is the nature of war? Through the lens of Ancient Greece, students will develop their own ideas. In Units 3 and 4 students engage with the intellectual and material culture of ancient Greece, working with translations rather than the Ancient Greek or Latin. Students analyse individual works and engage with ideas that are explored and techniques that are used by particular writers and artists. They analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work. Students analyse the techniques used to present these ideas and the relationship between the work and its sociohistorical context. They critique the circumstances that have led to the significant events described in the classical works. To deepen their understanding of the significance of selected classical works, students compare classical works and consider ways in which different writers and artists address similar ideas or themes and construct an argument drawing on the ideas, techniques and the work’s sociohistorical context. Such analysis reveals the changing nature of the classical world.

Areas of Study

Units 3&4 have two identical Areas of Study containing two Outcomes both of which focus on the study

Individual Study: Students will complete an analysis of the ideas and techniques of a Classical work and discuss the relationship of the work to the time in which it was written.

Comparative Study: Students will compare the ideas and techniques in two Classical works in the one task. They will be able to consider the effects of change and the similarities and differences.

You will complete quizzes, essays, tests and orals as part of the formative learning in this subject.

Works will be selected from the VCAA prescribed list each year. Particular modes of cultural expression are found in the following types of works:

- epic • architecture • tragedy • satire • comedy • oratory • history • biography • philosophy •
  poetry • art • essay

Assessment
Percentage contributions to the study score in VCE Classical Studies are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
CLASSICAL STUDIES

There are 4 SACs throughout the year that contribute to your study score.

School Assessed Coursework (Unit 3)

1. Selected passage analysis of a text  50 marks
2. Essay comparing two texts    50 marks

School Assessed Coursework (Unit 4)

1. Selected passage analysis of a text  50 marks
2. Essay comparing two texts   50 marks

Key Skills

- **Literacy** – Essay Writing: You will be required to compose an argumentative essay based on a question & reading: You will have 6 Classical texts to read.

- **Analysis** – You will need to analyse particular passages of ancient writing and explain how they are constructed.

- **Comparative Critical Thinking** – You will write on two texts comparing the ideas, issues, values and literary techniques.

- **Evaluation** – You will discuss the importance of particular passages, texts and events.

- **Investigation** – To be really successful you will need to conduct research into the years from 510 BCE to 390 BCE.

- **Application** – You will gather specific historical and social knowledge and apply it during SACs.
ECONOMICS

Unit 1  Behaviour of consumers and businesses

Course Description
A look at almost any newspaper will show you how closely economics is linked to the real world. What makes the price of oil go up or down? What is the impact of technology, including the growth in social media, on consumers and businesses? Economics! What strategies do businesses use to increase their profitability? Why do some jobs get paid more than others? Economics! In short, economics is all around you and plays a central role in your life.

Areas of Study
1. Thinking like an economist – Students will examine the fundamental economic problem of relative scarcity and analyse the various factors that influence the decision-making of consumers and producers, including a study of basic economic theory and ‘Behavioural Economics’.
2. Decision making in markets – Students will examine different market structures and explore how supply and demand interact to determine how scarce resources are allocated and decisions are made in markets.

Assessment
Applied economic exercises; structured questions; a market investigation report; examination.

Unit 2 Contemporary economic issues

Course Description
How can we deal with environmental issues, such as depletion of resources, climate change and the management of waste, associated with economic growth? What are other countries doing to deal with environmental issues? The challenge is to balance the needs of the current generation with those of future generations – a key trade-off investigated in this unit. Equity is about what is fair and just. Why is there poverty and inequality in Australia? What could be the trade-off when the government attempts to improve equity? Can efficiency and equity be achieved simultaneously?

Areas of Study
1. Economic growth, long-term economic prosperity and sustainability – Students explore the meaning of economic growth, how it occurs and its impact upon material and non-material living standards. They explore the trade-off between growth and the environment and analyse government policies to promote ecologically sustainable development.
2. Economic efficiency and equity – Students explore the meaning of equity and the causes of poverty and inequality in Australia and make comparisons between nations.
3. Global economic issues - Students investigate one major global economic issue from the perspective of a number of stakeholders, and examine the decisions that may have been made by these stakeholders in response to this issue.
ECONOMICS

Assessment

Applied economic exercises; structured questions; an analysis of written, visual and statistical evidence; examination.

Unit 3 Australia’s Economic Prosperity

Course Description

Unit 3 focuses on the broader economy. Students examine the market mechanism in detail, including its ability to ensure resources are allocated efficiently, its shortcomings and the need for government intervention. They study the factors influencing the level of demand and supply in the economy and the impact of these factors on economic goals and living standards. As Australia’s prosperity depends, in part, on its economic relationships with its major trading partners, students also examine how international transactions impact on living standards.

Areas of Study

1. **An introduction to microeconomics: the market system, resource allocation and government intervention** – Students evaluate how markets operate to allocate resources, the interaction of supply and demand and discuss the effect of government intervention on market outcomes.

2. **Domestic macroeconomic goals** – Students study the economic goals of low inflation, full employment and strong and sustainable economic growth. They consider the factors that influence the achievement of the goals and how achieving these goals may impact on living standards.

3. **Australia and the world economy** – Students examine the basic reasons for international trade between countries and explore the factors that determine Australia’s international competitiveness and movements in the exchange. They evaluate the effectiveness of government reforms such as trade liberalisation.

Assessment

School-assessed coursework for Unit 3 will contribute 25% to the study score.

Task 1: Multiple choice and structured questions 40 marks

Task 2: Multiple choice and structured questions 30 marks

Task 3: Multiple choice and structured questions 30 marks
ECONOMICS

Unit 4 Managing the Economy

Course Description
The focus of this Unit is how the government uses policies in an attempt to achieve its economic goals. Students examine policies influencing aggregate demand and aggregate supply, and evaluate the effectiveness of these policies in achieving economic goals and improving living standards.

Areas of Study

1. Aggregate demand policies and economic stability – students examine how the Australian Government and the Reserve Bank of Australia can use budgetary and monetary policy to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses and explain how each policy has been utilised by the Australian Government in the past two years.

2. Aggregate supply policies – Students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency. Students evaluate whether the Australian Government should intervene in markets or rather rely on the market to promote growth and drive improved living standards.

Assessment - Units 3&4
School-assessed coursework for Unit 4 will contribute 25% to the study score.

Task 1: Multiple choice and structured questions 60 marks
Task 2: Multiple choice and structured questions 40 marks

The level of achievement for Units 3&4 is also assessed by an end-of-year examination, which will contribute 50% to the study score.

Key Skills for Units 3&4
5 ★ indicates that this skill is fundamental to success

- Analysis ★★★★★
- Predicting future economic events ★★★
- Evaluation ★★★★★
- Problem solving ★★★
- Keeping up to date with current economic events ★★★★★
ENGLISH
Course Description

In VCE English, students read and respond to texts analytically and creatively. They also compare the presentation of ideas, issues and themes in texts. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

To successfully complete VCE, students must successfully complete 3 units of an English study. Whether they choose VCE English or VCE Literature or both as their English study, is up to them, but they must complete Unit 3 Unit 4 in sequence.

Unit 1
Areas of Study

1. Reading and Creating Texts – In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader.
   Assessment: Two tasks (a) analytical text response (b) creative text response

2. Analysing and Presenting Argument – In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.
   Assessment: Two tasks (a) analytical essay (b) oral presentation of an issue

Unit 2
Areas of Study

1. Reading and Comparing Texts – In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts.
   Assessment: Comparative analytical response

2. Analysing and Presenting Argument – In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.
   Assessment: Two tasks (a) analytical essay (b) oral presentation of an issue
ENGLISH

Unit 3
Areas of Study

1. Reading and Creating Texts – In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Assessment: Two tasks (a) analytical text response (b) creative text response

2. Analysing Argument – In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Assessment: Analysis of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4
Areas of Study

1. Reading and Comparing Texts – In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Assessment: A detailed comparison which analyses how two selected texts present ideas, issues and themes.

2. Presenting Argument – In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Assessment: Oral point of view

Assessment

Percentage contributions to the study score in VCE English are as follows:

• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent
**Key Skills**

Capabilities developed in the VCE English course are:

- **Practical communication skills** – discussion and listening skills, communicating with clarity and precision
- **Reading/written expression** – being able to comprehend and respond using the conventions of English
- **Analytical skills** – means being able to discuss how and why a text works and what it means
- **Creativity** – looking at new and old ideas in a variety of ways, and responding imaginatively
- **Evaluation** – the ability to judge what makes a text interesting and worthy of study

“Identify, discuss and analyse how the features of selected texts create meaning”
FOOD STUDIES

Unit 1 - Food Origins
Course Description

This unit focuses on the historical and cultural perspectives of food and will require students to investigate the origins and roles of food through time and across the world.

Areas of Study

1. Food around the World – This area of study explores the history of food, from early civilisation through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures. The practical component explores contemporary use of ingredients cultivated since ancient times and provides opportunities to extend and share their research into the world’s earliest food-producing regions.

2. Food in Australia – This area of study focuses on the history and culture of food in Australia. Students look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of agriculture, horticulture and food processing and manufacturing industries and inquire how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and dishes introduced by immigrants, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component explores use of indigenous and multicultural ingredients.

Unit 2 - Food Makers
Course Description

Students investigate food systems in contemporary Australia. This includes commercial production, as well as food production in small scale domestic settings. They use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare these to commercial products. Students also design new food products and adapt recipes to suit particular needs and circumstances.

Areas of Study

1. Food Industries – This area of study focuses on commercial food production in Australia, encompassing primary production, food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. Students inquire into economic issues and trends in various food industry sectors and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how industries influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. The practical component of this area of study facilitates the creative development of new food products using design briefs.
2. **Food in the Home** – This area of study furthers students’ exploration of food production, moving the focus of inquiry from commercial sectors to small-scale and domestic food production. Students compare and evaluate similar products prepared in each setting, using a range of measures. They consider food knowledge and skills through principles of 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. Their practical skills are extended through designing and adapting recipes and meals, with inquiry into a range of dietary circumstances commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially transition their products from a domestic to a commercial context.

**Assessment – Units 1&2**

- Practical activities
- Research tasks
- Topic tests
- Examination

**Key Skills for Units 1&2**

- **Literacy** – construct written responses that clearly communicate knowledge and understanding and be able to read for comprehension and synthesise ideas
- **Application** – transfer knowledge learnt and apply it to new situations
- **Analysis and evaluation** – analyse and evaluate food products and the production process
- **Practical skills** – safely, hygienically and competently produce food items that meet the requirements of a design brief or material or process investigation
- **Creativity** – creatively design, plan, produce, present and evaluate food items

**Unit 3 - Food in Daily Life**

**Course Description**

Students explore the science of food and analyse the Australian Dietary Guidelines, while developing their understanding of diverse nutrient requirements. Students also investigate how social factors influence eating patterns and investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.
FOOD STUDIES

Areas of Study

1. The Science of Food – This area of study focuses on the science of food. Students investigate the physiology of eating and digesting, and the absorption and utilisation of macronutrients. They inquire into food allergies, food intolerances and the microbiology of food contamination. Students develop their understanding of government advice on healthy eating and planning meals accordingly. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

2. Food Choice, Health and Wellbeing – This area of study focuses on patterns of eating in Australia and influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may also link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. The practical component of this area of study facilitates the development of a repertoire of simple and healthy meals suitable for children and families.

Unit 4 - Food Issues, Challenges and Futures

Course Description

In this unit students examine debates about global and Australian food systems, including issues related to the environment and ethics, and the challenges of food security, food safety and food wastage. Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students’ food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Areas of Study

1. Environment, Ethics and Equity – This area of study addresses topics and debates concerning Australian and global food systems, relating to the environment, ethics, technologies, food access and equity, food safety, and the use of agricultural resources. Students inquire into a range of issues, forming an understanding of current situations and possible futures. They research one selected topic in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work being done to problem-solve and/or support sustainable futures. This area of study provides students with opportunities to consider environmental and ethical issues relating to the foods they eat and to apply their responses in practical ways.
2. **Navigating Food Information** – This area of study focuses on individual responses to food information and misinformation and the development of sustainable food knowledge and skills and food habits. Students consider how to assess information in order to draw evidence-based conclusions. They apply this methodology to navigate food fads, trends and diets. Students practise and improve their food selection skills by interpreting food labels and querying the use of marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire in ways that complement their potential as literate and confident consumers and creators of food.

**Assessment – Units 3&4**

- Practical activities
- Topic tests
- Examination

Percentage contributions to the study score in VCE Food Studies are as follows:

- School-assessed Coursework Unit 3: 30 per cent
- School-assessed Coursework Unit 4: 30 per cent
- End-of-year examination: 40 per cent

**Key Skills for Units 3&4**

- **Literacy** – construct written responses that clearly communicate knowledge and understanding and be able to read for comprehension and synthesise ideas
- **Application** – transfer knowledge learnt and apply it to new situations
- **Analysis and evaluation** – analyse and evaluate food products and the production process
- **Practical skills** – safely, hygienically and competently produce food items that meet the requirements of a design brief or material or process investigation

**Creativity** – creatively design, plan, produce, present and evaluate food items
GEOGRAPHY

Unit 1 - Hazards and Disasters

Course Description

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people: sea-level rise and air pollution. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses and interconnections between human activities and natural phenomena.

Areas of Study

1. Characteristics of hazards — analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

2. Response to hazards and disasters — analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment

The award of satisfactory completion for a unit is based on achievement of the Outcomes.

- fieldwork report
- case study
- research task
- examination

Unit 2 - Tourism

Course Description

Students investigate the characteristics of tourism, where it has developed, how it has changed and continues to change and its impacts on people, places and environments. The growth of tourism at all scales requires careful management to ensure environmentally-sustainable and economically-viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Areas of Study

1. Characteristics of tourism — analyse, describe and explain the nature of tourism at a range of scales.

2. Impact of tourism — analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.
**GEOGRAPHY**

**Assessment**

The award of satisfactory completion for a unit is based on achievement of the Outcomes.

- fieldwork report
- case study
- map analysis
- examination

**Key Skills for Units 1 & 2**

- **Analysis** – analyse human and natural environments from a variety of geographic media including maps, graphs, text, diagrams, fieldwork etc.
- **Investigation** – in depth case studies focusing on the areas of study
- **Evaluation** – the use of evidence from a range of geographic media
- **Geographic Technique** – the ability to successfully complete maps, annotated diagrams, graphs, etc.
- **Report Writing** – writing responses which include the correct use of geographic terminology
GEOGRAPHY

Unit 3 Changing the Land

Course Description

The course focuses on two investigations of geographical change: change-to-land cover and change-to-land use. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification and melting glaciers. Students investigate various aspects of these three processes. At a local scale students investigate land-use change using fieldwork techniques and secondary sources.

Areas of Study

1. **Land-use change** - analyse, describe and explain land use change and assess its impacts.
2. **Land-cover change** - analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Assessment

**Outcome 1:** Structured questions and fieldwork report (1500–2000 words): 50 marks

**Outcome 2:** Analysis of geographic data (deforestation, desertification & melting ice-caps and glaciers): 50 marks

Unit 4 Human Population – Trends and Issues

Course Description

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements add further complexity to population structures and to economic, social, political and environmental conditions.

Areas of Study

1. **Population dynamics** - analyse, describe and explain population dynamics on a global scale.
2. **Population issues and challenges** - analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
GEOGRAPHY

Human Population – Trends and Issues

Assessment

Outcome 1: Analysis of geographic data: 40 marks

Outcome 2: Structured questions (Madagascar and China): 60 marks.

Percentage contributions to the study score in VCE Geography are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Key Skills for Units 3 & 4

- **Analysis** – analyse natural resources, human resources, population and climate change from a variety of geographic media including maps, graphs, text, diagrams, fieldwork etc.

- **Investigation** – in depth case studies focusing on the areas of study

- **Evaluation** – the use of evidence from a range of geographic media

- **Geographic Technique** – the ability to successfully complete maps, annotated diagrams, graphs, etc.

- **Report Writing** – writing responses which include the correct use of geographic terminology
HEALTH & HUMAN DEVELOPMENT

Unit 1 Understanding Health and Wellbeing

Course Description

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

Areas of Study

1. Health perspectives and influences – This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring the concepts of health and wellbeing is complicated by a diversity of social and cultural contexts. Students will consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They will look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

2. Health and nutrition – This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

3. Youth health and wellbeing – In this area of study students focus on the health and wellbeing of Australia’s youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia’s youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia’s youth can be promoted and improved.
HEALTH & HUMAN DEVELOPMENT

Unit 2 Managing Health and Development

Course Description

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Areas of Study

1. **Developmental transitions** – This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

2. **Health care in Australia** – This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Assessment – Units 1 & 2

- Tests
- Research task
- Examination

Key Skills for Units 1 & 2

- **Literacy** – construct written responses that clearly communicate knowledge and understanding and be able to read for comprehension and synthesise ideas
- **Application** – transfer knowledge learnt and apply it to new situations
- **Analysis and evaluation** – critically analyse both numerical data and written information
- **Investigate** – research independently and construct detailed notes of findings
HEALTH & HUMAN DEVELOPMENT

Unit 3  Australia’s Health in a Globalized World
Course Description

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO).

Areas of Study

1. Understanding health and wellbeing – This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia’s health is not isolated from the rest of the world. Students inquire into the WHO’s prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

2. Promoting health and wellbeing – This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

Unit 4 Health and Human Development in a Global Context
Course Description

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.
HEALTH & HUMAN DEVELOPMENT

Areas of Study

1. Health and wellbeing in a global context – This area of study looks at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

2. Health and the Sustainable Development Goals (SDGs) – This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN’s SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia’s aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Assessment – Units 3 & 4

Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Key Skills for Units 3 & 4

- Literacy – construct written responses that clearly communicate knowledge and understanding and be able to read for comprehension and synthesise ideas
- Application – transfer knowledge learnt and apply it to new situations
- Analysis and evaluation – critically analyse both numerical data and written information
- Investigate – research independently and construct detailed notes of findings.
HISTORY - 20TH CENTURY

Unit 1  Twentieth Century History 1918 - 1939

Course Description

The 20th Century was shaped by all-consuming conflicts. World War I is regarded by many as marking the beginning of 20th Century history since it represented such a complete departure from the past and heralded 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. Despite ideals about future peace, the world was again overtaken by catastrophic war in 1939. In this Unit you will study the aftermath of “the war to end all wars” and investigate its impact on Germany and the Weimar Republic. You will examine the rise of the Nazis and understand how democratic Germany became a one party dictatorship under the helm of Hitler. You will also study the Nazi ideology and methodology which enabled Hitler’s rise to, and consolidation of, power and culminated in the Holocaust.

Areas of Study
1. Ideology and conflict
2. Social and cultural change

Unit 2  Twentieth Century History 1945 - 2000

Course Description

In Unit 2 you will pick up the history of the 20th Century just after World War II. From here you will be able to understand the rise of the two super powers that brought the world to near destruction in the later part of the century. Russia and America emerge from their success in World War II to dominate the political climate of the rest of the world almost to the end of the century.

Areas of Study
1. Competing ideologies
2. Challenge and change

Assessment - Units 1 & 2

Topic tests, document analysis, essays, research reports, oral presentations and semester examination

Key Skills for Units 1 & 2

- **Literacy** – Essay Writing: compose an argumentative essay based on a question that will enable you to utilise your historical knowledge as evidence. Research is also one element of this subject
- **Analysis** – analyse documents (written and visual) and explain how they are constructed
- **Evaluation** – discuss the cause and effect relationship between historical events
- **Investigation** – research the people and events that helped to shape the 20th Century
- **Application** – gather specific historical and social knowledge and apply it during Outcomes.
HISTORY - AUSTRALIAN

Unit 3: Transformations- Colonial Society to nation (1834-1920)

Course Description

Unit 3, AOS 1 - ‘The reshaping of Port Phillip District/Victoria (1834–1860)’ transports students back to Victoria, then known as the Port Phillip District, in the time before European settlement, when over 20,000 indigenous people inhabited the area. From here, students will examine how the arrival of different groups of people- from the land Hungary pastoralists of the 1830’s to the gold-seeking miners of the 1850’s- transformed the colony into one of the wealthiest and most democratic for the time period. Students will also focus on the outcomes of European expansion for the local indigenous people and how they responded to what has been considered to have be one of the fastest ‘land grabs’ to have taken place in the nineteenth century.

Unit 3, AOS 2, ‘Making a people and a nation (1890–1920)’ will begin by investigating the visions which drove the formation and creation of the new nation, as well as national identity. Such visions included the desire to maintain the racial purity of a ‘White Australia’, female suffrage, as well as ensuring that Australia protected its workers through the creation of a ‘Workingman’s Paradise.’ Students will evaluate to what extent such visions had become a reality after 1901 through the introduction of a range of reforms and legislation. This study concludes with students examining how our participation in the ‘war to end all wars’-World War One- impacted upon the young nation. Students will also consider the ways in which the war has contributed to the construction of our national identity.

Areas of Study

1. The reshaping of Port Phillip District/Victoria, 1834–1860
2. Making a people and a nation 1890–1920

Unit 4: Transformations-Old certainties and new visions

Course Description

In Unit 4, AOS 1, student will also focus on a crisis that tested the nation- the Great Depression or World War Two- and examine how the Australian Government and people responded.

In the final area of study, students will examine Australian society from 1965- 2000. The 60’s was an era of significant political and social upheaval. Students will examine the way in which two groups in Australian society- the Anti-Vietnam War Movement and the Women’s Movements- sought to bring about change.

Areas of Study

1. Crises that tested the nation 1929-1945
2. Voices for Change 1965-2000
HISTORY - AUSTRALIAN

Assessment

Percentage contributions to the study score are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

There are 4 SACs throughout the year that contribute towards the study score. These will consist of the following: a historical inquiry, an analysis of primary services, an analysis of historical interpretation and an essay.

Key Skills

- Students should be proficient in using evidence (primary and secondary) to support and strengthen own historical arguments. They will be able to synthesise and evaluate a range of evidence to draw their own conclusions.
- Students need to be willing to read widely on the topics studied.
- Students should be able, through their writing, to express their ideas in a clear and concise manner.
- Students are required to be organised in their approach to creating and maintaining detailed revision notes.

Student Experiences

Students will be given the opportunity to visit a range of establishments including the State Library, the Ian Potter Gallery at Federation Square and an Indigenous Walk along the Yarra River. A range of guest speakers will also deliver exceptional lectures on their topic of expertise. These experiences will enhance and deepen their understanding of the content covered throughout the units.
HISTORY - REVOLUTIONS

Units 3 & 4 History - Revolutions

Course Description

The study of Revolutions enables us to mark deliberate attempts which challenge society’s entrenched ideas of how people should live. They all share the common aim of breaking with the past by destroying the regimes and societies that create them and then transform them socially, politically and economically. This subject explores how revolutions forced individuals and groups of people to think before and after the new order.

Revolutions:
Russian Revolution of October 1917
Chinese Revolution of 1949

Units 3&4 have two identical areas of study each containing two outcomes, both of which focus firstly on the causes of the revolution, then on the consequences of new society formed after the revolution has occurred.

Assessment

Percentage contributions to the study score are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

There are 4 SACs throughout the year that contribute towards the study score: [https://www.vcaa.vic.edu.au/Documents/vce/history/Revolutions-AFT-2016.docx](https://www.vcaa.vic.edu.au/Documents/vce/history/Revolutions-AFT-2016.docx)

School-Assessed Coursework (Unit 3)
1. Analyse the causes of the Revolution in Russia in October 1917 and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of the Bolsheviks taking control of Russia in October 1917 and evaluate the extent of change this brought for the Russian people.

School-Assessed Coursework (Unit 4)
1. Analyse the causes of the Chinese communist revolution in 1949 and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of communist rule for the people of China and evaluate the extent of change this brought to the country.
Key Skills

- **Literacy** – Essay and Extended Paragraph writing exercises: compose analytical responses in both short, medium and essay length formats, as well as revision notes
- **Analysis** – analyse a number of documents and pieces of evidence and explain their significance to the period and evaluate how they have been valuable over history
- **Research** – conduct research on one aspect of the Chinese Revolution and write up an evaluation on your findings
- **Evaluation** – How your evidence has been used by Historians to draw conclusions
- **Application** – Gather specific evidence and social knowledge and applying it during SACs.
LANGUAGES

Units 1 & 2

Course Description

The study of Languages takes you outside the boundaries of the classroom and into the world beyond, fostering a global outlook and preparing you to live in the modern world. Soft skills that are often sought after by employers are a feature of our Language learning classrooms - communicating and listening well; possessing insights into others (including different values and points of view); being a good critical thinker and problem solver; and being able to make connections across complex ideas. These are all by-products of applying yourself to learning another Language. The study of Languages will enhance your career prospects and you will develop essential communication skills and an intercultural capability that will benefit you in many areas in the future.

The VCE courses aim to develop your speaking, listening, reading and writing skills so that you can express yourself in your chosen language, and communicate with people from another culture.

Over each unit of work, you will focus on the skills and knowledge needed for success in that particular type of outcome, which occur at the end of the unit of work.

Unit 1

Areas of Study

There are three main Areas of Study for Unit 1

1. **Interpersonal communication (Outcome 1)** - In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in German, Italian or Japanese on a selected subtopic.

2. **Interpretive communication (Outcome 2)** - In this area of study students locate and use information from two texts in German, Italian or Japanese, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in German, Italian or Japanese effectively, to summarise content and to combine information from the texts in written responses in German, Italian or Japanese and English.

3. **Presentational communication (Outcome 3)** - Students present content related to the selected subtopic in German, Italian or Japanese in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

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

**Units 1 & 2**

**Assessment**

Tasks for assessment in this unit may be selected from the following examples for all three Languages.

**Outcome 1**
- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.

**Outcome 2**
- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.

**Outcome 3**
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children’s story.

There is also an end-of-semester examination for all Languages.

**Unit 2**

**Areas of Study**

There are three main Areas of Study for Unit 2

1. **Area of Study 1: Interpersonal communication (Outcome 1)** - In this area of study students participate in a written exchange in German, Italian or Japanese. They develop skills and knowledge that enable them to read, listen to and view texts in German, Italian or Japanese and to develop a suitable response in German, Italian or Japanese. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

2. **Area of Study 2: Interpretive communication (Outcome 2)** - In this area of study students extract information from texts provided in German, Italian or Japanese and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in German, Italian or Japanese and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of German, Italian or Japanese speaking communities.
LANGUAGES

3. **Area of Study 3: Presentational communication (Outcome 3)** - In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in German, Italian or Japanese on an aspect of the selected subtopic of interest to them. Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in German, Italian or Japanese and to speak about cultural connections and comparisons.

**Assessment**

Tasks for assessment in this unit may be selected from the following examples for all three Languages.

**Outcome 1**
- 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.

**Outcome 2**
- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Italian-speaking, German-speaking and Japanese-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society.

**Outcome 3**
- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

As with Unit 1, there is a semester examination for all Languages.

**Key Skills for Units 1 & 2:**
- **Communication** – express yourself orally and in writing
- **Memorisation** – dictionaries are allowed but the stronger your vocabulary skills, the easier you will find the assessment tasks
- **Analysis** – finding the best information relevant to a task; use given information to work out underlying ideas, relationships and motivation
- **Performance** – let the “inner performer” in you shine
- **Organisation** – combining information from different sources; logically structuring ideas within a task, and supporting ideas with reasons or evidence.
LANGUAGES

Units 3 & 4
Course Description

SACs account for 50% of the study score for each Language. In addition, at the end of the year there are two examinations in Languages. The Oral examination counts for 12.5% of your total score, and consists of a general conversation section in which you talk about your personal world, and a discussion of the research you did on your topic for the Unit 4 outcomes, which takes place in October.

The Written examination takes place in the November examination period. It has three sections and is worth 37.5% of your score. In the Listening section you hear a number of passages and respond in English and in your Language, and Reading section also has a Read and Respond in English and a Read and Respond in your Language component. Finally, there is a writing section in which you are given a number of topics and you chose one to write a piece of between 200 and 300 words or 400 and 500 characters.

Unit 3
Areas of Study

There are 3 main Areas of Study for Unit 3

1. **Area of Study 1: Interpersonal communication (Outcome 1)** - In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in German, Italian or Japanese on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers’ points of view, and negotiating and persuading in culturally appropriate ways.

2. **Area of Study 2: Interpretive communication (Outcome 2)** - In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in German, Italian or Japanese. Students synthesise information from written, spoken and visual texts. Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

3. **Area of Study 3: Presentational communication (Outcome 3)** - In this area of study students create an extended original piece of personal, informative or imaginative writing in German, Italian or Japanese to express ideas, thoughts or responses on an aspect of the selected subtopic. Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.
LANGUAGES

Unit 3 Assessment

School-assessed Coursework for Unit 3 will contribute 25% to your study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>An approximately 250-word or 450-ji personal, informative or imaginative piece of writing.</td>
</tr>
</tbody>
</table>

Unit 4

Areas of Study

There are 3 main Areas of Study for Unit 4

1. **Interpersonal communication (Outcome 1)** - In this area of study students research and present information on a cultural product or practice from a German, Italian or Japanese speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

   Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. They develop language important for effective participation in spoken interaction in German, Italian or Japanese, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

2. **Interpretive communication (Outcome 2)** - In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in German, Italian or Japanese on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in German,
LANGUAGES

Italian or Japanese speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in German, Italian or Japanese that requires a different text type to the stimulus material.

3. **Presentational communication (Outcome 3)** - In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic.

Students create an original written text in German, Italian or Japanese on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

**Unit 4 Assessment**

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score. Examinations (oral component and written component) contribute 50 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong> Share information, ideas and opinions in a spoken exchange in German, Italian or Japanese.</td>
<td>20</td>
<td>A three- to four-minute interview providing information and responding to questions about a cultural product or practice.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong> Analyse information from written, spoken and viewed texts for use in a written response in German, Italian or Japanese.</td>
<td>15</td>
<td>An approximately 250-word or 450-ji written response for a specific audience and purpose, incorporating information from three or more texts</td>
</tr>
<tr>
<td><strong>Outcome 3</strong> Present information, concepts and ideas in evaluative or persuasive writing on an issue in German, Italian or Japanese.</td>
<td>15</td>
<td>An approximately 300-word or 500-ji evaluative or persuasive piece of writing.</td>
</tr>
</tbody>
</table>
**LANGUAGES**

**Key Skills for Units 3 & 4**

- **Communication** — express yourself orally and in writing.

- **Memorisation** — dictionaries are allowed but the stronger your vocab skills, the easier assessment tasks are.

- **Analysis** — finding the best information relevant to a task; use given information to work out underlying ideas, relationships and motivations.

- **Performance** — let the inner performer in you shine.

- **Organisation** — combining information from different sources; logically structuring ideas within a task and supporting ideas with reasons or evidence.
LEGAL STUDIES

Course Description

Society needs laws. Without laws, people would not know the boundaries of acceptable behaviour, disputes could not be resolved and chaos would ensue.

This course focuses on the two main categories of laws – civil and criminal. It covers where these laws come from, what these laws are and what consequences follow if these laws are not followed.

Unit 1 Guilt and Liability

Unit 1 introduces the different types of rules and laws. The course initially considers the source of laws and the roles played in lawmaking by parliament and the courts. We then explore the purposes and key principles of criminal law and then civil law, as well as considering the participants in criminal and civil disputes. There is a focus on a number of specific serious crimes (such as murder) and civil actions and their defences. We will review several recent Victorian court cases involving these crimes and civil actions.

Areas of Study

1. Legal foundations
2. The presumption of innocence
3. Civil liability

Unit 2 Sanctions, Remedies and Rights

The Unit 2 course looks at the consequences of breaching people’s legal rights. There is a focus on how the criminal law applies through various sanctions such as imprisonment. Students will investigate two recent criminal cases and two recent civil cases in detail and consider the extent to which the sanctions and remedies imposed by the court achieved justice for all participants. We also explore how the way rights are protected by the legal system in Australia compares with the approach taken by other countries.

Areas of Study

1. Sanctions
2. Remedies
3. Rights

Assessment

Students will be assessed S/N on short and extended-answer tests, case studies and structured questions.

Key Skills for Units 1 & 2

- **Reading** – read a range of case studies
- **Analysis** – analyse case studies and apply the law to these studies
- **Evaluation** – evaluate a range of cases in relation to the law and legal issues
- **Problem solving** – use facts to consider ways of resolving criminal and civil law issues.
LEGAL STUDIES

Course Description

Unit 3 of VCE Legal Studies examines the criminal and civil justice systems. There is an examination of issues such as the sentencing of offenders in criminal cases and the ability of the legal system to compensate those who have suffered civil wrongs. Unit 4 focuses on law-making, both by parliaments as well as courts. Additionally, there is analysis of how the legal system allows for parliament and the courts to create laws that meet the needs of modern Australia.

This course places an emphasis on recent criminal and civil case studies, as well as recent changes to the law.

Unit 3 Rights and Justice

The Victorian justice system includes the criminal and civil justice systems. It 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 investigate the extent to which the principles of justice are upheld in the justice system and discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Areas of Study

1. The Victorian Criminal Justice System - students learn to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

2. The Victorian Civil Justice System - students analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4 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.

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 also develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.
LEGAL STUDIES

They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Areas of Study

1. The People and the Australian Constitution - students discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

2. The People, the Parliament and the Courts - students discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment – Units 3 & 4

Percentage contributions to the study score in VCE Legal Studies are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Students will be assessed S (Satisfactory) or N (Not Satisfactory) on short and extended-answer tests, case studies and structured questions.

Students’ understanding of each Area of Study is assessed by 2 SACs. Therefore, in total, there are 4 SACs in Unit 3 and 4 SACs in Unit 4.

Key Skills for Units 3 & 4

- Reading – read a range of case studies
- Analysis – analyse case studies and apply the law to these studies
- Evaluation – evaluate a range of cases in relation to the law and legal issues
- Problem solving – use facts to consider ways of resolving criminal and civil law issues.
What is the difference between English and Literature?

Students still have to read novels, poetry, drama, and view films and a wide range of visual and digital texts. They still have to understand the key elements of a text and write analytical responses. But where does the difference lie?

To study Literature, students need to be an independent and critical thinker who can develop a personal theory from evidence in the text. They will learn that texts are constructions. They will consider these constructions and understand that the form and context combine to create the meaning of the text. Students need to be skilled at reading between the lines, at looking at the connotations of the writer’s words and to compare different authors and their use of language. They have to analyse the relationships between the historical and cultural contexts in which texts are created and look at how these contexts affect what the author believes is important. They have to be an independent reader, who loves to discuss, argue and defend an interpretation of the text.

To successfully complete VCE, students must successfully complete three units of an English study. Whether they choose VCE English or VCE Literature or both as their English study, is up to them, but they must complete Units 3&4 in sequence.

Unit 1 Approaches to Literature

Areas of Study

1. **Reading practices** - Why is your best friend raving about that film you entirely despise? Why is it that a room full of readers can hold such wildly differing interpretations of the same poem or novel? In this area of study, students consider the relationships between readers and texts and consider how the reader’s own context plays a crucial role in creating meaning. Students will be part of a lively discussion panel responding to a range of short texts and sharing their interpretations. This area of study also offers students the chance to enjoy a range of engaging poetry and the opportunity to compare and contrast the way paired poems treat a shared subject or idea.

2. **Ideas and concerns in texts** - Students study Tennessee William’s highly expressionistic play *A Streetcar Named Desire* and consider ideas surrounding gender, class, sexuality and power. Students will fashion their own response to the play through close passage analysis - a liberating and engaging approach to analytical writing unique to the Literature course.
LITERATURE

Unit 2  Context and Connections

Areas of Study

1. The text, the reader and their contexts - Time travelling Literature students find themselves in 1980’s Melbourne - a city both recognisable and foreign - as we read Helen Garner’s celebrated novella about the challenges of surviving adolescence, adulthood and family life. In this area of study, students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era - in this case Melbourne in the 1980s. Students explore the text to understand its point of view and what it reflects or comments on. Students will respond creatively to Garner’s novella in the style of the author, with the opportunity to endorse and/or challenge her views and values. They will write a critical reflection explaining their authorial choices.

2. Exploring connections between texts - This area of study is interested in the ‘dialogue’ between authors and their texts. Through a feminist lens, students will explore the connections between Charles Perault’s and the Brothers Grimm’s original fairy tales and contemporary writer Angela Carter’s provocatively reimagined counterparts. Prepare to be shocked, shaken and empowered by what is unearthed in this literary journey.
LITERATURE

Unit 3 Form and Transformation

Areas of Study

1. **Adapting and changing one form of text to another** - Everyone would be familiar with watching a movie when you have read the novel. This Area of Study examines how the meaning of the text changes from the page to the screen. It is virtually impossible to capture an entire novel on film. Changes in form affect our reading of both genres.

2. **Views and values and contexts** - Every writer is influenced by what is occurring in the world at the time in which the text is produced. The views and values of those who produce literature and the social, cultural and political contexts that influenced them are examined.

3. **Considering alternative viewpoints** - Have you ever disagreed with a review of a film that you have seen? In this unit, you analyse a review of one of the texts that we have studied and you explore your opinions through careful reference to both the text and the review.

Unit 4 Interpreting Texts

Areas of Study

1. **Creative response to texts** - Students create their own adapted or original version of a section of a text that has been studied. This involves writing a new section of the text or developing an expository piece on the main ideas that the text conveys. This is a very creative process.

2. **Close analysis of texts** - Students closely interpret what has been written, develop a point of view and explain why it creates particular meaning. Students learn to closely analyse the language of the text in light of the historical elements that underpin the text.

Assessment

Percentage contributions to the study score in VCE Literature are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Detailed analytical and creative written responses are required for all four units of study. The end-of-year examination covers material from both Units 3&4.

Key Skills

- **Reading** – comprehend written and spoken texts on a literal and symbolic level then respond using the appropriate conventions of English
- **Analysis** – discuss how a text is structured and as a result, what it means
- **Creativity** – look at new and traditional ideas in a variety of ways
- **Evaluation** – judge what makes a text interesting and contemporary
- **Investigation / research** – research and then understand the context in which texts are created
**MATHEMATICS**

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MATHEMATICS

Unit 1  Unit 2  Unit 3  Unit 4

8 unit sequence

Methods and Methods
General Mathematics and General Mathematics

Methods and Methods
Enhanced Methods/ Specialist and Enhanced Methods/ Specialist

Methods and Methods
Enhanced Methods/ Specialist and Enhanced Methods/ Specialist

Methods and Methods
Enhanced Methods/ Specialist and Enhanced Methods/ Specialist

Methods and Methods
Further and Further

Methods and Methods
Further and Further

Further and Further

MATHEMATICS
FOUNDATION MATHEMATICS

Units 1 & 2
Foundation Mathematics caters for students who find mathematics challenging and do not intend to undertake Units 3&4 Mathematics. This is the last opportunity for students who do not wish to continue with Mathematics at Year 12 to focus on mathematical skills that are meaningful to their everyday life and the workplace.

Course Description
In Foundation Mathematics Units 1&2 there is a strong emphasis on using mathematics and technology in practical contexts relating to everyday life, personal work and study.

Students will study:

- patterns and number – fractions, decimals & percentages, ratios
- space, shape and design – recognising shapes in 2-D and 3-D, and construct shapes and patterns
- data – interpreting and creating graphs, calculations involving data, time
- using formulae – substitution
- cars – speed, car maintenance and other expenses, accidents, tyres
- measurement – units, perimeter, area
- house and land – scale and ratio, cost of land, fencing, paving etc.

Assessment
- completion of assignments and tasks in class

Key Skills
- Literacy – ability to read worded problems and create a maths equation
- ICT competence – use calculators to support coursework
- Evaluation – interpret answers into a real life context
- Application – apply theory to real life problems
- Analysing – organise and interpret information.
GENERAL MATHEMATICS

Units 1 & 2
Course Description

General Mathematics provides students with the necessary preparation to undertake Further Mathematics Units 3&4. There is a strong emphasis on using mathematics in practical contexts, particularly on using statistical information. The appropriate use of technology to support and develop the learning process is incorporated throughout the course.

Students will study:
1. linear functions
2. univariate statistics
3. matrices
4. trigonometry – both right-angled and non-right-angled triangles
5. bivariate statistics
6. financial arithmetic
7. number patterns and recursion
8. computations and practical arithmetic
9. shape and measurement.

Assessment

- tests at the end of each topic
- application tasks (one each semester)
- two examinations each semester:
  - Examination 1: multiple choice – Semester 1 (1½ hours), Semester 2 (1½ hours)
  - Examination 2: short answer/extended response – Semester 1 (1½ hours), Semester 2 (1½ hours)

Key Skills

- **Literacy** – ability to read worded problems and create a maths equation
- **Application** – apply theory to real life problems
- **ICT competence** – use calculators to support coursework
- **Evaluation** – interpret answers into a real life context
- **Application** – learn and apply given techniques with attention to detail.
FURTHER MATHEMATICS

Units 3 & 4
Course Description

Further Mathematics Units 3&4 develops and extends the concepts covered in General Mathematics Units 1&2. Familiarity with this material is assumed. The appropriate use of technology to support and develop the learning process is incorporated throughout the course.

Students will study two core topics and two modules from a selection of four.

- Core 1: data analysis – univariate statistics, bivariate statistics and time series
- Core 2: recursion and financial modelling – simple and compound interest, reducing balance loans, depreciation, and annuities and perpetuities
- Module: geometry and measurement – including similarity and ratio, spherical geometry and trigonometry
- Module: matrices – including simultaneous equations and transformations.

Assessment

- **SACS** – contributes 34% to the overall study score for this subject.
  
  Unit 3 – Core 1: one application task which takes place over 4 to 6 hours
  Core 2: one modelling or problem-solving task of 2 to 3 hours
  Both tasks contribute 20% to the final SAC grade.
  
  Unit 4 – Two modelling or problem-solving tasks, over 2 to 3 hours each, contributes 14% to the final SAC grade.

- **Examinations** – contribute 66% to the overall study score for this subject.
  
  Examination 1 – 1½ hours duration (multiple choice questions); notes & technology allowed: contributes 33%,
  Examination 2 – 1½ hours duration (extended answer questions); notes & technology allowed: contributes 33%.

Key Skills

- **Literacy** – ability to read worded problems and create a maths equation
- **Application** – apply theory to real life problems
- **ICT competence** – use calculators to support coursework
- **Evaluation** – interpret answers into a real life context
- **Application** – learn and apply given techniques with attention to detail.
MATHEMATICAL METHODS

Units 1 & 2
Course Description

This subject may be taken with Specialist Mathematics Units 1&2 by students who intend to undertake Mathematical Methods Units 3&4 or Mathematical Methods Units 3&4 with Specialist Mathematics Units 3&4.

Mathematical Methods introduces students to many new and exciting mathematical concepts that are essential to success in Mathematical Methods Units 3&4. The appropriate use of technology to support and develop the learning process is incorporated throughout the course.

This subject will broaden students’ mathematical view of the world. Mathematical Methods prepares them for study in areas such as Architecture, Commerce, Economics, and Biological, Health, Environmental and Geological Sciences. Studied in conjunction with Specialist Mathematics, students will have the skills to pursue study in virtually any area of the Mathematical Sciences, Engineering or advanced areas of Economics such as Actuarial Studies or Econometrics.

Students will study:
- quadratic functions
- cubic functions
- polynomial
- functions & relations, including circles, truncus, hyperbolae and square root function
- transformation and matrices
- rates of change
- calculus
- circular functions
- exponential and logarithmic functions.

Recommendation

Students have demonstrated proficiencies in Year 10 Mathematics by achieving a C grade or above or negotiation of an agreed standard by the start of the following year.

Assessment
- tests at the end of each topic
- analysis task (one each semester)
- Each semester: 1 hour (technology free) + 1½ hours examination (technology)

Key Skills
- Literacy – ability to read worded problems and create a maths equation
- Problem solving – logical and effective ways of solving problems
- Application – apply theory to real life problems
- ICT competence – use calculators to support coursework
- Analysing – identify the important features of a problem and see underlying patterns.
MATHEMATICAL METHODS

Units 3 & 4
Course Description

Mathematical Methods Units 3&4 develops and extends the concepts covered in Mathematical Methods 1 & 2 and Enhanced Methods 1 & 2. Familiarity and competence with the material in Maths Methods is assumed. The appropriate use of technology to support and develop the learning process is incorporated throughout the course.

Students will study 4 main topics:
- functions & graphs – including polynomial, exponential & logarithmic, trigonometric and modulus functions; including transformations of these both in functional form and using matrices.
- algebra – functions and their inverses; solutions of equations
- calculus – differential and integral calculus applied to all functions studied, including the application of calculus to real world situations
- probability and statistics – discrete and continuous distributions and their application to real world situations.

Recommendation

Students have demonstrated proficiencies in Units 1&2 Mathematical Methods by achieving a C grade or above or negotiation of an agreed standard by the start of the following year.

Assessment

- SACS – contributes 34% to the overall study score for this subject.
  Unit 3 – one application task which takes place 4 to 6 hours: contributes 17% to the final grade.
  Unit 4 – two modelling problem solving tasks, 2 to 3 hours each: contributes 17% to the final grade.
- Examinations – contribute 66% to the overall study score for this subject.
  Examination 1 – 1 hour duration (short answer questions); no notes; no technology: contributes 22%.
  Examination 2 – 2 hours duration (multiple choice and analysis questions); notes & technology allowed: contributes 44%.

Key Skills

- Literacy – ability to read worded problems and create a maths equation
- Problem solving – logical and effective ways of solving problems
- Application – apply theory to real life problems
- ICT competence – extensive use of calculators to support coursework
- Analysing – ability to identify the important features of a problem and see underlying patterns.
ENHANCED METHODS/SPECIALIST MATHEMATICS

Units 1 & 2
Course Description

This subject is to be taken with Mathematical Methods Units 1&2 by students who intend to study Mathematical Methods Units 3&4 or Mathematical Methods Units 3&4 with Specialist Mathematics Units 3&4. It is strongly recommended that students take this course additional to Units 1&2 Mathematical Methods. Students considering studying Specialist Mathematics Units 3&4 must take this subject in preparation.

Enhanced Methods/Specialist Mathematics and Mathematical Methods work together to provide a strong foundation for mathematical study in Year 12. This subject builds on and extends on the topics covered in Mathematical Methods Units 1&2 and also covers further topics which prepare students for Units 3&4 Mathematical Methods and Units 3&4 Specialist Mathematics. The appropriate use of technology to support and develop the learning process is incorporated throughout the course.

This subject will broaden students’ mathematical view of the world. Mathematical Methods prepares them for study in areas such as Architecture, Commerce, Economics, and Biological, Health, Environmental and Geological Sciences. Studied in conjunction with Specialist Mathematics, students will have the skills to pursue study in virtually any area of the Mathematical Sciences, Engineering or advanced areas of Economics such as Actuarial Studies or Econometrics.

Students will study:

- arithmetic and number – including number systems, recursion and proofs, and complex numbers
- algebra and structure – advanced algebraic structures and manipulation, including logic and proof
- geometry, measurement and trigonometry, including vectors in the plane
- graphs of non-linear relations
- statistics – simulation, sampling and sampling distributions
- probability – discrete probability distributions
- mathematics of motion
- calculus – strengthens and extends the Calculus work covered in Mathematical Methods

Recommendation

Students have demonstrated proficiencies in Year 10 Mathematics by achieving a C+ grade or above or negotiation of an agreed standard by the start of the following year.
ENHANCED METHODS/SPECIALIST MATHEMATICS

Assessment

- tests at the end of each topic
- Semester 1 Examination: 2 hours
- Semester 2 Examinations: 1½ hours examination (no technology) and 1 hour examination (technology)

Key Skills

- Literacy – ability to read worded problems and create a maths equation
- Problem solving – logical and effective ways of solving problems
- Application – apply theory to real life problems
- ICT competence – use calculators to support coursework
- Analysing – identify the important features of a problem and to see underlying patterns.
SPECIALIST MATHEMATICS

Units 3 & 4

Course Description

Specialist Mathematics is the complement of Mathematical Methods Units 3 & 4. Specialist Mathematics extends many of the ideas explored in Mathematical Methods as well as introducing new topics. The appropriate use of technology to support and develop the learning process is incorporated throughout the course.

Students will study 5 main topics:

- functions, relations & graphs – including trigonometry and coordinate geometry (circles, ellipses & hyperbolae)
- algebra – the arithmetic and algebra of complex numbers
- calculus – differential and integral calculus, including the solution of differential equations; the application of these to kinematics (the mathematics of motion)
- vectors – the arithmetic and algebra of vectors, including vector calculus
- mechanics – mathematical analysis of objects that are stationary as well as an introduction to Newtonian mechanics
- probability and statistics – statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

Recommendation

Students have demonstrated proficiencies in Units 1 & 2 Mathematical Methods and Enhanced Mathematical Methods/Specialist Mathematics by achieving a B grade or above or negotiation of an agreed standard by the start of the following year.

Assessment

- **SACS** – contribute 34% to the overall Study Score for this subject.
  
  Unit 3 – one Application task over 4 to 6 hours. This task contributes 17% to the final grade.
  
  Unit 4 – two modelling or problem-solving tasks, 2 to 3 hours each: contributes 17% to the final grade.

- **End-of-year examinations** – contribute 66% to the overall Study Score for this subject.
  
  Examination 1 – 1 hour duration (short answer questions); no notes; no technology: contributes 22%.
  
  Examination 2 – 2 hours duration (multiple choice and analysis questions), notes & technology allowed: contributes 44%.

Key Skills

- **Literacy** – ability to read worded problems and create a maths equation
- **Problem solving** – logical and effective ways of solving problems
- **Application** – apply theory to real life problems
- **ICT competence** – use calculators to support coursework
- **Analysing** – ability to identify the important features of a problem and to see underlying patterns.
MEDIA

Unit 1  Media Forms, Representations and Australian Stories

Course Description

The Media is an integral part of the modern world it teaches, informs and shapes audience's perception of the lives and the worlds in which we live. In Unit 1 students examine how the media creates and constructs meaning for audiences across a range of media forms. They focus on how the media constructs representations within media products and how these are interpreted by audiences. Students work individually and in groups in creating a range of media products.

Areas of Study

1. Media Representations
   Outcome 1: Assessment
   Written analysis of representations across media forms

2. Media Forms in Production
   Outcome 2: Media Production Assessment
   Students create representations across two media forms.

3. Australian Stories
   Outcome 3: Written Analysis
   Australian media stories
   Students analyse two narrative texts focusing on Australian stories.

Unit 2  Narrative across Media Forms

Course Description

In this unit, students examine the role of storytelling across a range of media forms and different contexts. They focus on Australian stories and the Australian media industry and their importance to our cultural identity. They also design and create their own narratives that demonstrate their understanding of the relevant codes and conventions.

Areas of Study

1. Narrative, Style and Genre
   Outcome 1 - Written analysis of narratives and audiences

2. Narratives in Production
   Outcome 2 - Students plan and create media products in small groups focusing on narrative, style and genre.

Media and Change
Outcome 3 - Written investigation on the relationship between Media technologies, audiences and industries.
MEDIA

Key Skills for Units 1&2

- **Analysis** – how the media communicates and influences its audience
- **Team work** – negotiate ideas and commit to production responsibilities including meeting deadlines and working independently
- **Investigation** – collect information, using interviews, data collection and collation
- **ICT** – learn new hardware and software applications
- **Creativity** – explore, create and interpret ideas visually.

Unit 3 Media Narratives and Pre-production

Course Description

In Unit 3 students look at Narratives focusing on how they are constructed and how they engage and create meaning for audiences. Using this knowledge, they begin the pre-production stage of the school-assessed task. This is where students undergo their own investigation focusing on the media product they would like to create. As part of this process students prepare a design plan as part of their pre-production work.

Areas of Study

1. **Narrative Ideology** - Written analysis of narrative
2. **Media Production Development** - Students research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production. This task informs the ‘Media Production Design’ school-assessed task.
3. **Media Production Design** - Folio Task: Production – planning folio that documents the research, experimentation and production development of a major media product.

“Engage and **create** meaning for audiences”
MEDIA

Unit 4 Media Production and Issues in the Media

Course Description

In this unit, students focus on the production and post-production stages of the school-assessed task. They then explore the relationship between media and audiences focusing on the challenges of a changing media landscape. They examine media communication theory and explore the capacity of the media to be used by governments, institutions and audiences and the challenges managing and regulating the use of the media in a globalised market.

Areas of Study

1. Media Production - Submission of major media product (and re-submission of folio from Unit 3) will contribute to final assessment: 40 per cent

2. Agency and Control in and of the Media –
   Written short response questions

Assessment – Units 3 & 4

Percentage contributions to the study score in VCE Media are as follows:
• Unit 3 and 4 School-assessed Coursework: 20 per cent
• Unit 3 and 4 School-assessed Task: 40 per cent
• End-of-year examination: 40 per cent.

Key Skills for Units 3 & 4

• Analysis – how the media communicates and influences its audience
• Investigation – collect information, data collection and collation
• ICT – learn new hardware and software applications
• Creativity – explore, create and interpret ideas visually
• Team work – lead a production team and take responsibility for problem solving and meeting deadlines, ability to work independently as part of a team.
MUSIC PERFORMANCE

Course Description
Music Performance develops a wide understanding of the value and importance of music in solo and group settings. As performers, students develop skills in preparing and presenting programs of musical works. They learn about and apply musicianship as they create, interpret and analyse solo and ensemble works in a range of styles.

At Units 3&4, students undertake the subject of Music Performance as either a soloist or as a member of a group.

Prerequisites: A minimum of 3 years structured practical experience and:

Music Performance (Units 1&2): Year 10 Music as well as an interview with the Music Faculty Leader;
Music Performance (Units 3&4): Units 1&2 Music as well as an interview with the Music Faculty Leader.

It is strongly advised that students undertake individual music lessons with an appropriate instrumental teacher.

VCE students are encouraged to take a full one-hour lesson – this will be subsidised by the school.

Requirement: All VCE Music students are required to take part in one or more of the following ensembles: Stacella, Orchestra, Stage Band or Guitar ensemble.

Unit 1
This unit involves developing skills in solo and group performance, aural training, music theory and creative organisation.

Areas of Study
1. Performance
2. Preparing for performances
3. Music language

Assessment Tasks
1. Outcome 1: A performance of 3 solo works, 3 group works. A folio with detailed research on these pieces and an oral presentation providing a brief outline of the piece and performance set-up
2. Outcome 2: Performance of technical work relevant to the pieces performed in Outcome 1. A folio outlining the technical conventions of the piece and an oral presentation explaining how the technical exercises are relevant to the pieces performed
3. Outcome 3: An exam that includes written and aural components.
MUSIC PERFORMANCE

Unit 2
This unit involves developing skills in solo and group performance, aural training, music theory and creative organisation.

Areas of Study
1. Performance
2. Preparing for performances
3. Music language
4. Organisation of sound

Assessment Tasks
1. Outcome 1: A performance of 3 solo works, 3 group works. A folio with detailed research on these pieces and an oral presentation providing a brief outline of the piece and performance set-up
2. Outcome 2: Performance of technical work relevant to the pieces performed in Outcome 1. Along with a folio outlining the technical conventions of the piece and an oral presentation explaining how the technical exercises are relevant to the pieces performed
3. Outcome 3: An exam that includes written and aural components
4. Outcome 4: A written analysis of a well-known piece of music detailing how elements of music have been manipulated to compose the piece. A re-arrangement of the piece using manipulation techniques to re-organise the sounds.

Key Skills for Units 1 & 2
- **Literacy** – develop aural, analytical, theoretical and notation skills
- **Analysis, evaluation and creativity** – analyse musical works and performances, especially those chosen for student repertoire, to develop an understanding of musical elements and their application in performance, composition, arrangement and improvisation
- **Teamwork** – prepare a program of solo and/or group works in a variety of musical styles
  - demonstrate an organized approach to group and individual rehearsal
- **Practical skills** – demonstrate technical skill and knowledge on your instrument
- **Performance and Creativity** – develop a creative and interpretative approach to performance.
MUSIC PERFORMANCE

Course Description

Throughout the year, students are required to prepare a 25 - 40 minute program as part of an ensemble or a 25-minute program as a soloist, representing a variety of styles, for an externally-assessed practical examination that is held at the end of Term 3/start of Term 4.

Unit 3
Areas of Study

1. Performance
2. Preparing for performances
3. Music language

Outcomes

On completion of this unit, students should be able to:

- perform works from a range of styles in an ensemble or as a soloist
- perform technical and unprepared work on their main instrument
- analyse strategies and techniques for preparing and presenting performances
- identify and notate melodies, scales, harmonies, rhythms and structures used in music excerpts

Assessment Tasks

- SAC-a technical performance (6-7 minutes of exercises followed by a 2 - 3 minute discussion)
- SAC- a written theory and aural test with an unprepared performance (sight reading/singing, transcription, rhythm dictation)
- a 10 minute performance (S/N)

Unit 4
Areas of Study

1. Performance
2. Preparing for performances
3. Music language
**MUSIC PERFORMANCE**

**Outcomes**

On completion of this unit, students should be able to:

- perform works from a range of styles in an ensemble or as a soloist
- perform technical and unprepared work on main instrument
- analyse strategies and techniques for preparing and presenting performances
- identify and notate melodies, scales, harmonies, rhythms and structures used in music excerpts

**Assessment Tasks**

- **SAC** - a technical performance (6-7 minutes of exercises followed by a 2 - 3 minute discussion)
- End of year Performance examinations -ensemble or solo performance (25 - 40 minute performance external exam)
- End of year examination (written theory and aural).

**Assessment – Units 3 & 4**

Percentage contributions to the study score in VCE Music Performance are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- End-of-year performance examination: 50 per cent
- End-of-year aural and written examination: 20 per cent

**Key Skills for Units 3 & 4**

- **Literacy** – develop aural, analytical, theoretical and notation skills
- **Analysis, evaluation and creativity** – analyse musical works and performances, especially those chosen for student repertoire, to develop an understanding of musical elements and their application in performance, composition, arrangement and improvisation
- **Teamwork** – prepare a program of solo and/or group works in a variety of musical styles
  - demonstrate an organized approach to group and individual rehearsal
- **Practical skills** – demonstrate technical skill and knowledge on your instrument
- **Performance and Creativity** – develop a creative and interpretative approach to performance
PHYSICAL EDUCATION

Unit 1 The Human Body in Motion

Course Description

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students will investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They will explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Students evaluate the social, cultural and environmental influences on movement. They will 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.

Students will also recommend and implement strategies to minimize the risk of illness or injury to each system.

Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 Physical Activity, Sport and Society

Course Description

Students will develop understanding of physical activity, sport and society from a participatory perspective. They will be introduced to types of physical activity and the role participation in physical activity and the role sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through this study, students will use various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. They will create, implement and evaluate an activity plan for an individual or a specific group to increase physical activity. Through this, students will aim to promote participation in some form of regular physical activity in an attempt to and decrease sedentary behaviour in relation to the physical activity and sedentary behaviour guidelines.

Areas of Study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?
PHYSICAL EDUCATION

Assessment – Units 1 & 2

A variety of assessment tasks for students’ assessment program will reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Key Skills for Units 1 & 2

- application of the theoretical concepts covered to the results of practical activities
- analysis-to analyse and report on laboratory testing exercises
- evaluation of data from the collection of information from laboratory tasks
- performance in and conduction of practical tasks and testing
- practical Skills in the performance in various practical activities
- teamwork needed to conduct games and collect data.
**PHYSICAL EDUCATION**

**Unit 3 Movement Skills and Energy for Physical Activity**

**Course Description**

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

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

**Areas of Study**

1. **How are movement skills improved?** 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.

2. **How does the body produce energy?** Students 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. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

**Unit 4 Training to Improve Performance**

**Course Description**

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students will 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.
PHYSICAL EDUCATION

Areas of Study

1. **What are the foundations of an effective training program?** Students plan and focus on the information required to form the foundation of an effective training program.

2. **How is training implemented effectively to improve fitness?** Students consider the manner in which fitness can be improved through the application of appropriate training principles and methods.

Assessment – Units 3 & 4

Percentage contributions to the study score in VCE Physical Education are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

There are 6 SACs throughout the year that go toward your study score.

**School-Assessed Coursework (Unit 3)** SAC 1 – 40 marks; SAC 2 & 3 Two tasks – 60 marks (20 marks + 40 marks)

**School-Assessed Coursework (Unit 4)** SAC 1 & 2 -Two tasks 60 marks (20 marks + 40 marks); SAC 3 – 20 marks

Key Skills for Units 3 & 4

- perform, collect, measure, compare and contrast data, analyse and evaluate data
- use correct terminology
- concise writing technique
- passion for physical activity
- design, participate in, and evaluate a six-week training program
- note taking from textbooks, podcasts, articles and Power Points.
PHYSICS

Unit 1  What ideas explain the physical world?

Course Description
In Unit 1 we look at thermodynamics, electrical circuits and the origins and structure of matter.

We learn to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy.

In studying electricity, we examine basic DC circuits using components in series and parallel. We also model household electrical systems using AC circuits.

In the study of the nature of matter we consider the ‘Big bang’ – the beginning of time, space and the elements. We then examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Areas of Study
1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

Assessment
- workbook/log book
- report on student investigation
- data analysis task
- topic tests
- semester examination

Unit 2  What do experiments reveal about the physical world?

Course Description
In Unit 2 we examine concepts of motion, a detailed study of their choice and we complete a practical investigation of their own design.

In the Motion topic, we observe and explore the effects forces have on motion. We also learn how the concepts of energy relate to motion.
PHYSICS

Areas of Study

1. How can motion be described and explained?

2. Optional study: Students can choose from a range of topics to study including
   - What are stars?
   - Is there life beyond Earth’s Solar System?
   - How do heavy things fly?
   - How is radiation used to maintain human health?
   - How do particle accelerators work?

3. Practical investigation: This study requires you to develop a question, plan and undertake an investigation to collect the appropriate data, organise and interpret the data, and reach a conclusion.

Assessment

- workbook/log book
- presentation of student investigation
- scientific poster
- topic tests
- semester examination

Key Skills for Units 1 & 2

- good analytical skills
- a strong background in mathematics (algebraic manipulation and indices are imperative)
- well-developed problem solving skills
- good experimental technique

Recommended standard of work

Year 10 students considering Physics Units 1&2 should understand that we use mathematics as our tool box to investigate the physical world. A strong basis in mathematics is essential.
PHYSICS

Unit 3 How do fields explain motion and electricity?

Course Description

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. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. 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. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

Assessment

• topic tests
• school-assessed coursework accounts for 21% of the final assessment:
  − media analysis task
  − a data analysis task
  − annotated folio of practical activities

Unit 4 How can two contradictory models explain both light and matter?

Course Description

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. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.
PHYSICS

Areas of Study

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. a student-designed practical investigation

Assessment

- topic tests
- school-assessed coursework accounts for 19% of the final assessment:
  - examination of a model
  - report of a physical phenomenon
  - a structured scientific poster
- Examination is completed over 2½ hours and contributes 60% to the study score.

Key Skills for Units 3 & 4

- ability to analyse
- investigate with an open mind
- problem solving: good experimental technique
- numeracy: sound mathematical reasoning (should be undertaking a Year 12 mathematics subject)
PRODUCT DESIGN & TECHNOLOGY
(TEXTILES & FASHION)

Unit 1 Sustainable Product Redevelopment
Course Description

Students will be introduced to the world of designing with sustainability and material choices as a focus. Their skill development will include rendering designs, fabric manipulation and modifying garments to fulfil the end-users’ needs. They will confidently refine and redesign an existing product.

Areas of Study
1. Sustainable redevelopment of a product
2. Producing and evaluating a redeveloped product

Assessment Tasks
1. design folio of research techniques, design options and production plan
2. production
3. written evaluation report
4. written examination

Key Skills

- **Analysis and Evaluation**: analyse product modifications in meeting specific end-user needs, and to evaluate their effectiveness

- **Investigation**: research broadly and explore a range of possible solutions

- **Creativity and Problem Solving**: solve design problems with lateral thinking

- **Practical Skills**: effectively translate design option details into a three dimensional product using a range of construction skills

- **ICT competence**: use ICT for research and development of design options as well as for presentation of folio.
PRODUCT DESIGN & TECHNOLOGY
(TEXTILES & FASHION)

Unit 2 Collaborative Design

Course Description

Students will work individually and as a member of a team to design and develop a product range/group product. Their design solution will sympathetically meet the end-user’s needs, address social conventions and maintain an environmental focus.

Areas of Study

1. Designing within a team
2. Producing and evaluating within a team

Assessment Tasks

1. design folio of research techniques, design options, and production plan
2. production work related to your group’s theme
3. written evaluation report
4. written examination

Key Skills

- **Analysis and Evaluation**: analyse the construction of a product range, meeting specific end-users’ needs within a group theme, and to evaluate individual and group effectiveness
- **Investigation**: research broadly and explore a range of possible solutions
- **Creativity and Problem Solving**: solve design problems individually and as a group, with lateral thinking and co-operation
- **Practical Skills**: effectively translate design option details into a three dimensional product which fits into the group’s selected theme using a range of construction skills
- **ICT competence**: use ICT for research and development of design options as well as for final presentation of Folio.
PRODUCT DESIGN & TECHNOLOGY
(TEXTILES & FASHION)

Unit 3  Applying the Product Design Process
Course Description

The focus in this area of study is the role of the designer and their relationship with the end-user/s. Students will examine the product design process and develop skills in writing a design brief and evaluation criteria. Whilst working on their own design task they will carry out research and propose a series of design options for a product to be started in this unit and completed in Unit 4. This unit also examines how a range of factors influence the design and development of products in an industrial setting.

Areas of Study
1. Designing for end-user/s
2. Product development in industry
3. Designing for others

Assessment
1. a test demonstrating their knowledge of the role of a designer and their ability to write a design brief, and develop evaluation criteria. It will also test their ability to identify and explain areas for research used to develop design ideas for an end-user’s needs.
2. an extended response task to demonstrate their understanding of the influences on the design and manufacture of products within industrial settings.
3. Students will commence work on a folio which documents the product design process whilst they work as a designer to meet the needs of their own end-user/s. They will also commence planning, testing and documenting their designed product which will be completed in Unit 4.

Key Skills
- Evaluation: develop a series of evaluation questions that relate to the design and manufacture of products
- Practical Skills: communicate ideas and designs clearly with a variety of media and drawing styles
- Creativity: develop an individual drawing style that will assist in the presentation of design options to a client
- Literacy: use a fluent writing style in developing a design brief and specifications
- Problem Solving: develop individual and innovative solutions to design problems.
PRODUCT DESIGN & TECHNOLOGY

Unit 4 Product Development and Evaluation
Course Description
In this area of study students will identify and analyse design factors that influence the success of commercial products. They will also make progress developing skills and techniques to continue the production commenced in Unit 3. When their product is complete they will analyse and evaluate the design, planning, and production processes. Finally, they will make a presentation to their client on its design features and outline its care requirements.

Areas of Study
1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

Assessment
1. In a written report or test students will compare, analyse and evaluate similar commercial products, taking into account a range of factors that influence their design and manufacture.
2. Students will competently and safely apply a range of production skills and processes to complete the product designed in Unit 3 and document their progress in a detailed journal.
3. As part of their folio presentation, students will develop a report evaluating the outcomes of the design and production activities, and promote the product’s design features to the end-user/s.
   (Unit 4 is subject to external review by VCAA.)
4. Students will complete a written examination.

Assessment – Units 3 & 4
Percentage contributions to the study score in VCE Product Design and Technology are as follows:
• Unit 3 and 4 School-assessed Coursework: 20 per cent
• Unit 3 and 4 School-assessed Task: 50 per cent
• End-of-year examination: 30 per cent

Key Skills
• Analysis and Evaluation: produce a report on your production processes
• Practical Skills: safely and competently work with tools and machines in a workroom setting
• ICT Skills: clearly present charts, photographs and production notes in a design folio
• Literacy: use a fluent writing style in the documenting of production processes and final report
• Creativity: use innovative and unique embellishment techniques to complete your product design.
PSYCHOLOGY

Unit 1  How are behaviour and mental processes shaped?

Course Description

Students will investigate the structure and functioning of the human brain and the role it plays in the nervous system. They will explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. The complex nature of psychological development, including situations where psychological development may not occur as expected will be examined.

Students will become familiar with the contribution that classical and contemporary studies have made to understanding 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.

Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

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

Course Description

Students will discover how a person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit, they will investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Applying social psychology they will evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. This will include an exploration of factors and contexts that can influence the behaviour of an individual and groups.

Areas of Study

1. What influences a person’s perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation
PSYCHOLOGY

Assessment – Units 1 & 2

Satisfactory completion for a unit is based on satisfactory completion of the following tasks:

- design and undertake a practical investigation and produce a structured scientific poster
- tests
- data analysis including generalisations and conclusions
- case study analysis
- maintenance and annotation of a logbook of activities
- semester examinations (one for each unit)

Key Skills for Units 1 & 2

- formulate hypotheses
- design and undertake investigations
- collect, analyse and evaluate data, methods and scientific models
- draw evidence-based conclusions
- clearly communicate and explain scientific ideas.
PSYCHOLOGY

Unit 3  How does experience affect behaviour and mental processes?
Course Description
This study allows students to explore the functioning of the nervous system and how it enables a person to interact with the world around them. They will investigate how stress may affect a person psychologically and physiologically and consider the causes and management of stress. They will also consider the limitations and fallibility of memory and how memory can be improved. In addition, classical and contemporary research will be studied, providing an understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study
1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Assessment
• topic tests
  - School-assessed coursework contributes 20% to the study score. At least one task selected from:
    o response to structured questions, or
    o a test.

Unit 4  How is Wellbeing developed and maintained?
Course Description
In this unit students will examine the nature of consciousness and how levels of consciousness can affect mental processes and behaviour. They will consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning and use the bio-psychosocial approach, as a scientific model, to analyse mental health and mental illness. Phobias will be studied to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Areas of Study
1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. A student-designed or adapted practical investigation.
PSYCHOLOGY

Assessment

- Topic tests

- School-Assessed Coursework – contributes 20% to the study score
  - design and undertake a practical investigation and produce a structured scientific poster
  - at least two tasks selected from
    - media analysis,
    - a response to a set of structured questions, or
    - a test.

- Examination is completed over 2½ hours and contributes 60% to the study score.

Key Skills for Units 3 & 4

- formulate hypotheses

- design and undertake investigations

- collect, analyse and evaluate data, methods and scientific models

- draw evidence-based conclusions

- clearly communicate and explain scientific ideas.
STUDIO ARTS (GENERAL)

Unit 1  Studio Inspiration and Techniques

Course Description

Students will draw inspiration from both traditional and contemporary artists and their studio practices as the basis for exploring, developing, resolving and presenting artworks. They will explore various drawing and painting techniques, experimenting with both traditional and contemporary applications. They also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks. It is recommended that students have satisfactorily completed Year 9 or 10 Art.

Areas of Study

1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques

Assessment

1. a visual diary of inspirational sources including artistic mentors along with planning, processes, ideas and written documentation
2. a folio of drawing trials included in the visual diary culminating into a finished major drawing task
3. a folio of painting/printmaking trials included in the visual diary culminating into a finished major painting/printmaking task
4. written tasks which analyse artists from different cultural and historical times
5. written examination

Key Skills

- **Literacy** – annotate ideas, processes and gain familiarity with art language
- **Analysis and Evaluation** – analyse and evaluate creative ideas, aesthetics, processes and interpret the works of artists
- **Investigation** – source inspiration for ideas, research artists, and explore materials and techniques
- **Creativity and Problem Solving** – generate ideas, creatively utilise and problem solve materials and techniques
- **Practical Skills** – select, create and organise visual reference materials, and to explore materials, techniques and processes.
STUDIO ARTS (GENERAL)

Unit 2 Studio Explorations and Concepts
Course Description

Students will focus on developing artworks through an individual studio process based on visual research and inquiry. In developing this studio process, they will document an exploration proposal, source inspiration, explore ideas, experiment with materials and techniques in both traditional and contemporary media, develop aesthetic qualities, and generate a range of potential directions to show refinement of artworks prior to the production of resolved artwork(s). They will also compare a range of historical and contemporary art periods, styles and movements and analyse ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks. Examining how artworks are presented to an audience along with visiting a variety of exhibition spaces is also a focus of this unit.

Areas of Study

1. Exploration of studio practices and development of artworks
2. Ideas and styles in artworks

Assessment

1. a visual diary that demonstrates the studio process through an exploration proposal, inspirational resources, ideas and processes, experimentation with materials and techniques, along with evaluating and resolving artworks as potential directions,
2. written and/or oral reports that analyse and compare artworks from a range of historical and contemporary art periods, styles and movements, and
3. a written examination.

Key Skills for Units 1 & 2

- Literacy – annotate the studio process and familiarity with art language
- Analysis and Evaluation – analyse and evaluate creative ideas, aesthetic qualities, artist’s work and artistic directions
- Investigation – explore ideas and sources of inspiration to formulate an individual design process and research experimentation with material, techniques and processes
- Creativity and Problem Solving – develop an individual studio process, use aesthetic qualities, and resolve artworks
- Practical Skills – select, create, organise and explore an individual studio process, which develops a range of directions and resolved artworks.


STUDIO ARTS (GENERAL)

Unit 3  Studio Practices and Processes

Course Description

Students will implement an individual studio process, producing a folio of work resulting in potential directions relating to a personal theme. The folio for Unit 3 is sequential with the folio of Unit 4. They will work through a studio process, exploring and developing their individual ideas, experimenting with various materials and techniques, and exploring aesthetics. Their visual diary will provide visual and written documentation of their processes.

Areas of Study

1. Exploration proposal
2. Studio processes
3. Artists and studio practices

Assessment

1. A visual diary that demonstrates the studio process, work plan, exploration proposal, inspirational resources, ideas, experimentation with materials, techniques and aesthetics and potential directions for final artworks
2. SAC: a written task examining the practice of at least two artists from different cultural and historical times, with reference to two artworks by each artist (5% of the study score)

Key Skills

- **Literacy:** plan and write an exploration proposal for an individual studio process, annotation of studio process and familiarity with art language and art practices
- **Analysis and Evaluation:** analyse and evaluate ideas, aesthetic qualities, artists’ work and potential artistic directions
- **Investigation:** explore ideas and sources of inspiration to formulate an individual studio process; research experimentation with materials, techniques and processes; and an investigation into art practices and artists
- **Creativity and Problem Solving:** create a folio of work that develops an individual studio process, use aesthetic qualities, and generates potential directions for artworks to be completed in Unit 4
- **Practical Skills:** explore an individual studio process; plan an exploration proposal, experiment with materials and techniques, explore aesthetic qualities and produce a range of potential directions.
STUDIO ARTS (GENERAL)

Unit 4 Studio Practice and Art Industry Contexts

Course Description

In Unit 4 students will present at least two finished artworks based on selected and evaluated potential directions. These artworks should demonstrate refinement of materials and techniques, and communicate their ideas expressed in the exploration proposal. They need to provide a visual and written document that identifies and evaluates the chosen potential directions as well as the development, refinement and production the artworks and their cohesive relationship.

Students will visit at least two art exhibitions and compare methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks.

Areas of Study

1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Assessment

1. at least two or more finished artworks with evaluated selected potential directions, including documentation about how the artworks were developed. (30% of the study score)
2. SAC: a written task comparing 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 (5% of the study score)
3. written examination (30% of the study score)

Key Skills for Units 3 & 4

- **Literacy:** provide visual and written documentation that evaluates the extent to which the finished artworks reflect the selected potential directions
- **Analysis and Evaluation:** analyse and evaluate ideas, aesthetic qualities, finished artworks, artist’s studio practice and consideration in art industry contexts
- **Investigation:** examine and explain the preparation of artworks in different exhibition spaces; and research the various roles, processes and methods involved in the exhibition of artworks
- **Creativity and Problem Solving:** present a cohesive folio of finished artworks’ based on selected potential directions
- **Practical Skills:** demonstrate skilful applications of a range of materials and techniques and that realises and communicates the students’ ideas.
STUDIO ARTS (PHOTOGRAPHY)

Unit 1  Studio Inspiration and Techniques

Course Description

Students will draw inspiration from famous photographers and their studio practice as the basis for exploring, developing, resolving and presenting photographic artworks. They will explore various photographic genres acquiring skills in analogue and digital photographic media, experimenting with traditional darkroom techniques and Photoshop postproduction techniques. They also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks. It is recommended that students have satisfactorily completed Year 10 Photography.

Areas of Study

1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques

Assessment

1. a visual diary of inspirational sources, planning and ideas, research, photographic materials and techniques, annotation and resolved photographs
2. at least one finished artwork
3. written and/or oral report which analyses artists/photographers from different cultural and historical times
4. written examination

Key Skills

- **Literacy**: annotate ideas, processes and gain familiarity with art language
- **Analysis and Evaluation**: analyse and evaluate creative ideas, aesthetics, photographic processes and interpret the works of artists
- **Investigation**: source inspiration for ideas, research artists, and explore materials and techniques appropriate to photography
- **Creativity and Problem Solving**: generate ideas, creatively utilise and problem solve photographic materials and techniques
- **Practical Skills**: select, create and organise visual reference materials, and to explore photographic materials, techniques and processes.
STUDIO ARTS (PHOTOGRAPHY)

Unit 2 Studio Explorations and Concepts

Course Description

Students will focus on developing photographic artworks through an individual studio process based on visual research and inquiry. In developing an individual studio process, they will document an exploration proposal, source inspiration, explore ideas, experiment with photographic materials and techniques in both traditional and digital media, develop aesthetic qualities, and generate a range of potential directions to show refinement of artworks prior to the production of resolved photographic artwork(s). They will also compare a range of historical and contemporary art periods, styles and movements and analyse ways in which artists communicate ideas and develop styles and demonstrate aesthetic qualities in artworks.

Areas of Study

1. Exploration of studio practices and development of artworks
2. Ideas and styles in artworks

Assessment

1. A visual diary that demonstrates the studio process, exploration proposal, research, inspirational resources, ideas, photographic processes, experimentation with materials and techniques, potential directions, evaluation and resolved photographs
2. Written and/or oral report which analyses and compares artworks from a range of historical and contemporary art periods, styles and movements
3. Written examination

Key Skills

- **Literacy** – to annotate the studio process and familiarity with art language
- **Analysis and Evaluation** – analyse and evaluate creative ideas, aesthetic qualities, artist’s work and artistic directions
- **Investigation** – to explore ideas and sources of inspiration to formulate an individual design process and research experimentation with photographic material, techniques and processes
- **Creativity and Problem Solving** – develop an individual studio process, use aesthetic qualities, and resolve a photographic artwork
- **Practical Skills** – select, create, organise and explore an individual studio process, which develops a range of directions and resolved photographic artworks.
STUDIO ARTS (PHOTOGRAPHY)

Unit 3  Studio Practices and Processes

Course Description

Students will implement an individual studio process, producing a folio of work resulting in potential directions relating to a personal theme. The folio for Unit 3 is sequential with the folio of Unit 4. They will work through a studio process, exploring the potential of photographic media, experimenting with various traditional and digital materials and techniques, and exploring photographic aesthetics. Their photographic visual diary will explore the cultural contexts of local, national and global photographic trends.

Areas of Study

1. Exploration proposal
2. Studio processes
3. Artists and studio practices

Assessment

1. a visual diary that demonstrates the studio process, work plan, exploration proposal, inspirational resources, ideas, experimentation with materials, techniques and aesthetics and potential directions for final artworks (30% of the study score)
2. SAC: written and/or oral report which examines the practice of at least two artists from different cultural and historical times, with reference to two artworks by each artist (5% of the study score).

Key Skills

● **Literacy**: plan and write an exploration proposal for an individual studio process, annotation of studio process and familiarity with art language and art practices

● **Analysis and Evaluation**: analyse and evaluate ideas, aesthetic qualities, artist’s work and potential artistic directions

● **Investigation**: explore ideas and sources of inspiration to formulate an individual studio process; research experimentation with photographic material, techniques and processes; and an investigation into art practices

● **Creativity and Problem Solving**: create a folio of work that develops an individual studio process, use aesthetic qualities, and generates potential directions for artworks to be completed in Unit 4

● **Practical Skills**: explore an individual studio process, plan an exploration proposal, experiment with photographic materials and techniques, explore aesthetic qualities and produce a range of potential photographic directions.
STUDIO ARTS (PHOTOGRAPHY)

Unit 4 Studio Practice and Art Industry Contexts

Course Description

In Unit 4 you will present at least two finished photographic artworks based on selected and evaluated potential directions. These artworks should demonstrate refinement of materials and techniques, and communicate the student’s ideas expressed in the exploration proposal. You need to provide a visual and written document that identifies and evaluates the chosen potential directions as well as the development, refinement and production the artworks and their cohesive relationship. You will visit at least two art exhibitions and compare methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks.

Areas of Study

1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Assessment

1. At least two or more finished photographic artworks with evaluated selected potential directions, including documentation about how the artworks were developed. (30% of the study score)
2. SAC: written and/or oral report comparing 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 (5% of the study score)
3. Written examination (30% of the study score)

Key Skills

- **Literacy**: provide visual and written documentation that evaluates the extent to which the finished artworks reflect the selected potential directions

- **Analysis and Evaluation**: analyse and evaluate ideas, aesthetic qualities, finished photographic artworks, artist’s studio practice and consideration in art industry contexts

- **Investigation**: examine and explain the preparation of photographic artworks in different exhibition spaces; and research the various roles, processes and methods involved in the exhibition of artworks including photographs

- **Creativity and Problem Solving**: present a cohesive folio of finished photographic artworks’ based on selected potential directions

- **Practical Skills**: demonstrate skilful applications of a range of photographic materials and techniques and that realises and communicates the students’ ideas.
TEXTS & TRADITIONS

Course Description

Texts and Traditions involves the detailed study of the relationship between texts and the society and culture in which they were produced. The focus is on the social, political, cultural, historical and literary context in which the Biblical texts developed.

Unit 3 Texts and the Early Tradition

Areas of Study

1. The background of the tradition
2. Thematic and literary aspects of the set texts
3. Interpreting texts

Outcome

On completion of this unit, students should be able to:
1. identify events, people and places relating to the early development of the tradition,
2. analyse issues that relate to the writing of the text, its literary structure and major themes, and
3. apply basic exegetical methods to the interpretation of texts.

Assessment

1. Short answer test or short report
2. An essay or report
3. Exegetical exercises

Unit 4 Texts and their Teachings

Areas of Study

1. Interpreting texts
2. Religious ideas, beliefs and themes

Outcome

On completion of this unit, students should be able to:
1. apply basic exegetical methods to interpret texts and discuss the major themes, and
2. discuss a significant religious idea, belief or social theme in the text and describe how this belief or theme has been interpreted at a later stage.
Assessment
1. an essay on a theme from the set text and an exegetical exercise
2. a short report

School-assessed coursework will contribute 50% to the final assessment.

Examination
The end-of-year examination will cover material from both Units 3&4 and will contribute 50% to the final score.

Key Skills for Units 3 & 4
- **Identification** and **investigation** of the historical and socio-cultural context in which these texts were written
- **Analysis** and **interpretation** of the texts, their themes and message for the original and contemporary audiences
- **Clear definition** of the concepts and context of the texts.
THEATRE STUDIES

Unit 1  Pre-Modern Theatre Styles and Conventions
Course Description
This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era - ie. 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. Students also attend theatrical performances to further their understanding and analyse ways of interpreting theatre.

Areas of Study
1. Exploring pre-modern theatre styles and conventions
2. Interpreting scripts
3. Analysing a play in performance

Unit 2  Modern Theatre Style and Conventions
Course Description
This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era ie. works prior/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. They study safe and ethical working practices in theatre production, and develop skills of performance analysis which they apply to the analysis of a play in performance.

Areas of Study
1. Exploring modern theatre styles and conventions
2. Interpreting scripts
3. Analysing a play in performance

Assessment – Units 1 & 2
Assessment for Units 1&2 is both written and performance based. These include:
- research folio
- performance
- performance analysis
THEATRE STUDIES

Key Skills for Units 1 & 2

- **Analysis** of theatrical devices and how they are used to create meaning in performance
- **Team work** – work collaboratively sharing, negotiating and developing ideas
- **Investigation** – research theatre styles, and how they influence modern theatre
- **Creativity** – take risks, explore, create and interpret ideas and plays
- **Performance** – demonstrate a readiness and commitment to performance.
THEATRE STUDIES

Unit 3 Producing Theatre

Course Description

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Areas of Study

1. **Staging theatre**: on completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

2. **Interpreting a script**: on completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

3. **Analysing and evaluating theatre**: on completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

Unit 3 School-assessed coursework contributes 30% of the study score.

Key Skills

- **Analysis** of theatrical devices and how they are used to create meaning in performance
- **Team work** – work collaboratively sharing, negotiating and developing ideas
- **Investigation** – research theatre styles and collect information to enhance meaning in performance
- **Creativity** – take risks, explore, create and interpret ideas and plays
- **Performance** – demonstrate a readiness and commitment to performance.
THEATRE STUDIES

Unit 4  Presenting an Interpretation

Course Description
In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Areas of Study
1. **Researching and presenting theatrical possibilities:** on completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

2. **Interpreting a monologue:** on completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

3. **Analysing and evaluating a performance:** on completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

Assessment
Examinations – **Unit 4** school assessed coursework contributes 15%; monologue examination contributes 25%; written examination contributes 30%

Key Skills
- **Analysis** of theatrical devices and how they are used to create meaning in performance
- **Investigation** – research theatre styles and playscripts, and how they are used to contribute meaning in performance
- **Creativity** – take risks, explore, create and interpret ideas and plays
- **Performance** – demonstrate a readiness and commitment to performance.
VISUAL COMMUNICATION DESIGN

Unit 1 introduction to Visual Communication Design
Course Description

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

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

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

Areas of Study
1. Drawing as a means of communications
2. Design elements and design principles
3. Visual communications in context

Assessment
1. a folio of observational, visualisation and presentation drawings created using manual and/or digital methods
2. final presentations created using manual and/or digital methods
3. a written report supported by annotated visuals

Unit 2 Applications to Visual Communication Design
Course Description

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Students develop an understanding of 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 and refinement of concepts to create visual communications.

Areas of Study
1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

Assessment
1. folio of typography and image ideas and concepts created using manual and digital methods
2. folio of technical drawings created using manual and/or digital methods
3. folio demonstrating the design process and final presentations of visual communications

Key Skills for Units 1 & 2

- **Practical Skills** – communicate effectively through a range of drawing methods
- **Investigation** – research broadly and explore a range of possibilities
- **Analysis and Evaluation** – analyse how visual communications are constructed to meet specific needs, and to evaluate their effectiveness
- **Creativity and Problem Solving** – solve design problems with lateral thinking
- **ICT competence** – use ICT for research, for developing ideas and for final presentation.
VISUAL COMMUNICATION DESIGN

Unit 3 Design Thinking and Practice

Course Description

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

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

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Areas of Study

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Assessment

School-assessed coursework (SACs)

- 3 visual communications for specific contexts, purposes and audiences that are informed by analysis of existing visual communications
- A written report supported by visual evidence to explain the connections between presentations and existing visual communications
- A written response describing how visual communications are designed and produced in the design industry and explain those factors that influence these practices.

School-assessed task

- A written design brief with research and generation of ideas.
VISUAL COMMUNICATION DESIGN

Unit 4 Design Development and Presentation

Course Description

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

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

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

Areas of Study

1. Developing, refinement and evaluation
2. Final presentations

Assessment

School-assessed task
- A folio of conceptual developments for each need and presentation of a pitch to present concepts to an audience
- Two distinct final visual communication presentations that satisfy the requirements of the brief

Percentage contributions to the study score in VCE Visual Communication Design are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 3 and 4 School-assessed Task: 40 per cent
- End-of-year examination: 35 per cent

Key Skills for Units 3 & 4

- **Practical Skills** – communicate effectively through a range of drawing methods
- **Investigation** – research broadly and explore a range of possibilities
- **Analysis and Evaluation** – analyse how visual communications are constructed to meet specific needs, and to evaluate their effectiveness
- **Creativity and Problem Solving** – solve design problems with lateral thinking
- **ICT competence** – use ICT for research, for developing ideas and for final presentations.
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

If students do not wish to undertake a VCE pathway, preferring to combine their school studies, vocational/work studies and structured workplace learning, VCAL is a great alternative that will give them practical work-related skills, experience and qualifications that are nationally recognized by employers. Students will have a jump start into a career while still at school.

It is important to note that the VCAL is also an important vocational pathway into tertiary study. Examples of possible pathways include:

- Animal care and management
- Allied health
- Community services
- Design
- Early childhood education
- Events management

Course Description

The Victorian Certificate of Applied Learning (VCAL) is an accredited senior secondary certificate of education that sits parallel with the Victorian Certificate of Education (VCE).

VCE  ➔  VCAL  ➔  VET

The qualification aims to provide students with the skills, knowledge and attributes to make informed choices about pathways to work and further education. The core principles of the course are to focus on personal development, interests and pathways during senior secondary schooling, through applied learning, ‘hands-on project-based learning’.

The VCAL acknowledges these principles by the development of knowledge and:

- skills that assist you in making informed vocational/work choices within specific industry sectors and/or to facilitate pathways to further post-secondary learning,
- employability skills that help prepare you for the workforce and expectations in the workplace and for participation in the broader context of family, local community and ongoing lifelong learning. The following employability skills form the basis of VCAL studies:
  - initiative and enterprise
  - self-awareness and personal development
  - communication, planning and organising
  - teamwork and problem solving
  - self-directed learning and motivation
  - technology and 21st Century skills
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

There are three possible entry levels for VCAL: Foundation, Intermediate and Senior

- At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.
- The most common level at Star of the Sea College:
  - Year 11 – Intermediate Level Certificate
  - Year 12 – Senior Level Certificate

Course Requirements

To be awarded the VCAL, students must successfully complete a learning program that contains a minimum of **10 credits** (i.e. unit 1 = 1 credit).

A credit is:

- one VCAL unit
- one VCE unit
- one VET unit (minimum nominal 90 hours of vocational learning)

Students are required to complete a **minimum of two VCAL units** – VCAL Literacy Skills, Work Related Skills, Skills for Further Study and Personal Development Skills as well as VCAL Numeracy. At the Intermediate and Senior levels, their learning program must also include an accredited VET course. Their course of study will be a combination of the following elements:

- VCAL Numeracy
- VCAL Literacy Skills
- VCE Religion and Society Unit 2
- VCAL Personal Development Skills
- VCAL Work Related Skills
- VCAL Skills for Further Study
- Duke of Edinburgh (Bronze Certificate)
- One Vocational Education and Training (VET) certificate (VET Business, VET Hospitality, VET Interactive Digital Media and/or other VET Certificates negotiated with the College and VET providers. The VET program will incorporate:
  - Industry Specific Skills
  - Work Related Skills

NB: Students may also wish to include other related VCE studies.
**VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**

*A VCAL program usually require 1/2 to 1 day away from school weekly, while attending external TAFE studies.*

*Block industry work placements with an employer related to VET subject/s studied (where possible) will be undertaken during Terms 1, 2, 3 and 4.*

*Students undertaking VCAL will not sit formal examinations and will not receive an ATAR score.*

A typical VCAL program may look like the example below:

<table>
<thead>
<tr>
<th>Year 11 Intermediate</th>
<th>Year 12 Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy (2 units)</td>
<td>VCAL Literacy (2 units)</td>
</tr>
<tr>
<td>VCAL Personal Development Skills (2 units)</td>
<td>VCAL Personal Development Skills (2 units)</td>
</tr>
<tr>
<td>VCAL Skills for Further Study</td>
<td>VCAL Skills for Further Study</td>
</tr>
<tr>
<td>Duke of Edinburgh Program</td>
<td>Duke of Edinburgh Program</td>
</tr>
<tr>
<td>VCE Numeracy (2 units)</td>
<td>Year 12 RE</td>
</tr>
<tr>
<td>Religion &amp; Society Unit 2</td>
<td>VET Business Units 3&amp;4</td>
</tr>
<tr>
<td>VET Business Units 1&amp;2</td>
<td>VET Off Campus or VCE Study</td>
</tr>
<tr>
<td>VCAL Work Related Skills</td>
<td>VCAL Work Related Skills</td>
</tr>
<tr>
<td>VET Off Campus or VCE Study</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

VCAL recognizes everyone learns at different rates and in different ways therefore assessment methods are flexible and varied to suit a learner’s style. As a result, achievement of outcomes and collection of evidence are demonstrated in a variety of ways. Some examples of assessment tasks are:

- performing practical tasks
- teacher observation and/or checklists
- reflective journals
- discussion and verbal questions/texts
- written questions/texts
- student self-evaluation
- podcasts, e-portfolios, multi-media presentations
VOCATIONAL EDUCATION & TRAINING (VET)

VET course options are offered as an integrated part of the VCE and VCAL programs for students in Years 11 and 12.

These courses have a practical, competency-based approach to learning and give students the opportunity to study in a vocational area that matches their career and work ambitions, whilst still at school. These courses are recognized by the VCAA as subjects of equal standing in the VCE system. Students who choose a VET course as part of the VCE will undertake scored assessment in Year 12 which ultimately contributes to their ATAR.

VET studies are generally organized through Star of the Sea College, but are undertaken at an outside TAFE institution. Classes usually take place on a Wednesday afternoon and may continue beyond normal school hours. Some courses requiring specialist facilities or equipment may apply a fee to cover costs.

A deposit of $100 will be required to secure your place to be used to cover any materials.

It is anticipated that VET classes available to Star of the Sea College students in 2019 will be similar to those in 2018. Final offerings will depend on student interest levels. Classes undertaken in 2018:

<table>
<thead>
<tr>
<th>VET Course</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Star of the Sea College (on-site)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>William Angliss Institute (Melbourne CBD)</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>Box Hill Institute (Melbourne CBD)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Holmesglen Institute (Moorabbin)</td>
</tr>
<tr>
<td>Community Services</td>
<td>Holmesglen Institute (Moorabbin)</td>
</tr>
<tr>
<td>Tourism</td>
<td>Holmesglen Institute (Moorabbin)</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Holmesglen Institute (Moorabbin)</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>Holmesglen Institute (Moorabbin)</td>
</tr>
<tr>
<td>Interior Decoration (Retail Services)</td>
<td>Holmesglen Institute (Chadstone)</td>
</tr>
<tr>
<td>Beauty</td>
<td>Kangan Institute (Richmond)</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>Box Hill or On-line (GOTAFE)</td>
</tr>
</tbody>
</table>

Students seeking further information about particular courses must see Mr Weegberg or Ms Anderson, Careers Leaders, to discuss provider options and enrolment procedures.
VCE VET – BUSINESS – CERTIFICATE II & III

Units 1&2
Course Description

This course is aimed at developing vocational skills for those students who see their career path heading within a broad range of business and industry settings. Students will develop crucial organisational and information technology skills, establish a strong understanding of working within an office environment as well as the importance of Occupation Health and Safety in the workplace.

They will develop their understanding and knowledge of business technology as well as participating in general administration procedures and communication techniques.

VCE VET units have equal status with other VCE studies and therefore Units 1 & 2 in VET – Business contributes fully towards the satisfactory performance of VCE.

Please Note: Units 1, 2, 3 & 4 in VET Business are a sequential study. Students are unable to enrol in Unit 2 without completing Unit 1. They are unable to enrol in Units 3&4 unless they have successfully completed Units 1&2.

Outcomes (Units of Competency)

On completion of these units, students should be able to:

1. contribute to health and safety of self and others
2. communicate in the workplace
3. work effectively with others
4. produce digital text documents
5. organise and complete daily work activities
6. create and use spreadsheets
7. communicate electronically
8. use business technology
9. handle mail
10. deliver a service to customers
**VCE VET – BUSINESS – CERTIFICATE II & III**

**Assessment**

Completion of all units of competency

- practical exercises and assessments
- portfolio work
- semester examinations

On the successful completion of these units, students will be:

- credited with 2 VCE Units 1&2, and
- credited with 10 units of competency toward their Certificate II in Business.

**Key Skills for Units 1 & 2**

- **Communication Skills** – communicate information and ideas using the most appropriate method, and be able to give and receive constructive feedback relating to certain scenarios

- **Technical Skills** – log onto a network, use appropriate programs such as Word and Excel, save work to correct location, and then to successfully log out of system

- **Literacy Skills** – read and understand procedures, policies, goals and objectives both for individuals and businesses

- **Planning & Organising Skills** – organise work priorities and complete work activities under time restrictions

- **Problem Solving Skills** – solve routine problems
VCE VET – BUSINESS – CERTIFICATE II & III

Units 3 & 4

Course Description

This course continues to develop vocational skills for those students who see their career path heading within a broad range of business and industry settings.

VCE VET units have equal status with other VCE studies and therefore Units 3&4 in VET – Business contributes fully towards the satisfactory performance of VCE. This also contains units from the Certificate III in Business program. At the conclusion of the course, students will receive the following qualification: BSB30115 Certificate III in Business (partial completion).

Please Note:

- Units 1, 2, 3 and 4 in VET Business are a sequential study.
- Students are unable to enrol in Units 3&4 unless they have successfully completed Units 1 & 2.

Outcomes (Units of Competency)

On completion of these units, students should be able to:

1. organise personal work priorities and development
2. organise workplace information
3. design and produce business documents
4. deliver and monitor a service to customers
5. recommend products and services

Program duration

Units 3&4 in BSB30115 Certificate III in Business has a duration of 195 hours.

Assessment

Students must successfully complete all units of work. In addition to these units, there are three assessment tasks associated with the coursework:

- **SAC 1 Product** – For this SAC you are required to produce a variety of business documents including a newsletter, information flyer and client letter using a variety of business equipment. Competencies covered in the Design and Produce Business Documents module are used whilst completing this SAC.

- **SAC 2 Portfolio 1** – This SAC requires you to successfully complete a variety of exercises, tests, and practical activities relating to the competencies covered in the Organise Workplace Information and Organise Personal Work Priorities and Development modules.

- **SAC 3 Portfolio 2** – This SAC requires you to successfully complete a variety of exercises, tests and practical activities relating to the competencies covered in the Deliver and Monitor a Service to Customers module and Recommend Products and Services module.
VCE VET – BUSINESS – CERTIFICATE II & III

The course work score will contribute 66% to the final study score. An examination at the end of the year will contribute 34% to the final study score.

On the successful completion of this program (Units 1, 2, 3 and 4), students will be:

- credited with five VCE VET units – three units at 1&2 level and two units at 3&4 level
- awarded BSB30115 Certificate III in Business
- awarded a Statement of Attainment documenting achievement of units of competence that can contribute to completion BSB30115 of Certificate III in Business (partial completion)
- in addition, the completion of Units 3&4 contributes towards their ATAR score

Key Skills for Units 3&4

- **Communication Skills** – communicate information and ideas using the most appropriate method, and to be able to give and receive constructive feedback relating to certain scenarios

- **Technical Skills** – log onto a network, use appropriate programs such as Word and Excel, save work to correct location, and then to successfully log out of system

- **Literacy Skills** – read and understand procedures, policies, goals and objectives both for individuals and businesses

- **Planning & Organising Skills** – organise work priorities and complete work activities under time restrictions

- **Problem Solving Skills** – solve routine problems.